wildernschool

YEAR 8

Parent Curriculum Information 2026-2027

'Every Student Matters, Every Moment Counts'

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Department: **ART** **Class Organisation:** **Mixed Ability**

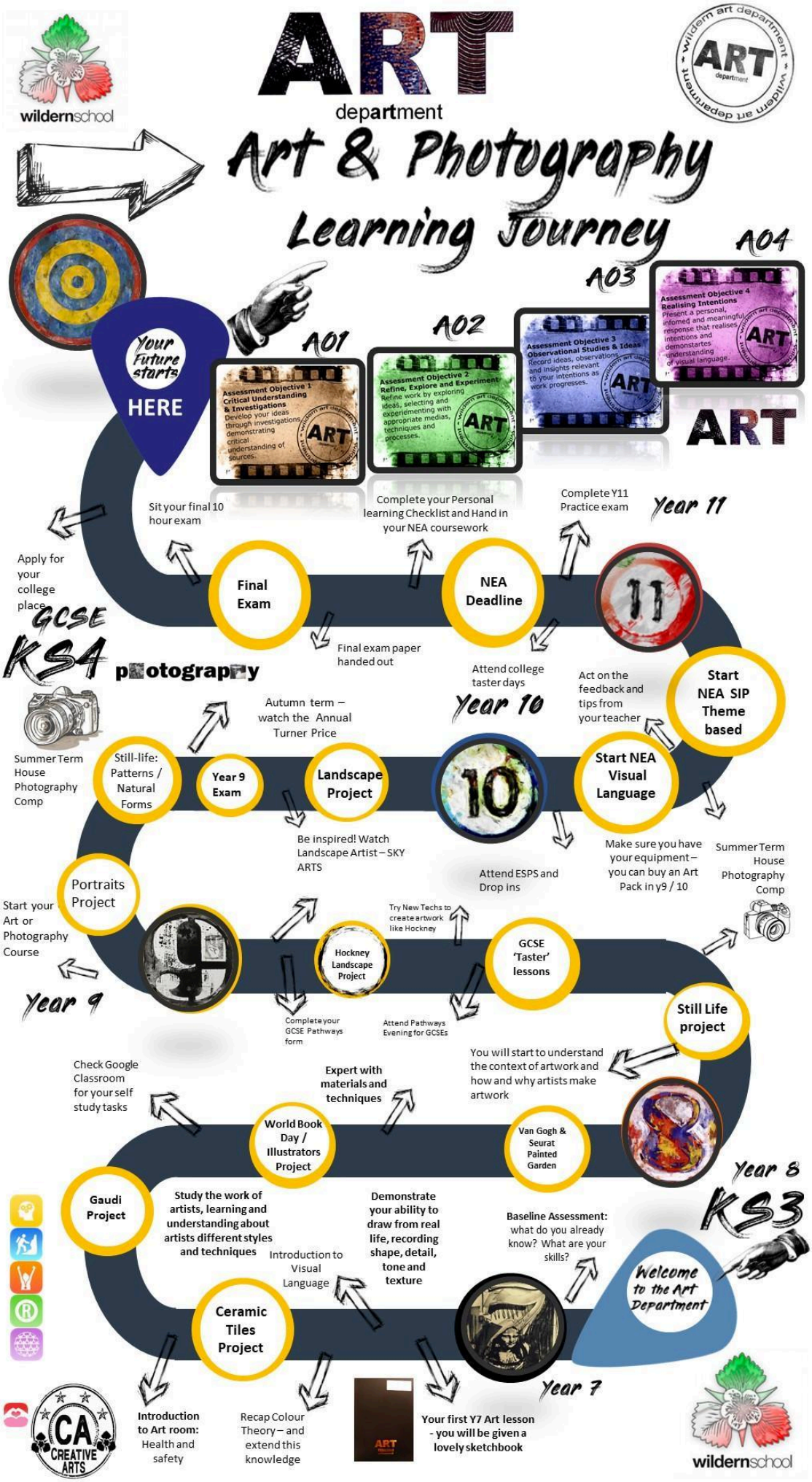
Course Overview:
Students will embed a number of key skills, knowledge and understanding through 2 main projects and a series of GCSE style taster lessons. Projects include; A Still Life project, an assessment project and GCSE art taster lessons; including experimentation with printmaking, drawing and using new technologies.

How students will be assessed
Students will be assessed with Wildern Steps throughout the year, through a final extended Assessment Landscape Project and through a 1 hour written exam.

Parental support
- Monitor and support your child with completing the self-study tasks,
- Ensure your child has correct and required art equipment, including a glue stick, art shirt and basic art pack

Enrichment Ideas

Suggested reading ● Da Vinci Code ● Wildness and Wonder by Susan Goldman Rubin ● Georgia Rises by Kathryn Lasky	**Films & documentaries** ● Sky Arts ● Sky Landscape / Portrait artists of the year ● Nate: Artrageous
Cultural experiences ● Art Galleries - there are plenty of local ones ● Talk to your child about art and about their artwork, create time for a discussion or to share thoughts ● Have a balance of screen time	**Things to see and do locally** ● Wildern D@rt centre ● Southampton City Art Gallery ● John Hansard Gallery / city eye Hobby Craft workshops / WSA shop and gallery ● Today @ Apple
Top 5 Websites ● https://www.tate.org.uk/ ● https://www.southamptoncityartgallery.com/ ● https://www.canva.com/ ● https://sketch.io/sketchpad/ ● http://www.artlex.com/	**Things we do** ● Art Club / Join the Art Enrichment Google Classroom ● Art competitions / Photography Competitions


wildernschool
ART
department
wildern art department
Art & Photography
Learning Journey
A04
A03
A02
A01
Assessment Objective 4
Realising Intentions
Present a personal, informed and meaningful response that realises intentions and demonstartes understanding of visual language.
Assessment Objective 3
Observational Studies & Ideas
Record ideas, observations and insights relevant to your intentions as work progresses.
Assessment Objective 2
Refine, Explore and Experiment
Refine work by exploring ideas, selecting and experimenting with appropriate medias, techniques and processes.
Assessment Objective 1
Critical Understanding & Investigations
Develop your ideas through investigations demonstrating critical understanding of sources.
Your Future starts HERE
ART
Year 11
Sit your final 10 hour exam
Complete your Personal learning Checklist and Hand in your NEA coursework
Complete Y11 Practice exam
Apply for your college place
Final Exam
NEA Deadline
11
GCSE
KS4
photography
Final exam paper handed out
Attend college taster days
Year 10
Act on the feedback and tips from your teacher
Start NEA SIP Theme based
Autumn term – watch the Annual Turner Price
Summer Term House Photography Comp
Still-life: Patterns / Natural Forms
Year 9 Exam
Landscape Project
10
Start NEA Visual Language
Be inspired! Watch Landscape Artist – SKY ARTS
Make sure you have your equipment – you can buy an Art Pack in y9 / 10
Summer Term House Photography Comp
Attend ESPS and Drop ins
Portraits Project
Start your Art or Photography Course
Year 9
Try New Techs to create artwork like Hockney
Hockney Landscape Project
GCSE 'Taster' lessons
Still Life project
Complete your GCSE Pathways form
Attend Pathways Evening for GCSEs
You will start to understand the context of artwork and how and why artists make artwork
Check Google Classroom for your self study tasks
Expert with materials and techniques
World Book Day / Illustrators Project
Van Gogh & Seurat Painted Garden
Year 8
KS3
Gaudi Project
Study the work of artists, learning and understanding about artists different styles and techniques
Demonstrate your ability to draw from real life, recording shape, detail, tone and texture
Baseline Assessment: what do you already know? What are your skills?
Introduction to Visual Language
Welcome to the Art Department
Ceramic Tiles Project
Year 7
CA CREATIVE ARTS
Introduction to Art room: Health and safety
Recap Colour Theory – and extend this knowledge
Your first Y7 Art lesson - you will be given a lovely sketchbook
wildernschool

Department: **DANCE** **Class Organisation:** **Mixed Ability**

Course Overview:
Autumn Term: Capoeira and Mario Poetry through Dance
Spring Term: The Car Man – Matthew Bourne, Poetry through Dance
Summer Term: GCSE Professional Dance Works: Emancipation of Expressionism

How students will be assessed
Students are assessed through the Wildern Steps on their work in three areas, composition, performance and analysis.

Year 8 exam – students will be assessed on their dance vocabulary and key terms in a written paper. This will focus on choreographic skills, performance skills, safe practice and analysis.

Parental support
- Encourage their child to watch live and recorded dance in a variety of styles.
- Ensure their child wears the appropriate kit and has equipment for all lessons.
- Dance kit – green shorts and Wildern polo shirt.

Enrichment Ideas

Suggested reading ● Ballet Stars ● Rambert Dance	**Films & documentaries** ● Matthew Bourne dance pieces ● Emancipation of Expressionism - Anthology
Cultural experiences ● Theatre visits. The Berry, Mayflower, Nuffield, London, Sadlers Wells ● Performing as a part of the dance extra curricular programme in the Berry Theatre	**Things to see and do locally** ● Dance clubs at school ● D@rt Centre dancer activities ● The Point Theatre ● The Berry Theatre ● The Mayflower Theatre
Top Websites ● Capoeira - https://youtu.be/Z8xxgFpK-NM ● The Car Man - https://new-adventures.net/the-car-man#overview ● Brothers of dance: Contemporary - https://youtu.be/KEAkyBd6a-Y ● Emancipation of Expressionism Video - https://www.youtube.com/watch?v=nUQI8kUiaiE	**Things we do** ● Year 8 dance club ● Dynamism Boys Dance Company ● Junior Bare Roots (by invite only) ● Showcases x3 in the Berry Theatre ● Dance Live!

YEAR 7-11 DANCE

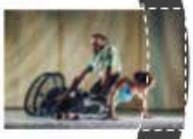
11: Theory: revision for written paper

11: Theory: revision for written paper

11: Theory: revision for written paper

11: Performance as a duo / trio. **Theory:** Revision





10: Solo Performance: Breathe. **Theory**: Within Her Eyes

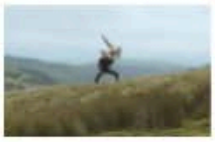




10: Performance in a duo/trio. **Theory**: Infra

11: Solo Performance: Shift & Breathe. **Theory:** Artificial things

10: Group choreography. **Theory** E of E



10: Solo Performance: Breathe & Shift. **Theory**: Within Her Eyes

11: Group Choreography. **Theory:** Artificial Things



9: Group Choreography. **Theory:** A Linha Curva



10: Performance in a duo/trio - A Linha curva. **Theory:** E of E



9: Performance in a group. **Theory:** Shadows



9: Solo Performance: Shift. **Theory:** Shadows



9: Expressive & Technical Skills. **Theory**: Physical Skills

9: Physical & mental Skills. **Theory:** Safe Practice



8: Mario Action, Space, Dynamics, Relationships





8: The Car Man: Technical, Physical and expressive skills, Musicality, Structure

8: Poetry: Starting points, literacy, choreography, dynamics

8: Emancipation of Expressionism: Hip Hop, Dynamics, Relationships, Structure

8: Capoeira: Relationships, devices, transitions



7: World dance: Technical dance skills

7: Poetry: 6 Actions of dance: Jump, Turn, Travel, Gesture, Stillness, fall



7: Superheroes: Dynamics, Relationships, Transitions, Leadership

7: Still Life At The Penguin Cafe: Space, Dynamics

7: Responding to a Stimulus Actions, Space, Dynamics

- = **Autumn term**
- = **Spring Term**
- = **Summer Term**
- = **End of year**

Areas of Study

- ☐ Poetry
- ☐ Superheroes
- ☐ World Dance
- ☐ Professional works
- ☐ Technical Skills
- ☐ Physical Skills
- ☐ Expressive Skills
- ☐ Performance
- ☐ Choreography
- ☐ Written Paper prep

Department: **DESIGN & TECHNOLOGY** **Class Organisation:** **Mixed Ability**

Course Overview:
Students take part in the following projects: Pull Along Toy, Mood Lamp, Emoji Toy and Food Kitchen Safety, Diet and Health. Students learn valuable skills and techniques which could be used in Year 9.

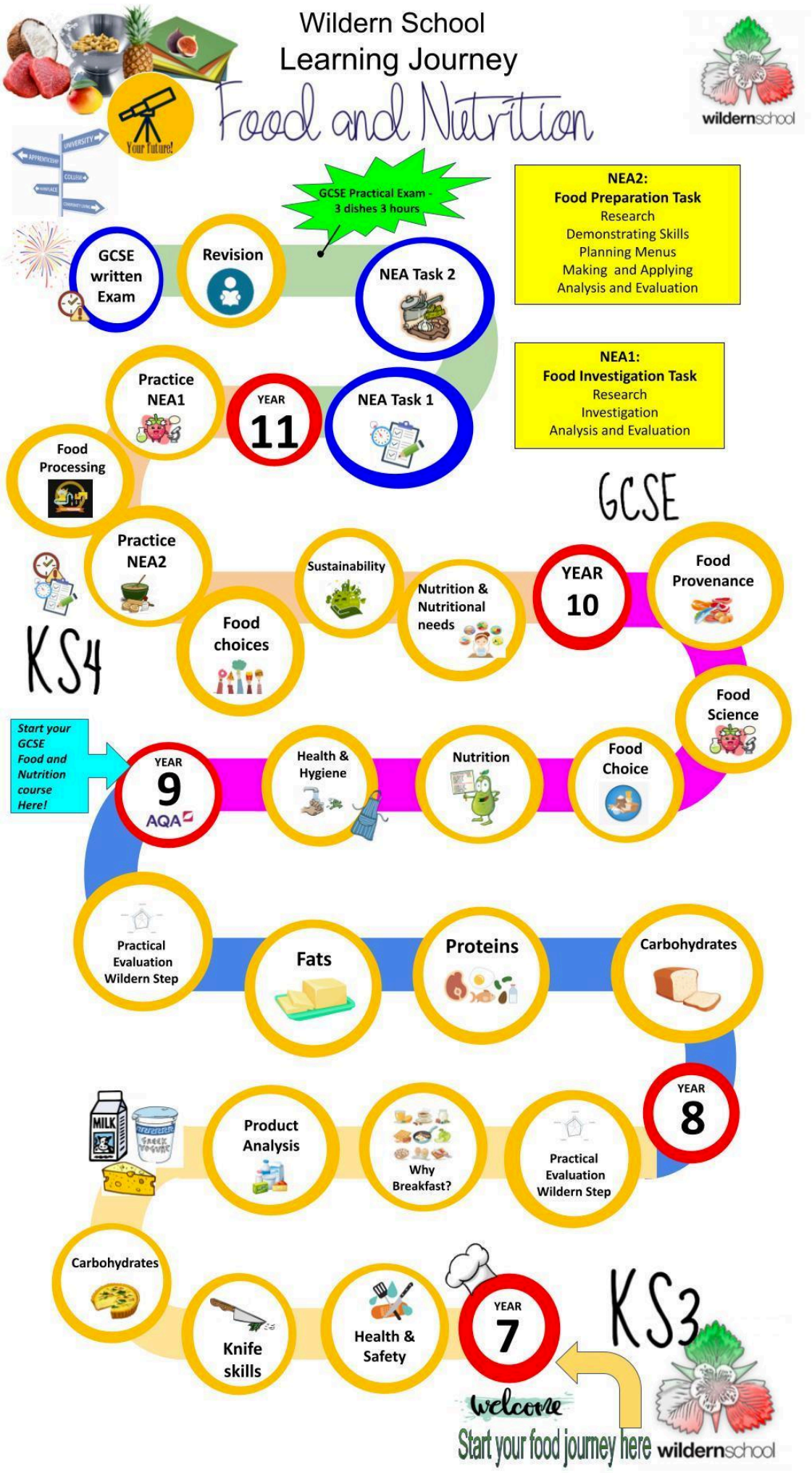
How students will be assessed
Students are assessed throughout the projects and given a Wildern Step for practical and design work.

Parental support
- Provide ingredients where necessary for practical food lessons.
- Ensure your child has the appropriate equipment for school.
- Engage in conversation with your child about what they are learning.

Enrichment Ideas

Suggested reading ● Design: The whole story ● Design: The definitive history ● Fashion: The definitive visual history ● Jamie Oliver 5 ingredients ● Biographies of designers and chefs	**Films & documentaries** ● Great british bake off ● Masterchef ● Inside the factory ● Food unwrapped ● BBC How to make ● BBC The great british sewing bee
Cultural experiences ● Big band fair ● Visiting local food markets and food festivals ● Goodwood festival of speed ● Farnborough air show ● New forest county show	**Things to see and do locally** ● INTECH ● 1851 trust ● Solent Sky ● Beaulieu ● Hovercraft museum
Top 3 Websites ● https://www.bbcgoodfood.com/ ● https://www.bbc.co.uk/programmes/b07mddqk ● www.thenational.academy/pupils/programmes/design-technology-secondary-year-8/units	**Things we do** ● Run after school clubs. These include STEM club, Design club, Textiles club, Cooking Club ● Run an after school cooking competition ● Share our love of the subject and what we do with our skills outside of teaching


DESIGN & TECHNOLOGY
LEARNING JOURNEY
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an academytrust
FINAL GCSE EXAM
EXAM PREPARATION & REVISION
NON EXAMINED ASSESSMENT
YEAR 11
GCSE NEA CONTEXTS
SKILLS PROJECT
SPECIALIST CONTENT
PRACTICE NEA
CORE CONTENT
YEAR 10
WORKWEAR APRON
SCENT BOTTLE AND PACKAGING
JEWELLERY AND JEWELLERY BOX
YEAR 9
GRAPHICS & SUSTAINABILITY
KS4
EMOJI PLUSH TOY
PULL ALONG TOY
MOOD LAMP
TOTE BAG
YEAR 8
TABLE TENNIS PADDLES
WOODEN ROBOT
INTRODUCTION TO D&T
YEAR 7
KS3


Wildern School
Learning Journey
Food and Nutrition
wildernschool
Your Future!
GCSE Practical Exam - 3 dishes 3 hours
NEA2:
Food Preparation Task
Research
Demonstrating Skills
Planning Menus
Making and Applying
Analysis and Evaluation
NEA1:
Food Investigation Task
Research
Investigation
Analysis and Evaluation
GCSE written Exam
Revision
NEA Task 2
Practice NEA1
YEAR 11
NEA Task 1
Food Processing
GCSE
Practice NEA2
Sustainability
Nutrition & Nutritional needs
YEAR 10
Food Provenance
Food choices
KS4
Food Science
Start your GCSE Food and Nutrition course Here!
YEAR 9
AQA
Health & Hygiene
Nutrition
Food Choice
Practical Evaluation Wildern Step
Fats
Proteins
Carbohydrates
YEAR 8
Product Analysis
Why Breakfast?
Practical Evaluation Wildern Step
Carbohydrates
Knife skills
Health & Safety
YEAR 7
KS3
welcome
Start your food journey here
wildernschool

Department: **DRAMA** **Class Organisation:** **Mixed Ability**

Course Overview:
Students will practically explore many styles of theatre ranging from Devised Drama to Comedy. They will also look at adapting film scripts for the stage as well as creating whole class scenes. In yr 8 we also consider what impact our work can have on an audience and how we can fulfil our artistic intentions through dramatic form. The explorations will enhance students' understanding of explorative strategies and performance skills.

How students will be assessed
Students are assessed at the end of each half termly Scheme of Work. Although the assessment is practical, students can still make progress by showing their understanding of topics and performance through self study tasks and assessment reflections. Students are graded by The Wildern Drama Steps for their performances and practical work.

Parental support
- To ensure the correct equipment and footwear is brought to every session.
- Supporting with extra rehearsals/extra-curricular activities.
- Supporting with the learning of dialogue

Enrichment Ideas

Suggested reading ● The Hunger Game Trilogy- Suzanne Collins ● Teechers by John Godber ● I love you Mum - Mark Wheeller ● Hard To Swallow- Mark Wheeller	**Films & documentaries** ● The Hunger Games- Gary Ross ● Clue - Jonathan Lynch
Cultural experiences ● Backstage Tours at The Mayflower ● Day trips to London to visit The West End ● RSC tours and play to enjoy in Stratford Upon Avon ● Involvement with Inhouse Productions ● Outside Theatre at Mottisfont (National Trust)	**Things to see and do locally** ● The MayFlower Southampton - Backstage Tours and Summer Schools ● New Theatre Royal, Portsmouth ● Winchester Hat Fair - Free Outdoor Arts Festival ● The Point and Berry Theatre Youth Theatre and workshops ● The D@rt have a Thursday night drama club
Top 5 Websites ● www.shakespearesglobe.com/discover/about-us/virtual-tour ● www.royalcourt.com ● www.visitlondon.com/vitually-london ● www.rsc.org.uk (virtual tours) ● https://www.bbc.co.uk/iplayer/group/p08gh374	**Things we do** ● School Production ● Drama Club/ Drama Club Showcase ● Theatre Visits ● Watching GCSE Drama work as an exam audience ● Being part of hot seating exercises for LAMDA candidates ● Rotary Young Chef and Future Chef competitions

Year 7-11 Drama



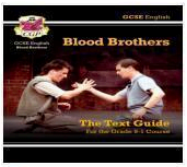
Written Exam

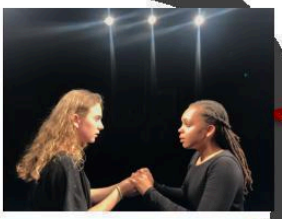
Concept Proformas









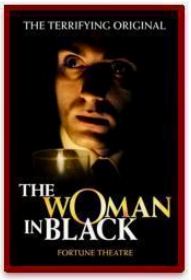


Presenting & Performing Texts

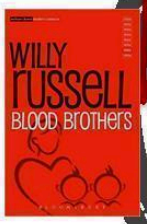


National Theatre Live

Live Theatre Review



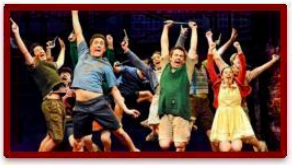
Blood Brothers exam play text

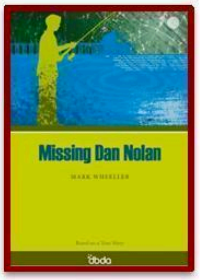




Ocr Script work

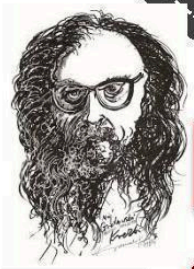






OCR Devising Drama

OCR play text



Murder Mansion

Theatre Practitioners







Theatre In Education *

Theatre History



The Hunger Games

Gobar's "Teechers"



Musical Theatre





Script Work Blue Remembered Hills





What is Drama?





Live Theatre Review

Mime







Department: **EDUCATION FOR LIFE** **Class Organisation:** **Tutor Groups**

SUPPORTING YOU TO BE RESPONSIBLE, CONFIDENT, HEALTHY AND RESPECTFUL YOUNG ADULTS PREPARED FOR LIFE AND WORK IN AN EVER CHANGING WORLD

Course Overview:
The Education for life programme supports students to be responsible, healthy, confident and respectful young adults prepared for life and work in an ever changing world. There are three key themes that all year groups will focus on throughout the year:

- Relationships and Wellbeing
- Citizenship
- Living in The Wider World

Education for Life encompasses our whole school statutory Relationships & Sex Education and focuses upon students economic and personal wellbeing. Students are encouraged to develop their personal opinions and discussion skills. Topics included in Year 8 Education for Life include

- Belonging and Community
- Democracy and Parliament
- Personal Safety and Managing Risk
- Managing Money
- Healthy Relationships
- Staying Safe Online

How students will be assessed
Students are assessed using a variety of methods on the work that they complete throughout the year including self or peer assessment in each unit and google quizzes at the end of each half term.

Self-study
Self-study is not applicable in this subject.

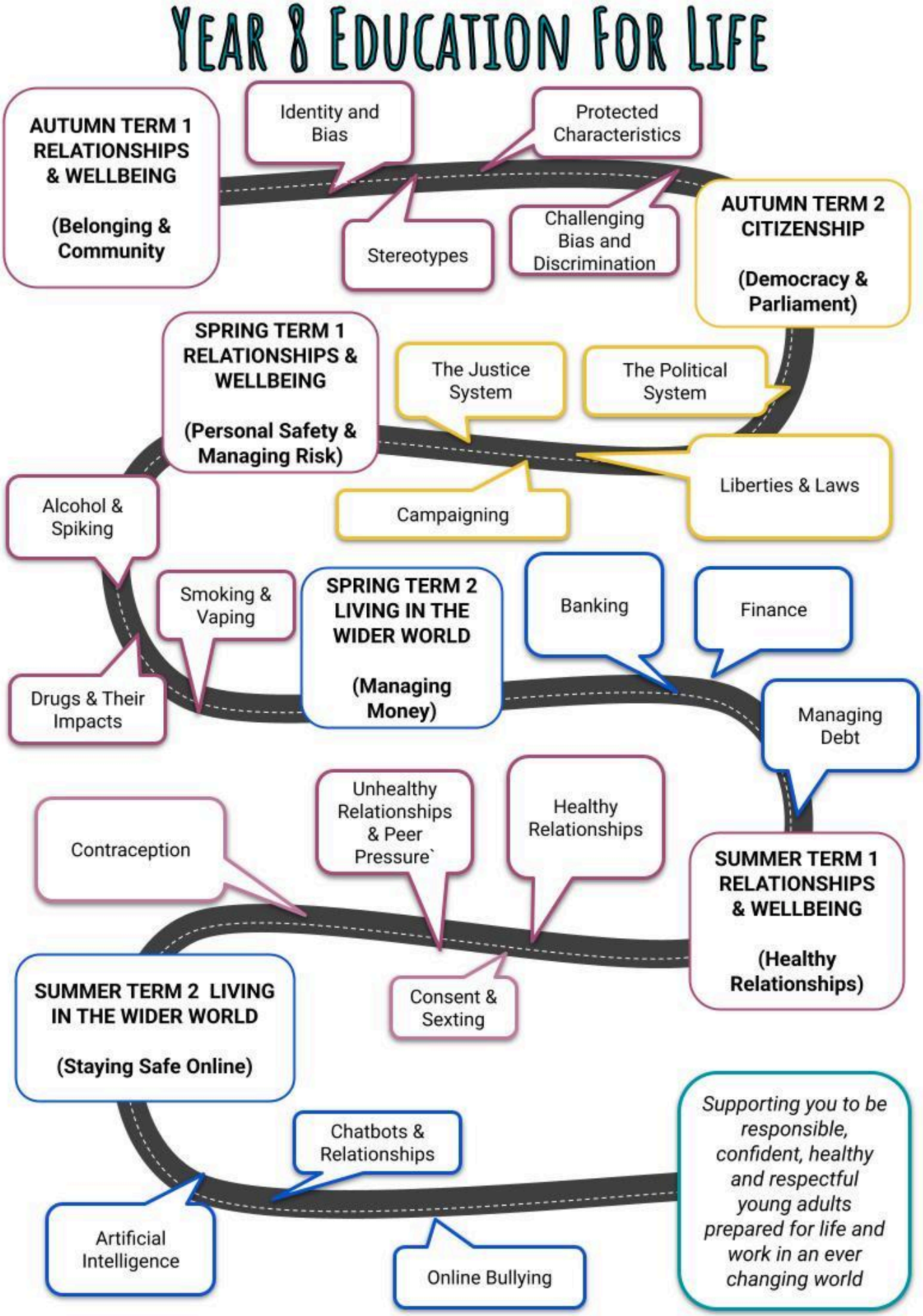
Parental support

- Ensure that you encourage your child to keep up to date with current affairs.
- Support can be given to your child by encouraging debate and discussion at home.

Enrichment Ideas

Suggested reading ● A good clean edge, Vincent Caldy ● The garbage king, Elizabeth Laird ● The Boy at the back of the class, Onjali Q.Rauf ● Keeping Mum, Marianne Talbot	**Films & documentaries** ● Modern Family
Cultural experiences ● National Trust ● Theatre trips linked to themes	**Things to see and do locally** Explore youth parliament
Top 5 Websites ● youngminds.org.uk/ ● stem4.org.uk/ ● www.childline.org.uk/ ● www.bbc.co.uk/newsround ● www.byc.org.uk/uk/uk-youth-parliament	**Things we do** ● Lessons on mindfulness and wellbeing

Year 8 Education For Life



Department: **ENGLISH** **Class Organisation:** **Mixed Ability**

Course Overview:
All students study a range of contemporary and seminal texts, including Shakespeare's 'Romeo and Juliet' and Susan Hill's 'The Woman in Black'. Additionally, students develop their writing skills for different purposes and audiences by completing a portfolio of creative pieces and will continue to hone their skills in clearly communicating their thoughts, feelings and ideas towards texts and characters through debate, paired and group discussion as well as in analytical writing.

How students will be assessed
Students are assessed using a range of formative and summative mediums, including quizzing, creative writing tasks, comprehension activities and more formalised examinations, such as reading and spelling tests.

Self-study
Students receive weekly self-study. All work is set via Googleclassroom and will focus on spelling and vocabulary. Self study should take 30 minutes per week.

Parental support
- Check self-study is completed on Googleclassroom.
- Talk to students about their reading and encourage them to complete regular reading for pleasure at home.
- Help students to access the enrichment ideas, where possible.

Enrichment Ideas

Suggested reading Please see here for our excellent lists of suggested reading from our LRC: ● Key Stage 3 Reading List.pptx ● Current news via our subscription to 'The Day': https://theday.co.uk	**Films & documentaries** ● Any film production of Romeo and Juliet or relating to Shakespeare's era - the Baz Lurhmann version is very engaging. ● The Woman in Black - https://www.thewomaninblack.com/ (note the 12A rating) ● The Romantics and Us - Simon Schama
Cultural experiences ● The Globe Theatre, London ● Shalespeare's house and the theatres of Stratford Upon Avon ● The Mayflower Theatre Southampton and the MAST theatre ● Visit a wild natural location like The Lake District or The Peak District	**Things to see and do locally** ● Portsmouth City Museum- they often have Arthur Conan Doyle exhibits as he was born in Portsmouth. ● Visit Milestones - the living Victorian village. ● Visit a moorland (The New Forest or Dartmoor) to experience the setting for Romantic poetry/ experience the power of nature.
Top 3 websites ● The English googlesite: https://sites.google.com/wildern.org/english/home?authuser=0 ● Poetry by Heart: https://poetrybyheart.org.uk/ ● BBC Bitesize: KS3 Romeo and Juliet- https://www.bbc.co.uk/bitesize/topics/zfdj6sg	**Things we do** ● Theatre in schools drama workshops by Box Clever ● 'Turn the Page' together reading events for parents and students in our LRC ● *Showcasing Shakespeare* - our celebration of Shakespeare! ● The Vox student newspaper ● National Writing Competitions

KS3 English Learning Journey



How can I begin to decode and understand Shakespearean language?

What do I already know about Shakespearean context?

Practical: Building analytical writing skills

What were relationships like in Jacobean families?



Why is this the most famous love story in history?

Shakespearean language

Romeo and Juliet

What techniques do Gothic writers use to build suspense and tension?



How does Hill depict the setting of Eel Marsh House?

Susan Hill

The Gothic

The Woman in Black

What are the tropes/conventions of Gothic writing?



How does Hill depict the supernatural?

Practical: Write your own powerful, 'history making' speech

William Blake

Practical: Create your own Romantic poetry

Year 8

Romantic Poetry

The Romantic Legacy

How have the Romantics shaped our world?

It's not about love!

Who were the Romantic poets and what did they believe about society?

William Wordsworth



How can I explore the relationships between characters?

Practical: Write a letter in character from Ariel to

The Tempest

Non-fiction writing

Let's get creative! Creative writing skills

How can we be confident readers of Shakespeare?

What are the expectations of me as a reader at Wildern?

How can I begin to form and express my opinions about a text?





Year 7

Novel study 'Island of Mysteries'

Poetry and Identity

Francis Hardinge

How can I use a text as a springboard for creative writing?

Why do we write poetry?

What is poetry for?

How can I explore and articulate my own opinions on a writer's intentions?

Department: **GEOGRAPHY** **Class Organisation:** **Mixed Ability**

Course Overview:
Students begin the year by looking at a bespoke unit of work 'Commotion in the Ocean' focusing on plastic pollution. Conflict in Geography is the unit we look at before Christmas. Within this unit we explore whether or not Geography is responsible for conflict. In the Spring term, we move on to study Urbanisation, with a focus on China and their population growth. Towards Easter we begin looking at tourism. We then explore the coastal landscapes of the UK, exploring why the coast is important, the erosional and depositional process that shape the coast and how we can manage this through a decision making exercise. We end the year looking at the Ramble along the Hamble where students look at fluvial (river) processes and management using the River Hamble.

How students will be assessed
Managing China's Population Assessment
Commotion in the Ocean
Coasts Assessment - using Wildern Steps

Parental support
- In accessing subject specific resources like atlases and online sites like www.worldatlas.com
- Through taking part in student questionnaires and surveys.

Enrichment Ideas

Suggested reading ● Horrible Geography Series ● Lonely Planet, A journey through every country ● Lonely Planet: The Big Earth Book ● DK: Natural Wonders of the World ● DK: What's where in the world?	**Films & documentaries** ● Seven Worlds, One Planet (David Attenborough) ● Documentaries by Simon Reeve ● The Impossible ● Frozen Planet On Thin Ice
Cultural experiences ● National Trust 50 things to do before you're 11 and ¾ ● Have access to a world map at home e.g. poster, atlas, scratch map, blow-up globe ● Walk along the River Hamble	**Things to see and do locally** ● Marwell Zoo - Rainforest Biome ● Science Museum, London ● London Eye ● National Parks e.g. New Forest ● Hengistbury Head & Mudeford Spit
Top 5 Websites ● BBC Bitesize https://www.bbc.co.uk/bitesize ● BBC news https://www.bbc.co.uk/news ● Geoguessr https://www.geoguessr.com/ ● World population clock https://www.worldometers.info/world-population/ ● Google Earth https://earth.google.com/web/	**Things we do** ● Book Covering competition ● Trips to London including a boat trip on the River Thames and visit the London Aquarium. ● Pathways Lesson linked to development.

Wildern Geography Curriculum Map

Key
Year Group
Topics Covered

Year 7

Our Restless Earth

Africa: a land of diversity.

Wonderful Wildern

Weather and Climate

Passport to the World

Conflict

Changing China

Wild Weather

Coasts

Year 8

Year 9

Commotion in the Ocean

Challenge Natural Hazards

Rivers

Year 10

Urban Issues and Challenges

Physical Landscapes

Living World

Fieldwork

Physical Landscapes

Coasts

Economic development

Year 11

Resource Management

Issue Evaluation

YEAR 8 GEOGRAPHY

Key
Unit Title
Topics Covered
Assessment

1. Changing China
Population
Population Policies
World's most polluted city

2. Commotion in the Ocean
Ghost Fishing
Overfishing

Managing Oceans
Ocean Threats
Plastic Pollution

3. Is conflict caused by Geography?
Migration
Conflict
Globalisation
Climate Migrants

4. Passport to the World
Global Tourism
UK Travel
Dark Tourism

5. Coasts
Hurst Spit Dilemma
Should we save Hurst Spit?
Coastal Processes
Erosion and Deposition

6. World's Greatest Rivers
River Landforms
Lives along the River
Management

Key Themes
- ☐ Human
- ☐ Physical
- ☐ Environment
- ☐ Social
- ☐ Economic
- ☐ Climate Change
- ☐ Migration
- ☐ Tourism
- ☐ Coastal Processes

Department: **HISTORY** **Class Organisation:** **Mixed Ability**

Course Overview:
Students will study the turbulent 20th Century and explore the challenges facing the world today with a focus on the Edwardian society, Titanic, women's suffrage, WW1, WW2, Civil rights, the Holocaust and the Atomic bomb.

How students will be assessed
Written assessments using Wildern Steps once a term.

Parental support

- Use of Library for research.
- Support with planning and meeting deadlines.
- Use of google classroom for extension and support information.

Enrichment Ideas

Suggested reading ● When Hitler Stole Pink Rabbit - Judith Kerr (WW2) ● Private Peaceful - Michael Morgpurgo (Ww1) ● The Book Thief - Markus Zusak (WW2) ● Wave Me Goodbye - Jacqueline Wilson (Ww2)	**Films & documentaries (please check rating of films)** ● Dunkirk ● Pearl Harbour ● Midway ● Hidden Figures
Cultural experiences ● Battle Abbey ● Imperial War museum ● Tower of London/ London Dungeons ● National History museum ● Mayflower theatre (War horse)	**Things to see and do locally** ● D Day Museum Portchester ● Fort Nelson ● Southampton Titanic Museum (Seacity museum) ● Chapel, grounds and cemetery at Royal Victoria Country Park
Top 5 Websites ● BBC bitesize www.bbc.co.uk/bitesize/subjects/zk26n39 ● Titanic twitter (real time): https://twitter.com/titanic_live?lang=en ● BBC teach www.bbc.co.uk/teach/ks3-history/zhbdpg8 ● Youtube clips 'horrible histories channel', 'woeful second world war' ● 'HISTORY' youtube channel	**Things we do** ● Horrible Histories boat tour/London trip ● Movies: Titanic, Suffragette, War Horse ● Virtual museum tours


WILDERN HISTORY
CURRICULUM MAP
YEAR 7
Norman conquest and Control
Life in the Middle Ages
Tudors
Slavery
Industrial Revolution
YEAR 8
Titanic
Women's Suffrage
VOTES FOR WOMEN
WW1
WW2
The Holocaust
Atomic Bomb
YEAR 9
Paper 1: Crime and Punishment in Britain, c.1000–present
Medieval Crime
Early Modern Crime
1605
Industrial Crime
Modern Crime
Whitechapel
Paper 3: Weimar and Nazi Germany, 1918–39
The Weimar Republic
Hitler's Rise
Control and resistance
RESIST
Life in Nazi Germany
YEAR 10
Paper 2, Topic 3 Early Elizabethan England, 1558–88
Challenges to the throne
Plots, Mary Queen of Scots
Religious settlement
Spanish Armada
Paper 2, Topic 4: Superpower Relations and the Cold War, 1941–91
Causes of the Cold War
Cold War Crisis
The Cuban Missile Crisis
The Fall of the Berlin Wall
YEAR 11
Consolidation of Paper 1
Consolidation of Paper 3
Consolidation of Paper 2
Practice Exams
EXAM
Revision
FOCUS SUCCEED
SUCCESS AHEAD

YEAR 8 HISTORY

= Assessment

Why did the Titanic sink?

Emily Davison: Martyr?

Causes of WW1

Women's Suffrage

Life in the Trenches

General Haig – The Somme

League of Nations

Life in Nazi Germany

The Rise of Hitler

Treaty of Versailles

Battles of WW1

Road to WW2

Dunkirk: Triumph or Defeat?

Battles of WW2

Southampton in the Blitz

D-Day Landings

Holocaust

US Civil Rights

The Atomic Bomb

Post WW2 British Race Relations

Civil Rights Leaders

Key Themes

- ☐ Religious
- ☐ Political
- ☐ Economic
- ☐ Local
- ☐ Social
- ☐ Military
- ☐ Culture

Skills:
Analysis, interpretation, causation, consequence, evaluation.

Department: **IT** **Class Organisation:** **Mixed Ability**

Course Overview - Informed Digital Citizen:
In Year 8, your child transitions deeper into text-based programming logic and explores the inner mechanics of the modern web, networks, and Artificial Intelligence. This curriculum balances advanced technical concepts with critical digital literacy to prepare them for the modern world.

Course Topics:

- **Unit 1:** Programming with Python (Term 1)
- **Unit 2:** Cybersecurity & Ethics (Term 1)
- **Unit 3:** Networks & The Internet (Term 2)
- **Unit 4:** AI & Machine Learning (Term 2)
- **Unit 5:** Logic & Architecture (Term 3)
- **Unit 6:** Web Dev & Media Literacy (Term 3)

How students will be assessed

- End of topic project based assessment.

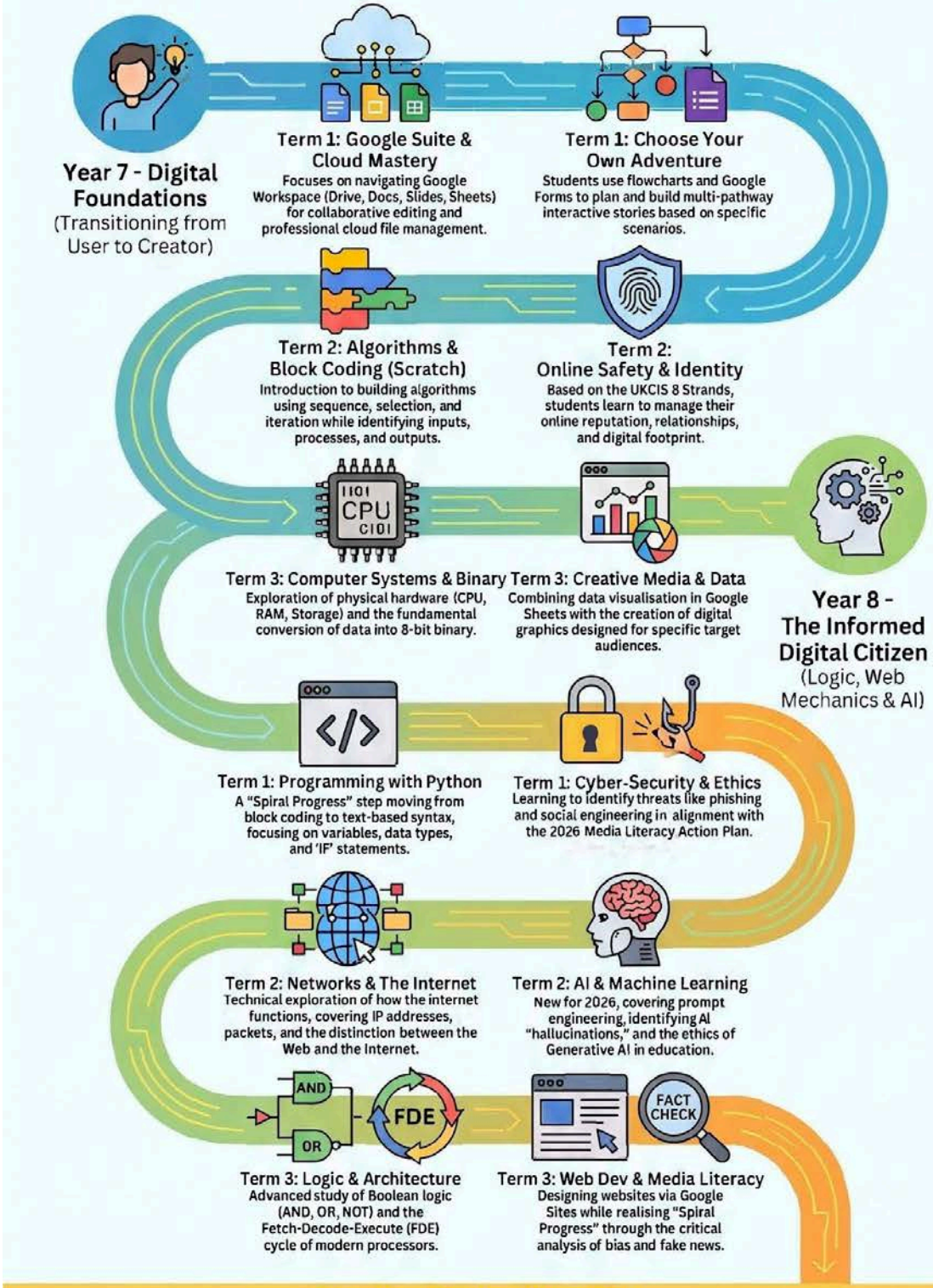
Parental support

- De-hype Artificial Intelligence: Talk to your child about how they use AI tools. Reinforce the "human oversight" concept from their lessons by asking them to spot errors or factual mistakes ("hallucinations") in AI-generated answers.
- Spot Phishing Attempts Together: Turn cybersecurity into a shared habit. When looking through your home email spam folder, ask your child to point out the common red flags of a phishing attempt, such as suspicious sender addresses or urgent, demanding language.
- Demystify Your Home Wi-Fi: Ask your child to explain how a data packet travels from your home router to a website and back. Have them explain the difference between your local IP address and the World Wide Web to reinforce network mechanics.
- Encourage Computational Logic: Python programming can feel challenging as students transition away from block coding. If they get stuck, ask them to talk through their logic lines aloud or read their code line-by-line to help them spot syntax errors.

Enrichment Ideas

Suggested reading Coding for Beginners: Using Python by Louie Stowell Coding Games in Python (Computer Coding for Kids) by DK	**Films & documentaries** • BBC Teach - computer science playlist - Youtube Ask the Storybots - How do computers work?
Cultural experiences • The National Museum of Computing https://www.tnmoc.org/ Learn a new programming language	**Things to see and do locally** Game Over: Video Game cafe Portsmouth IBM Hursley Museum https://slx-online.biz/hursley/the_museum.asp
Top 5 Websites BBC Bitesize KS3 ICT https://hourofcode.com/uk/learn https://lightbot.com/flash.html https://scratch.mit.edu https://repl.it/	**Things we do** KS3 Computing Club

Wildern School KS3 Computing Curriculum: Your Digital Journey



Core Curriculum Principles



The 50/50 Balanced Split

A deliberate equal division between technical Computer Science and Digital Literacy/ICT to align with the modern Computing GCSE direction.



The 'Spiral Strategy'

Key concepts are revisited at a deeper level across both years to ensure long-term retention and mastery.



Essential Life Skills Focus

AI Literacy, Media Literacy, and Online Safety are protected as high-priority topics over abstract theoretical concepts.



GCSE Readiness

Heavy prioritisation of Python programming to provide students with a foundational head start for Key Stage 4.

Department: **MATHEMATICS** **Class Organisation:** **Broadly banded**

Course Overview:
Year 8 students follow a two year KS3 Curriculum. Investigative skills are developed and accurate use of equipment is practised, including the effective use of their own scientific calculator.
Topics covered include:
Numeracy (calculations), Rounding, Estimating, Fractions, Convert between FDPR, Percentages and Decimals, Banking Project, Indices, Standard form, Algebraic manipulation, Substitution, Expanding brackets, Factorising linear expressions, Solving equations, Forming and solving equations, Rearranging formulae, Inequalities, Solving inequalities, Sequences and nth term. Conversion between length units, Area and perimeter of 2D shapes, Circumference and area of circles, 3D shapes and their nets, Surface area and volume of cuboids, prisms and cylinders, Plans and elevations, Drawing accurate triangles and quadrilaterals, Construction and Loci, World Trade Game, Angle rules, Angles in Parallel Lines, Angles in polygons, Coordinates, Plotting graphs of y=mx+c. Construct and interpret graphs, Identify and compare statistical representations using averages and range, Stem and Leaf, Scatter diagrams, Probability, Probability Games, Ratio, Proportion, Scale drawing, Transformations

Please see this booklet with our standardised methods to support your child- here

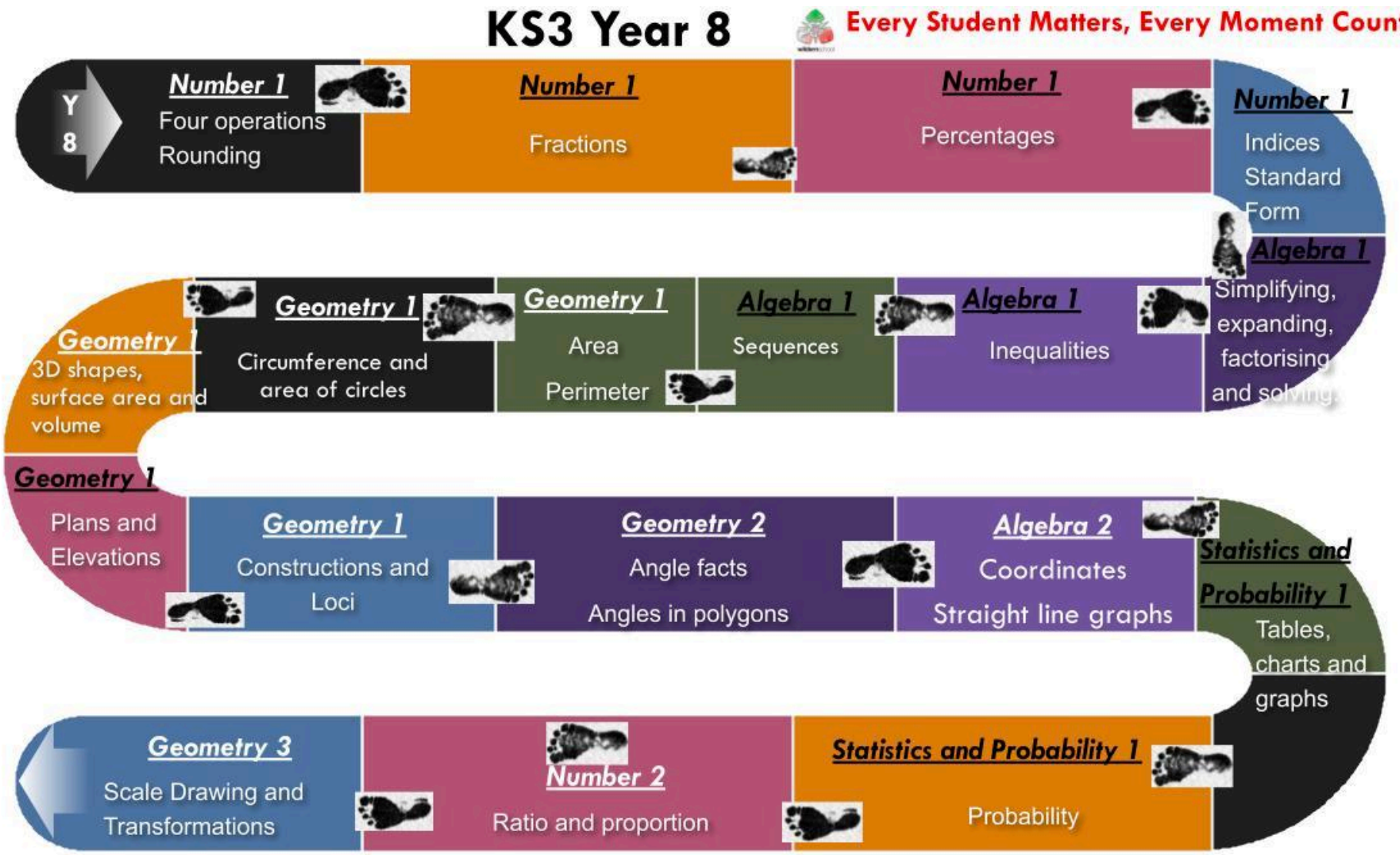
How students will be assessed
Ongoing assessment through regular in class assessments,including a number of end of unit assessments which will lead into reteach weeks on topics of difficulty across the class. Self-study tasks are set each week and formative assessment strategies in the classroom each lesson.

Self-study
Students receive self-study each week through Sparx Maths. Tasks are set which should take students on average 30 minutes each week.

Parental support
- Regularly check your child's exercise book to support your child with topics they are finding difficult and keep an awareness of how much work they are completing and their pride in their work.
- The website sparxmaths.uk gives very comprehensive and well-structured activities and students can access the Independent Learning section at any time and complete tasks on the complete range of topics.
- Ensure your child has all the relevant equipment including a scientific calculator. We recommend the Casio fx-991cw.
- Ensure your child is confident with their times tables and basic number skills. Share in maths conversations when shopping and cooking to encourage real life application.

Enrichment Ideas

Suggested reading ● Can you solve my problems? by Alex Bellos ● The Number Devil by Hans Angus Enzensberger	**Films & documentaries** ● Imitation Game (12A) ● The Martian (12)
Cultural experiences ● Bletchley Park, Milton Keynes ● Playing resources-based games (e.g. Settlers of Catan) ● Winchester Problem Solving club	**Things to see and do locally** ● Solent Air Museum ● Winchester Science centre
Top 5 Websites ● Sparx Maths: sparxmaths.uk/student ● PiXL timestable app: https://timestable.pixl.org.uk/Timestables.html ● Nrich: https://nrich.maths.org/secondary ● UKMT Maths Challenge: https://www.ukmt.org.uk/competitions/solo ● Numberphile Youtube Channel: https://www.youtube.com/channel/UCoxcjq-8xIDTYp3uz647V5A	**Things we do** ● NSPCC Number Day ● Pi Day ● Numeracy Day ● Maths Break and Lunch Clubs ● UKMT Junior Maths Challenge


KS3 Year 8
Every Student Matters, Every Moment Counts
Y 8
Number 1
Four operations
Rounding
Number 1
Fractions
Number 1
Percentages
Number 1
Indices
Standard Form
Algebra 1
Simplifying, expanding, factorising and solving
Algebra 1
Inequalities
Algebra 1
Sequences
Geometry 1
Area
Perimeter
Geometry 1
Circumference and area of circles
Geometry 1
3D shapes, surface area and volume
Geometry 1
Plans and Elevations
Geometry 1
Constructions and Loci
Geometry 2
Angle facts
Angles in polygons
Algebra 2
Coordinates
Straight line graphs
Statistics and Probability 1
Tables, charts and graphs
Geometry 3
Scale Drawing and Transformations
Number 2
Ratio and proportion
Statistics and Probability 1
Probability

Department: **MFL – FRENCH/SPANISH/GERMAN** **Class Organisation:** **Mixed Ability**

Course Overview:
In year 8, students continue to speak and write across a wider range of contexts, including their town, food and health, fashion and music, and past holidays. Within these contexts, students develop the ability to use the past, present and future tenses, express a wider range of opinions and use more complex language. All skills in year 8 build on and extend learning from year 7. Students read longer and more challenging texts and begin to write extended pieces of writing.

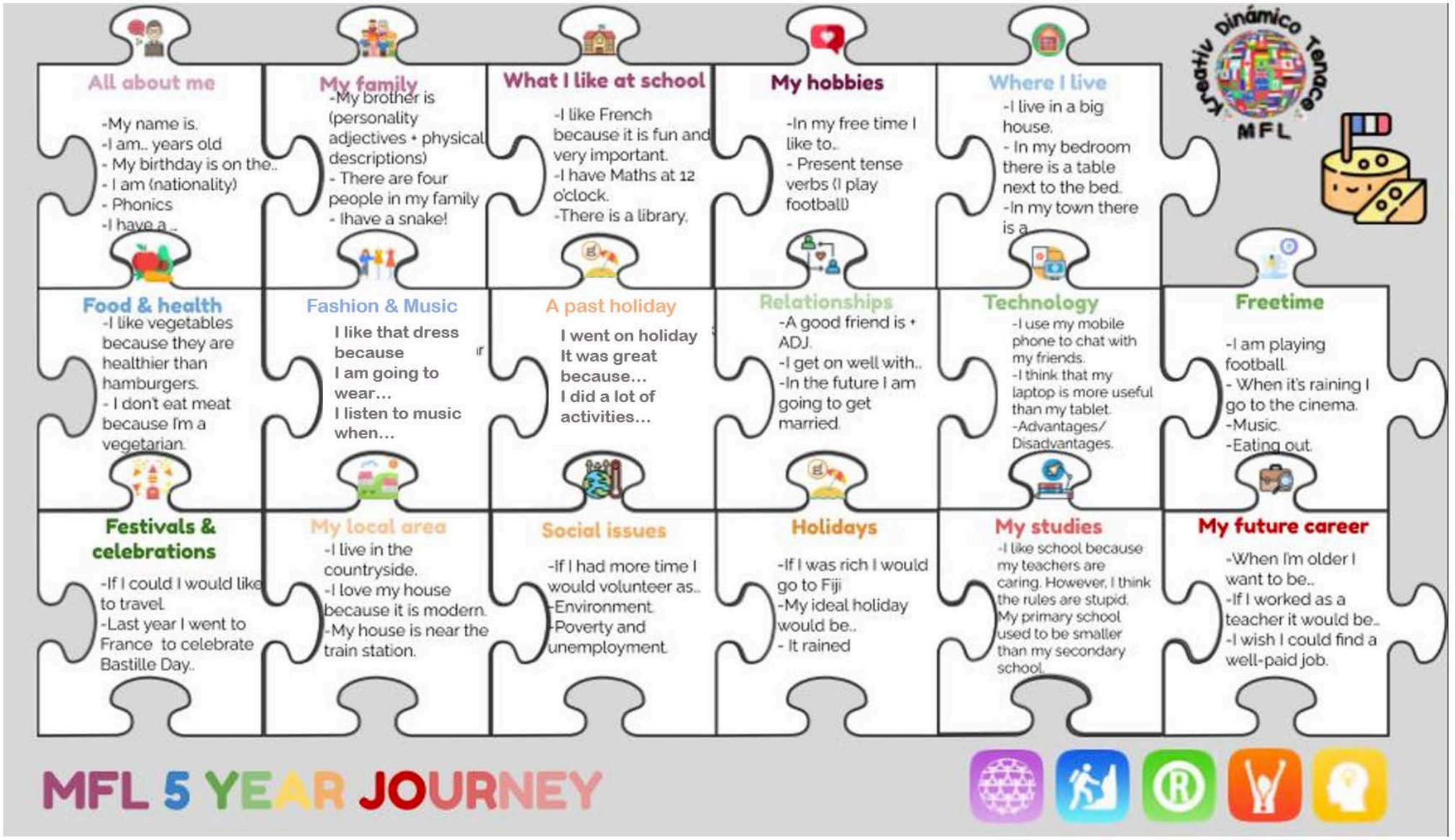
How students will be assessed
Listening, Reading and Writing assessments each term. End of Key Stage assessment in May/June.

Self-study
All self-study tasks are set on Google Classroom. Self-study alternates between vocabulary learning on Memrise.com and online reading, listening and writing tasks on www.sentencebuilders.com. Vocabulary should be practised daily to support students' recall of key vocabulary. Sentencebuilder.com tasks should take approximately 30 minutes.

Parental support
- Test vocabulary and spellings weekly.
- Encourage students to use Memrise and sentencebuilders.com to practise their language at home.

Enrichment Ideas

Suggested Reading ● **French:** Language guide online French reading, 1jour1actu ● **German:** Deutsche Welle Deutsch Interaktiv [search online] ● **Spanish:** Thespanishexperiement.com stories	**Films & documentaries** ● **French:** Kirikou et la sorcière, La prophétie des grenouilles, Mini-Loup(Wolf) ● **German:** Goethe Institut Erste Wege in Deutschland, Harry gefangen in der Zeit (Deutsche Welle website) ● **Spanish:** Cortometrajes en Youtube (Short Films)- 'Cuerdas', 'El Regalo' 'Alma' 'El número', Nailed it! (Baking show!) Netflix
Cultural experiences ● **French:** Wildern Paris Trip, PenPal letters with school in northern France ● **German**: German exchange experience ● **Spanish:** Pen pal letters with partner school in Mallorca, Explore the Guggenheim Bilbao https://artsandculture.google.com/project/guggenheim-bilbao	**Things to see and do locally** ● **French:** La Parisienne café/restaurant Romsey ● **German:** Stein Garten German bar Southampton ● **Spanish:** La Regata restaurant Southampton
Top 5 Websites ● www.memrise.com/www.quizlet.com ● KS3 BBC Bitesize https://www.bbc.co.uk/bitesize/levels/z4kw2hv ● https://www.busuu.com/ ● www.fluentU.com - Language blog ● www.lingo-play.com - Language learning games	**Things we do** ● Foreign Language Film Club ● European Culture Club ● European Day of Languages


All about me
-My name is.
-I am.. years old
- My birthday is on the..
- I am (nationality)
- Phonics
-I have a ..
My family
-My brother is (personality adjectives + physical descriptions)
- There are four people in my family
- Ihave a snake!
What I like at school
-I like French because it is fun and very important.
-I have Maths at 12 o'clock.
-There is a library.
My hobbies
-In my free time I like to..
- Present tense verbs (I play football)
Where I live
-I live in a big house.
- In my bedroom there is a table next to the bed.
-In my town there is a
Food & health
-I like vegetables because they are healthier than hamburgers.
- I don't eat meat because I'm a vegetarian.
Fashion & Music
I like that dress because
I am going to wear...
I listen to music when...
A past holiday
I went on holiday
It was great because...
I did a lot of activities...
Relationships
-A good friend is + ADJ.
-I get on well with..
-In the future I am going to get married.
Technology
-I use my mobile phone to chat with my friends.
-I think that my laptop is more useful than my tablet.
-Advantages/ Disadvantages.
Freetime
-I am playing football.
- When it's raining I go to the cinema.
-Music.
-Eating out.
Festivals & celebrations
-If I could I would like to travel.
-Last year I went to France to celebrate Bastille Day..
My local area
-I live in the countryside.
-I love my house because it is modern.
-My house is near the train station.
Social issues
-If I had more time I would volunteer as..
-Environment.
-Poverty and unemployment.
Holidays
-If I was rich I would go to Fiji
-My ideal holiday would be..
- It rained
My studies
-I like school because my teachers are caring. However, I think the rules are stupid.
My primary school used to be smaller than my secondary school.
My future career
-When I'm older I want to be..
-If I worked as a teacher it would be..
-I wish I could find a well-paid job.
MFL 5 YEAR JOURNEY

Department: **MUSIC** **Class Organisation:** **Mixed Ability**

Course Overview:
Students develop their understanding and knowledge of skills, technique and style through 8 lesson units. This includes work in the Digital Media Suite where Music Technology is explored further. The units in Year 8 are Music for Film, Songwriting, Club Dance Remix, Reggae and Take the Lead.

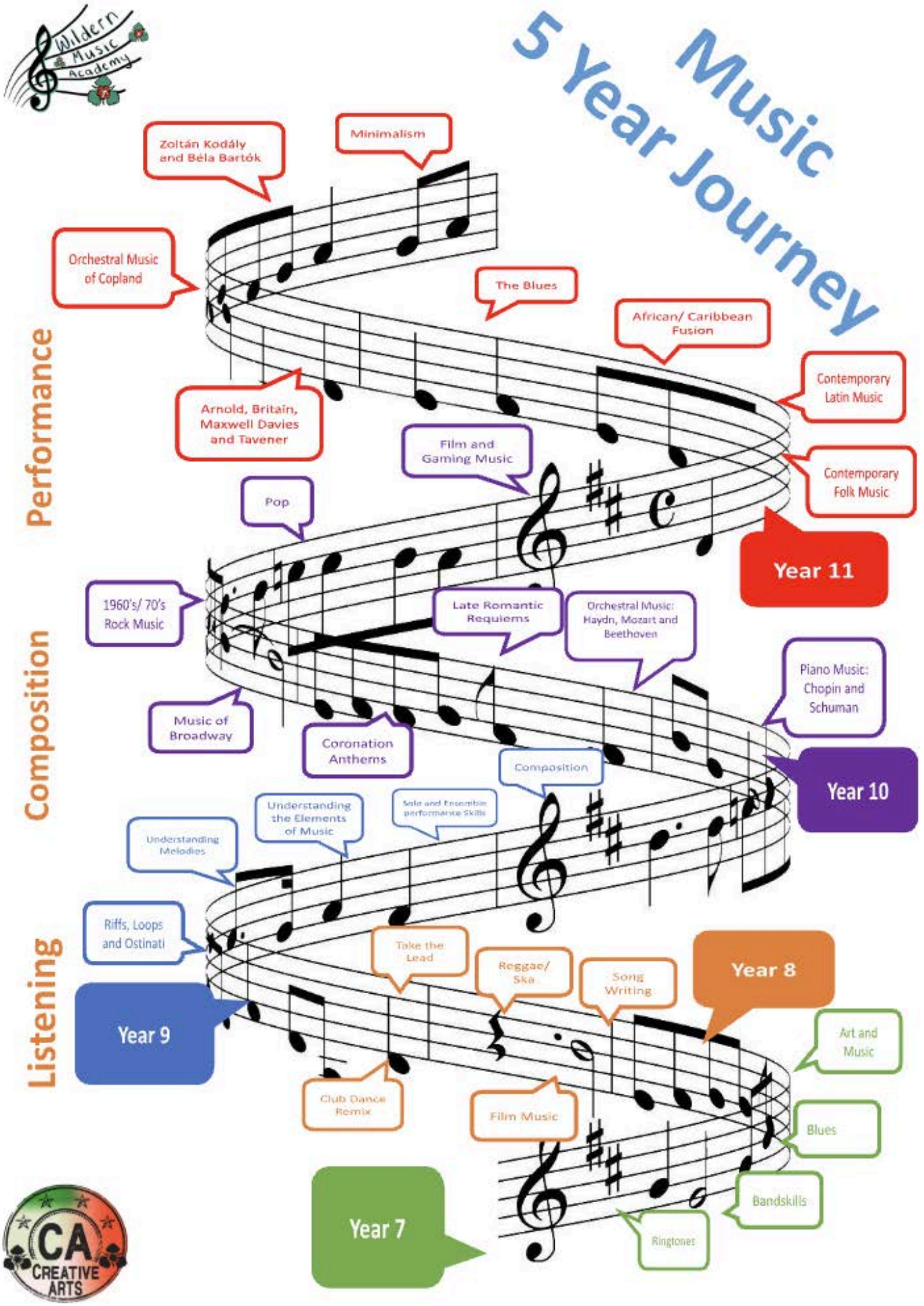
How students will be assessed
Student's knowledge and understanding are assessed through performance, composition or listening and evaluating tasks.

Parental support

- Encourage your child to listen to and appreciate a wide range of music and styles.
- Take an interest and encourage independent research in the current musical unit.
- Encourage your child to take part in an extended curricular opportunity and instrument lessons.
- Listen to any form of 'Live' music.
- Use appropriate music software with a midi keyboard on the home computer.

Enrichment Ideas

Suggested reading ● Piano & Keyboard Chords: Easy to Use, Easy to Carry, One Chord on Every Page by Jake Jackson ● Adventures In Songwriting: A Guide For Kids by Gina Boe and Sue Smith	**Films & documentaries** ● The Young Person's Guide to the Orchestra (Benjamin Britten) narrated by Peter Pears. Can be found on youtube. ● "Score: A Film Music Documentary" by Matt Schrader
Cultural experiences ● Externally run enrichment ● Performing in the Berry theatre (Christmas concert, Summer concert, Year 8 musician of the year) ● Busking zone performance opportunity ● WIldern Music Festival	**Things to see and do locally** ● Musical productions at the Mayflower theatre ● Christmas/Summer concerts at the Berry theatre
Top 5 Websites ● Youtube piano tutorial videos: https://www.youtube.com/channel/UC9WDdfvgUbylPrFTUqBnQYQ ● BBC bitesize KS3 Music: https://www.bbc.co.uk/bitesize/subjects/zmsvr82. ● Music Theory: https://www.musictheory.net/ ● Online music making: www.bandlab.com ● Sheet music: https://www.musicroom.com/	**Things we do** ● School ensembles (KS3 choir, Rock Band Club, ukulele club, orchestra/brass band etc) ● Year 8 theory club and Year 8 Enrichment club ● Wildern Music Festival - Year 8 songwriting competition


Music
5 Year Journey
Performance
Composition
Listening
Zoltán Kodály and Béla Bartók
Minimalism
Orchestral Music of Copland
The Blues
African/ Caribbean Fusion
Contemporary Latin Music
Arnold, Britain, Maxwell Davies and Tavener
Film and Gaming Music
Contemporary Folk Music
Pop
Year 11
1960's/ 70's Rock Music
Late Romantic Requiems
Orchestral Music: Haydn, Mozart and Beethoven
Piano Music: Chopin and Schuman
Music of Broadway
Coronation Anthems
Composition
Year 10
Understanding the Elements of Music
Solo and Ensemble performance Skills
Understanding Melodies
Riffs, Loops and Ostinati
Take the Lead
Reggae/ Ska
Song Writing
Year 8
Year 9
Art and Music
Club Dance Remix
Film Music
Blues
Bandskills
Year 7
Ringtones

Department: **PHYSICAL EDUCATION** **Class Organisation:** **Broadly Banded & Mixed Gender**

Course Overview:
Students continue to build on the foundations of the concept-curriculum that were established in Year 7 with a greater emphasis placed on the students' depth of understanding each concept. This will then radiate to their ability to more effectively apply and transfer the six key concepts across a range of different practical activities and sports.

Fundamental Skill Enhancement through:

1. Overcoming Opponents:
2. Aesthetics & Performance
3. Swimming & Water Safety
4. Striking & Fielding and Net & Wall Games
5. Athletics and Outdoor Education

In addition, students begin to learn the fundamental knowledge and understanding of how to lead a healthy, active lifestyle, wider understanding of practical activities and sports and begin their journey as part of **#TeamWildern.**

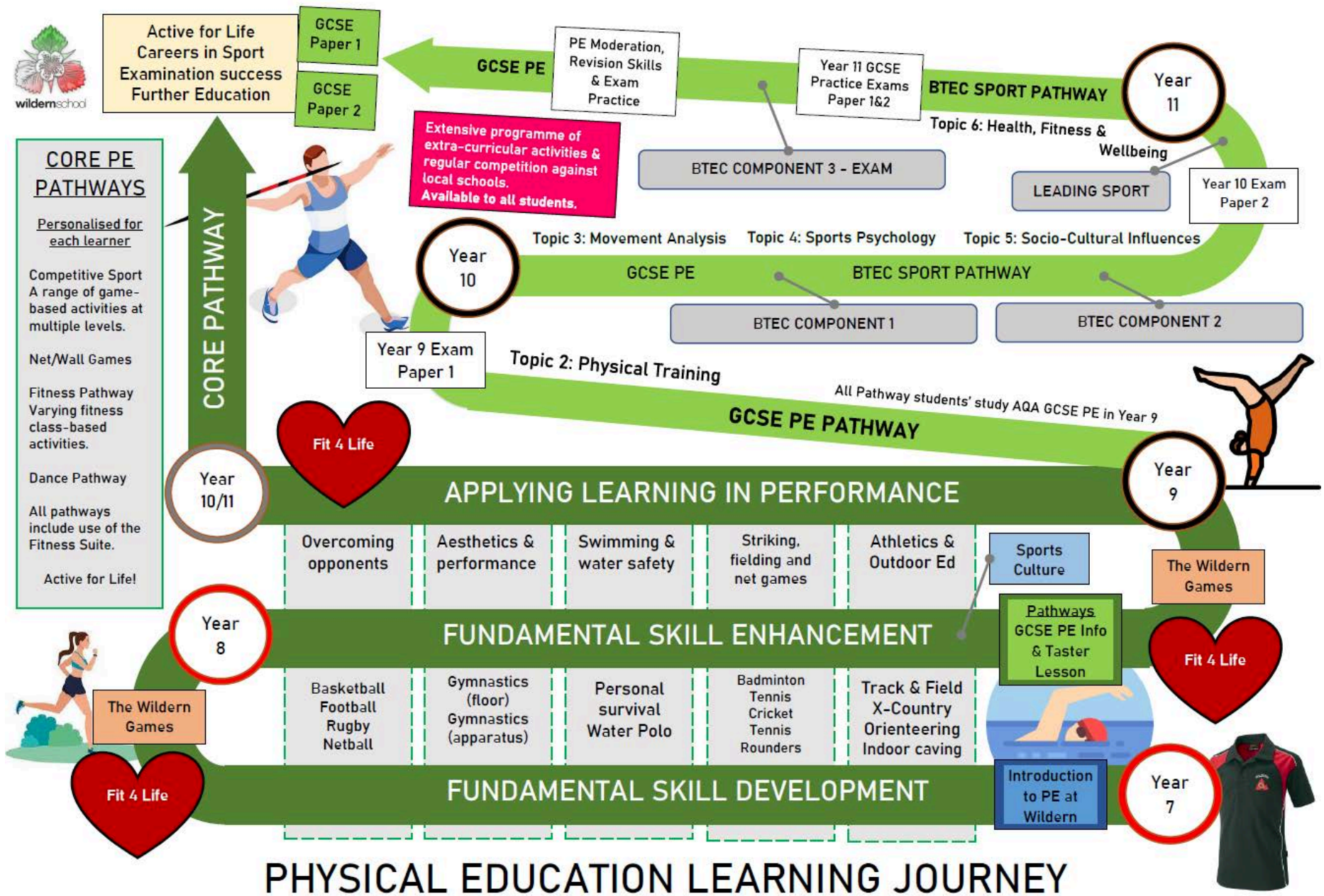
How students will be assessed:
Students will be assessed using the specially devised step-criteria for PE which analyses students ability to understand, apply and transfer concepts across a range of physical activities and sports in addition to an online theory test.

Parental support

- Ensure your child has the full & correct PE kit for **EVERY** lesson (*Even if injured students are encouraged to play an active role in lessons and so will be expected to change unless medically unable*).
- Remind your child to come **APPROPRIATELY EQUIPPED** for the varying weather conditions.
- Support PE staff in clarifying what is **PERMITTED & NOT PERMITTED** to be worn during PE lessons (See pg.13)
- Provide a written **NOTE** if your child is unable to fully participate in PE lessons.
- Encourage your child to take part in **ALL** aspects of PE & adopt a **POSITIVE** attitude towards physical activity.
- Encourage attendance at **EXTRA-CURRICULAR** activities.

Enrichment Ideas:

Suggested reading	**Films & documentaries**
Understanding the Concept-Curriculum BBC Sport: Updates on Sport from UK & Abroad Sky Sports: News and Updates from the World	• **McFARLAND, USA** (2015) PG • **REMEMBER THE TITANS** (2000) PG • **THE BLIND SIDE** (2009) PG-13
Cultural experiences • Join a Wildern sports club or a local sports club. • Take part in sports fixtures locally, regionally, nationally & internationally. • Attend elite levels sporting events as a spectator.	**Things to see and do locally** • Southampton FC @ St Marys • Hampshire Cricket @ The Ageas Bowl • Trojans Rugby, Hockey & Squash Club • Southampton Athletics Club
Top 3 Websites • https://www.bbc.co.uk/bitesize/examspecs/zxbg39q • https://www.brianmac.co.uk/ • https://www.teachpe.com/	**Things we do** • Weekly after-school sports clubs • Competitive Teams and fixtures. • Hosted Primary School Events.


Active for Life
Careers in Sport
Examination success
Further Education
GCSE Paper 1
GCSE Paper 2
GCSE PE
PE Moderation, Revision Skills & Exam Practice
Year 11 GCSE Practice Exams Paper 1&2
BTEC SPORT PATHWAY
Year 11
Topic 6: Health, Fitness & Wellbeing
LEADING SPORT
Year 10 Exam Paper 2
BTEC COMPONENT 3 - EXAM
Extensive programme of extra-curricular activities & regular competition against local schools.
Available to all students.
CORE PE PATHWAYS
Personalised for each learner
Competitive Sport
A range of game-based activities at multiple levels.
Net/Wall Games
Fitness Pathway
Varying fitness class-based activities.
Dance Pathway
All pathways include use of the Fitness Suite.
Active for Life!
CORE PATHWAY
Year 10
Topic 3: Movement Analysis
Topic 4: Sports Psychology
Topic 5: Socio-Cultural Influences
GCSE PE
BTEC SPORT PATHWAY
BTEC COMPONENT 1
BTEC COMPONENT 2
Year 9 Exam Paper 1
Topic 2: Physical Training
All Pathway students' study AQA GCSE PE in Year 9
GCSE PE PATHWAY
Fit 4 Life
Year 10/11
APPLYING LEARNING IN PERFORMANCE
Year 9
Overcoming opponents
Aesthetics & performance
Swimming & water safety
Striking, fielding and net games
Athletics & Outdoor Ed
Sports Culture
The Wildern Games
Pathways
GCSE PE Info & Taster Lesson
Year 8
FUNDAMENTAL SKILL ENHANCEMENT
Fit 4 Life
Basketball
Football
Rugby
Netball
Gymnastics (floor)
Gymnastics (apparatus)
Personal survival
Water Polo
Badminton
Tennis
Cricket
Tennis
Rounders
Track & Field
X-Country
Orienteering
Indoor caving
The Wildern Games
Fit 4 Life
Introduction to PE at Wildern
Year 7
FUNDAMENTAL SKILL DEVELOPMENT
PHYSICAL EDUCATION LEARNING JOURNEY

Department: **RELIGIOUS EDUCATION** **Class Organisation:** **Mixed Ability**

Course Overview:
In Year 8 students build on the skills developed in Year 7 and apply these to philosophical questions and units of work such as 'Does God Exist'? and 'Resurrection Detectives' They also complete a unit exploring the religion of Hinduism and designing their own island whilst using not only their knowledge from all of the humanities subjects but using the UNICEF Rights of the Child to inform their Island.

How students will be assessed
Students will be assessed in line with Wildern Steps through a written assessment in each unit through which they will be given targets on how to develop and reach their step. There will also be a mixture of self and peer assessment in order to encourage students to reflect on their own and others progress.

Parental support
- Encourage students to debate and discuss the topics and concepts they have covered in their RE lessons at home.
- Use the materials provided on Google Classroom to support students in their Self-study tasks.

Enrichment Ideas

Suggested reading ● Angel boy, Bernard Ashley ● Once, Morris Gleitzman ● Wenny has wings, Janet Lee Carey ● Old dog new tricks, Bali Rai ● My sister lives on the mantelpiece, Annabel Pitcher ● Looking at the stars, Jo Cotterill ● I predict a riot, Catherine Bruton ● An act of love, Alan Gibbons	**Films & documentaries** ● Story of God with Morgan Freeman s1 ep5: 'Why does Evil Exist'? ● Bruce Almighty ● Evan Almighty ● The Finger of God
Cultural experiences ● National Trust opportunities ● Going to Winchester Cathedral and other local places of worship such as the Medina Mosque.	**Things to see and do locally** ● Local Mandirs ● Local churches ((KCC, Holyrood church, St Michaels Church, Franciscan Friary)
Top 3 Websites ● www.truetube.co.uk ● www.REquest.org.uk ● https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2020/	**Things we do** ● Use Google maps to show location of Israel ● Teach Hindu worship using artefacts and food for students to taste (if they wish to).

RE 5 YEAR JOURNEY



YEAR 7

Intro to RE

Unit 1: Judaism

Unit 2: Christianity







Unit 3: Islam



Unit 3: Does God Exist?

Unit 2: Hinduism

Unit 1: Resurrection Detectives

YEAR 8

YEAR 9 GCSE







Religion, Crime & Punishment

Religion, Peace & Conflict

Christian Practices

Christian Beliefs







YEAR 10 GCSE

Relationships & Families

5 Pillars Project

Religion & Life



Islam Beliefs

YEAR 11 GCSE

Exam Technique

Mastery of Religions Paper content & skills

Islam Practices



Mastery of Themes Paper content & skills

Key Skills & Attributes

- ☐ Empathy
- ☐ Explanation
- ☐ Justification
- ☐ Analysis
- ☐ Evaluation
- ☐ Debate
- ☐ Discuss

YEAR 8 RE

★ = Assessment

Unit 1: Does God Exist?

Theist, Atheist, Agnostic

Faith and Proof

Pascal's Wager

Religious Experiences

The Freewill Defence

Evil & Suffering

Unit 2: Hinduism

Brahman

The Trimurti – Brahma, Vishnu, Shiva

Deities

Pilgrimage

Darshan

Puja

The Caste System

Samsara & Karma

Unit 31: Resurrection Detectives

The Wedge of Sin

Holy Communion

Sacrifice – the death of Jesus

Holy Week

The Resurrection – did it happen?

Making our charter

Unit 4: The Island

Our identify, nationality.

Creating our final Island design

Key Skills & Attributes

- ☐ Empathy
- ☐ Explanation
- ☐ Justification
- ☐ Analysis
- ☐ Evaluation
- ☐ Debate
- ☐ Discuss

Department: **SCIENCE** **Class Organisation:** **Mixed Ability**

Course Overview:
Students are able to develop their scientific knowledge and curiosity for the subject through both practical and content based lessons around 10 big ideas (Forces, Electromagnets, Energy, Waves, Matter, Reactions, Earth, Organisms, Ecosystems & Genes).

How students will be assessed
Students' work is summatively assessed through Exit Tickets, which focus on developing subject knowledge and working scientific skills. Termly formative assessments including a formal year 8 written exam test both Scientific Knowledge and Working Scientifically skills.

A revision guide may be purchased from the department if not already done so in Year 7.

Self-study
Students receive self-study each week through Sparx Science. Tasks are set which should take students on average an half an hour each week, achieving 100% each time.

Parental support
- Encourage your child to catch up with any work missed by using the Science Website to access lessons : https://sites.google.com/wildern.org/science/home
- Encourage your child to keep up to date with Science in the news.
- Support your child with revision and self-study tasks.
- Follow Blogs/Twitter/Science You-tube channels that enthuse students learning.

Enrichment Ideas

Suggested reading ● Subscribe to 'Science + Nature' ● Horrible Science- By Nick Arnold (Good titles include Disgusting Digestion, Electrifying Electricity) ● 101 Great science experiments- Neil Ardley ● The Evolution of Calpurnia Tate – Jacqueline Kelly	**Films & documentaries** ● Mythbusters ● The Martian ● Science experiments: Robert Winston Operation Ouch (CBBC) ● Bang goes the theory (BBC)
Cultural experiences ● Join the school's STEM club or Survival club ● Range of activities in British Science week ● University of Southampton Science and Engineering Festival- March	**Things to see and do locally** ● Planetarium, Chichester ● Blue reef Aquarium, Southsea ● Portsmouth Historic Dockyard ● Bursledon brick works ● Marwell zoo
Top 5 Websites ● https://www.sciencenewsforstudents.org/ ● https://www.billnye.com/ ● https://science.howstuffworks.com/ ● https://earthhow.com/ ● https://www.natgeokids.com/uk/	**Things we do** ● British Science week ● Survival Club (Tuesdays 3.00pm – 4.00pm) ● Stem Club (Mondays 3.00pm – 4.00pm) ● Legoland

KS3 Science Journey: Exploring How the World Works

