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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, the Landscape Assessment project and GCSE art taster lessons; including experimentation with printmaking, drawing and using new technologies.

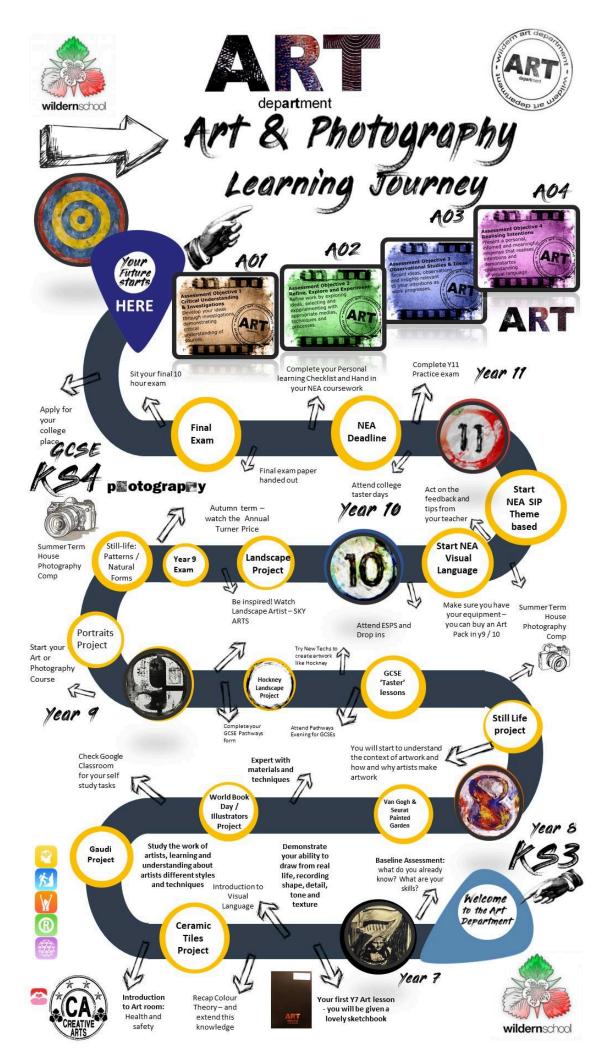
#### How students will be assessed

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

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



Department: DANCE Class Organisation: Mixed Ability

#### **Course Overview:**

Autumn Term: Capoeira and Poetry through Dance Spring Term: The Car Man – Matthew Bourne

Summer Term: GCSE Professional Dance Works: Emancipation of Expressionism

#### How students will be assessed

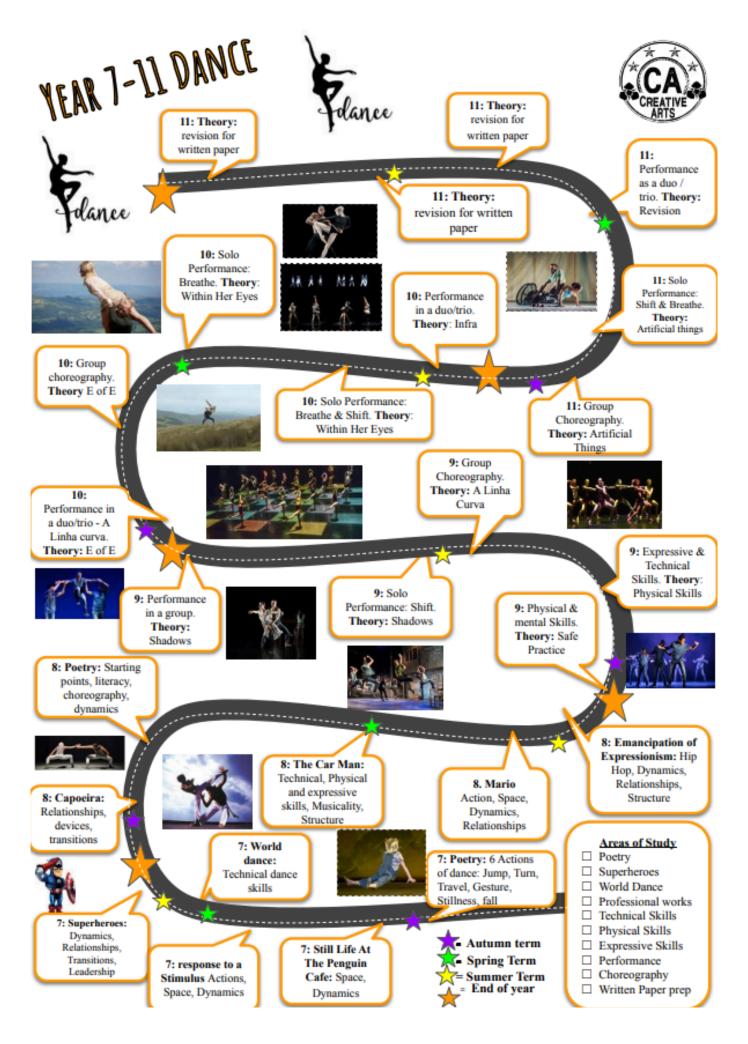
Students are assessed through the Wildern Steps on their work in three areas, composition, performance and analysis, both continually and at the end of each unit.

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.

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



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.

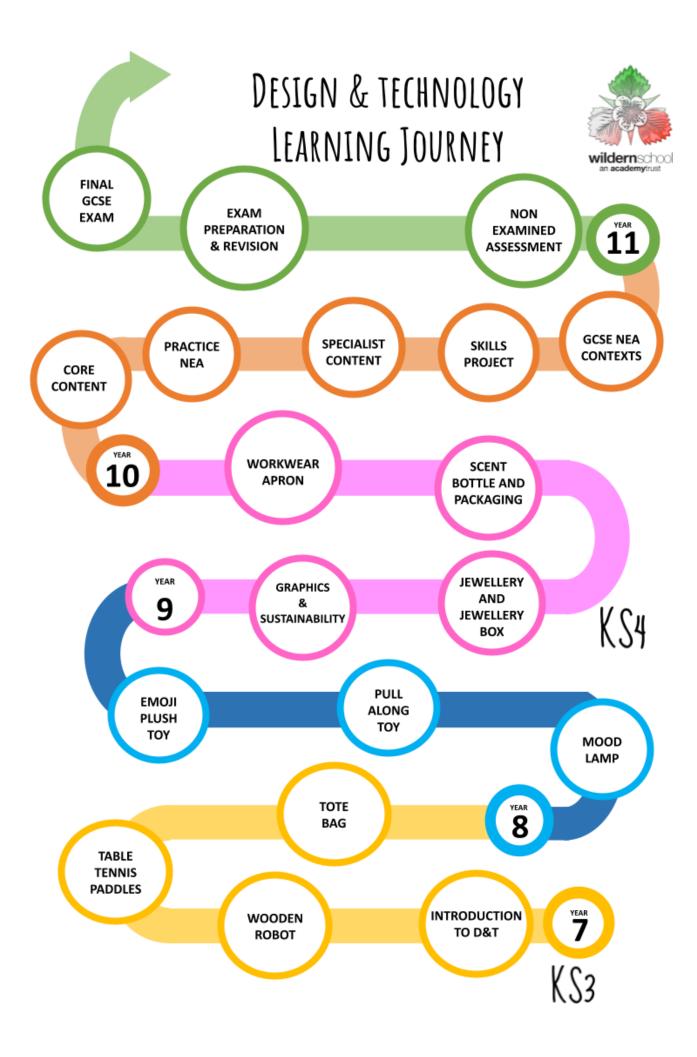
#### How students will be assessed

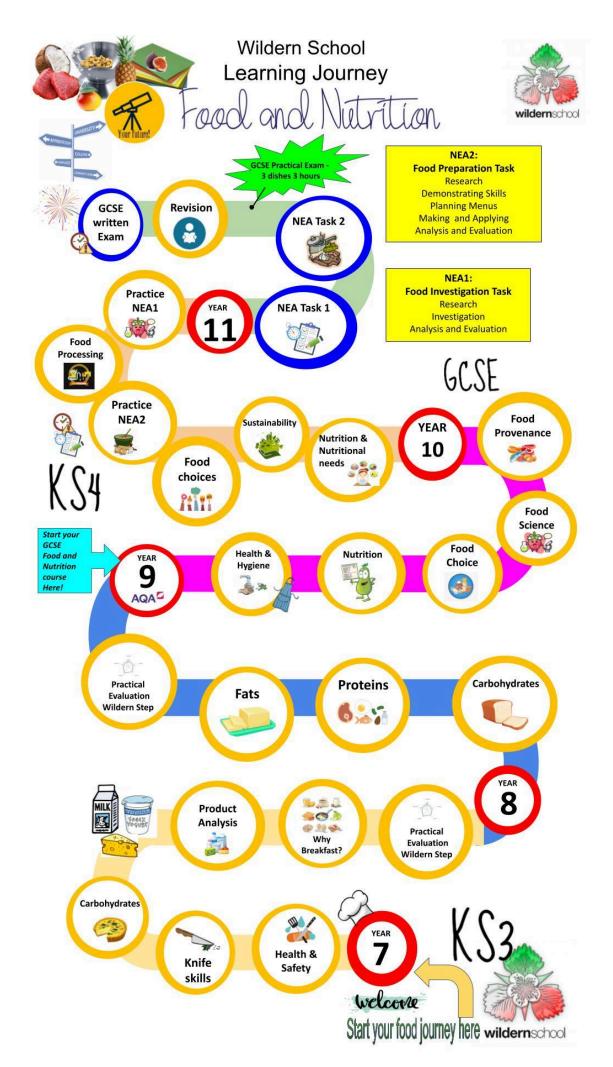
Students are assessed throughout the projects and given a Wildern Step for practical and design work.

#### Parental support

- Provide ingredients where necessary for practical food lessons.
- Check planners for recipes and money collection.
- Ensure your child has a pencil and pen for every lesson. Coloured pencils may be an advantage.
- Assist with research and check self-study is completed on time.

<ul> <li>Suggested reading</li> <li>Design: The whole story</li> <li>Design: The definitive history</li> <li>Fashion: The definitive visual history</li> <li>Jamie Oliver 5 ingredients</li> <li>Biographies of designers and chefs</li> </ul>	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
<ul> <li>Top 3 Websites</li> <li>https://www.bbcgoodfood.com/</li> <li>https://www.bbc.co.uk/programmes/b07mddqk</li> <li>www.thenational.academy/pupils/programmes/design-technology-secondary-year-8/units</li> </ul>	<ul> <li>Things we do</li> <li>Run after school clubs. These include STEM club, Design club, Textiles club, Cooking Club</li> <li>Run an after school cooking competition</li> <li>Share our love of the subject and what we do with our skills outside of teaching</li> </ul>





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

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



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:

- Health & Wellbeing
- Relationships
- 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 Drugs & Alcohol, No Outsiders - Prejudice and Discrimination, Setting Goals (Careers), Emotional Wellbeing, Identity & Relationships and British Values & Citizenship.

#### 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.

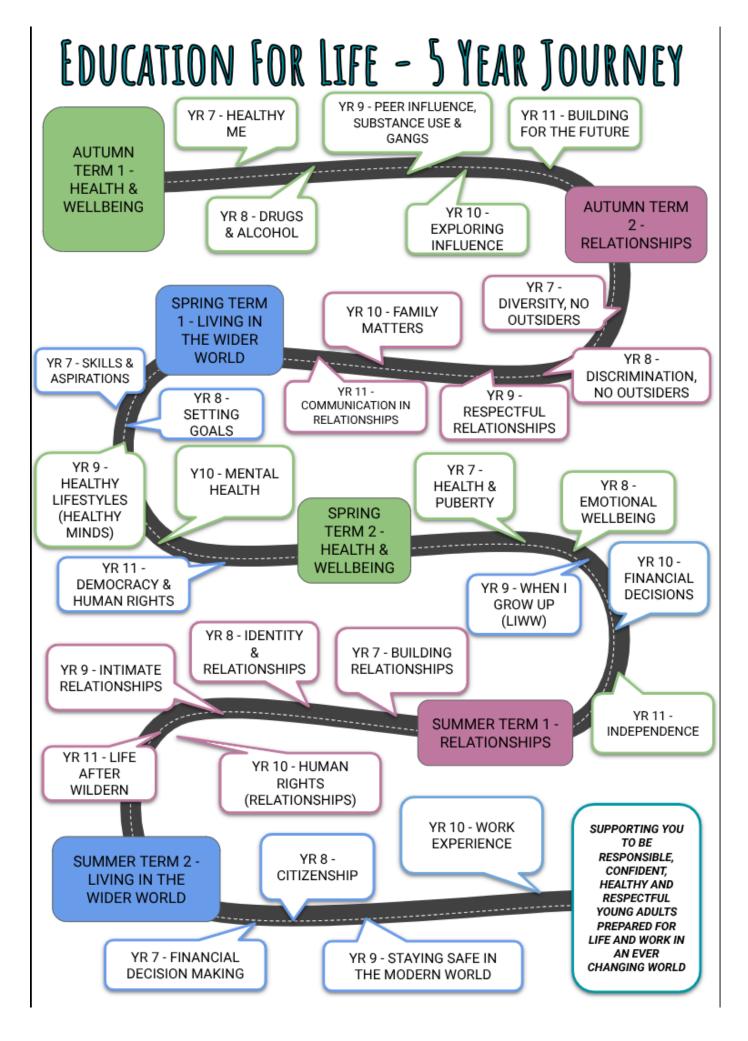
#### Self-study

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.

<ul> <li>Suggested reading</li> <li>A good clean edge, Vincent Caldy</li> <li>The garbage king, Elizabeth Laird</li> <li>The Boy at the back of the class, Onjali Q.Rauf</li> <li>Keeping Mum, Marianne Talbot</li> </ul>	Films & documentaries  ■ Modern Family
<ul> <li><u>Cultural experiences</u></li> <li>National Trust</li> <li>Theatre trips linked to themes</li> </ul>	Things to see and do locally Explore youth parliament
Top 5 Websites  voungminds.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



Department: <u>ENGLISH</u> 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 List.pptx

reading from our LRC:

 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 - <u>https://www.thewomaninblack.com/</u> (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/h ome?authuser=0
- Poetry by Heart: https://poetrybyheart.org.uk/
- BBC Bitesize: KS3 Romeo and Juliethttps://www.bbc.co.uk/bitesize/topics/zfdj6sg

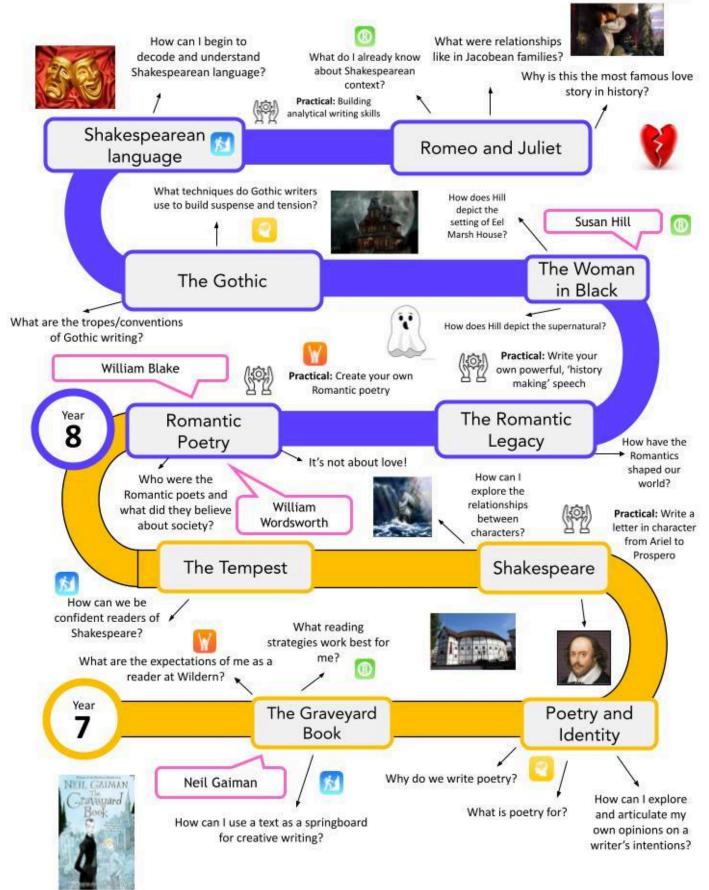
#### Things we do

- 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





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. We move on to study Urbanisation, with a focus on China and their population growth. In the Spring term, we study Africa to find out about differences in development, life in poverty and strategies to close the gap between the rich and poor. 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. Finally, students study how the complex interactions between humans and the environment can cause conflict through exploring our key question 'Is geography responsible for conflict'.

#### 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.

<ul> <li>Suggested reading</li> <li>Horrible Geography Series</li> <li>Lonely Planet, A journey through every country</li> <li>Lonely Planet: The Big Earth Book</li> <li>DK: Natural Wonders of the World</li> <li>DK: What's where in the world?</li> </ul>	Films & documentaries  Seven Worlds, One Planet (David Attenborough)  Documentaries by Simon Reeve  The Impossible  Frozen Planet On Thin Ice
<ul> <li>Cultural experiences</li> <li>National Trust 50 things to do before you're 11 and <sup>3</sup>/<sub>4</sub></li> <li>Have access to a world map at home e.g. poster, atlas, scratch map, blow-up globe</li> <li>Make a homemade weather station &amp; keep a diary of the weather</li> </ul>	<ul> <li>Things to see and do locally</li> <li>Marwell Zoo - Rainforest Biome</li> <li>Science Museum, London</li> <li>London Eye</li> <li>National Parks e.g. New Forest</li> <li>Hengistbury Head &amp; Mudeford Spit</li> </ul>
<ul> <li>Top 5 Websites</li> <li>BBC Bitesize <a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a></li> <li>BBC news <a href="https://www.bbc.co.uk/news">https://www.bbc.co.uk/news</a></li> <li>Geoguessr <a href="https://www.geoguessr.com/">https://www.geoguessr.com/</a></li> <li>World population clock <a href="https://www.worldometers.info/world-population/">https://www.worldometers.info/world-population//</a></li> <li>Google Earth <a href="https://earth.google.com/web/">https://earth.google.com/web/</a></li> </ul>	<ul> <li>Things we do</li> <li>Book Covering competition</li> <li>Trips to London including a boat trip on the River Thames and visit the London Aquarium.</li> <li>Pathways Lesson linked to development.</li> <li>Residential to Argoed Llwyd in the Bannau Brycheiniog (Brecon Beacons)</li> </ul>



Department: <u>HISTORY</u> Class Organisation: Mixed Ability

#### **Course Overview:**

Students will study the turbulent 20<sup>th</sup> 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

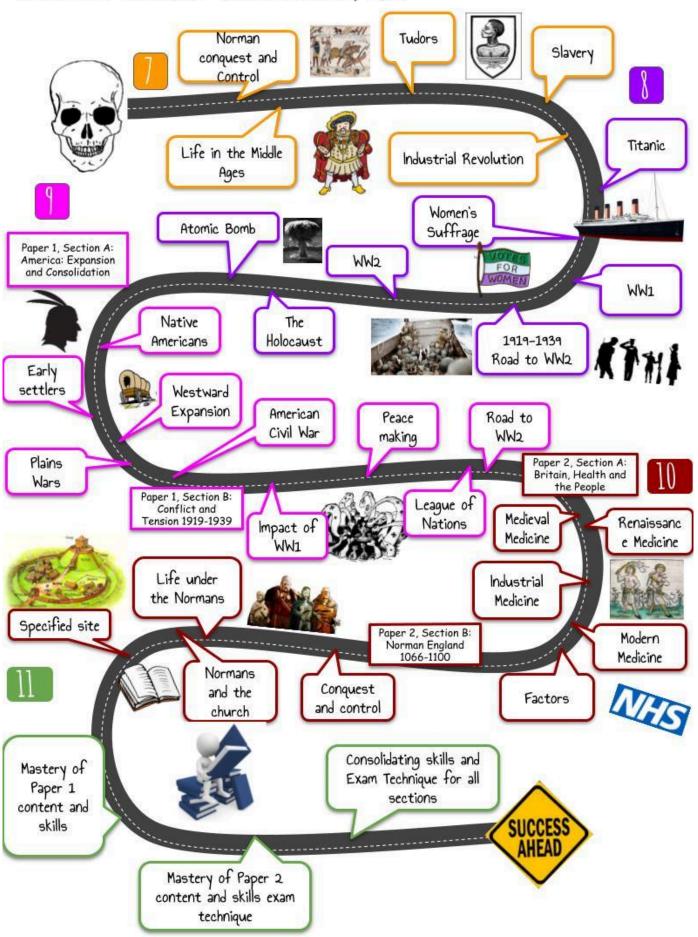
Written assessments using Wildern Steps once a term. Group and individual self-study.

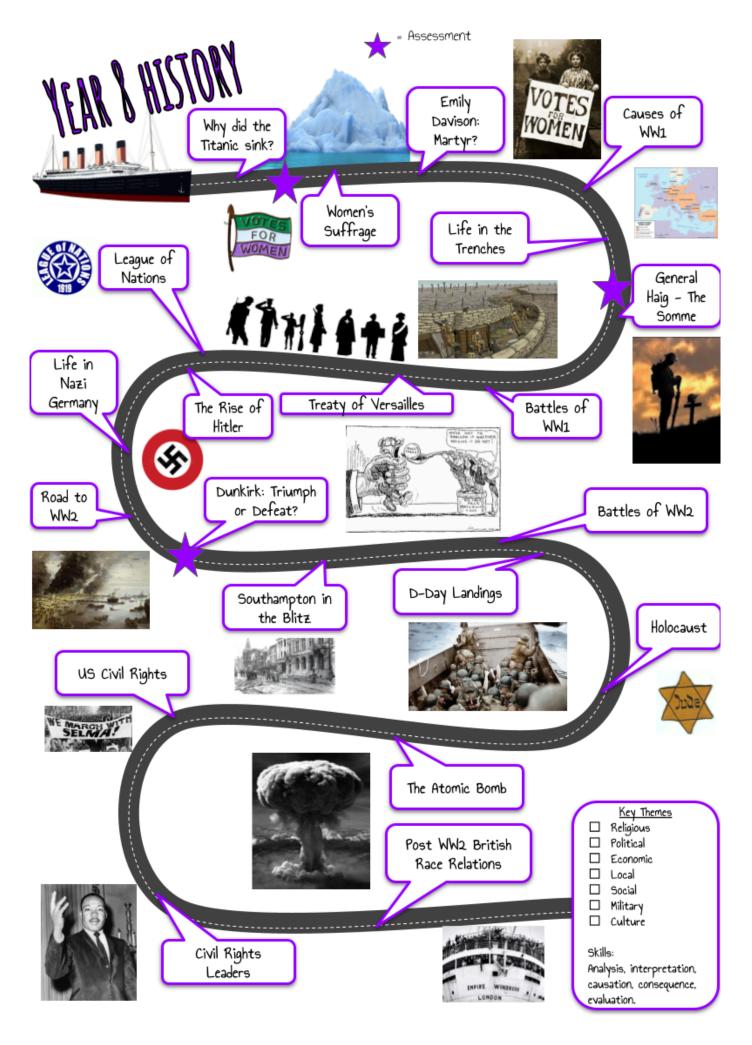
#### Parental support

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

<ul> <li>Suggested reading</li> <li>When Hitler Stole Pink Rabbit - Judith Kerr (WW2)</li> <li>Private Peaceful - Michael Morgpurgo (Ww1)</li> <li>The Book Thief - Markus Zusak (WW2)</li> <li>Wave Me Goodbye - Jacqueline Wilson (Ww2)</li> </ul>	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)	<ul> <li>Things to see and do locally</li> <li>D Day Museum Portchester</li> <li>Fort Nelson</li> <li>Southampton Titanic Museum (Seacity museum)</li> <li>Chapel, grounds and cemetery at Royal Victoria Country Park</li> </ul>
<ul> <li>Top 5 Websites</li> <li>BBC bitesize         www.bbc.co.uk/bitesize/subjects/zk26n39</li> <li>Titanic twitter (real time):         <ul> <li>https://twitter.com/titanic_live?lang=en</li> </ul> </li> <li>BBC teach         www.bbc.co.uk/teach/ks3-history/zhbdpg8</li> <li>Youtube clips 'horrible histories channel', 'woeful second world war'</li> <li>'HISTORY' youtube channel</li> </ul>	<ul> <li>Things we do</li> <li>Horrible Histories boat tour/London trip</li> <li>Movies: Titanic, Suffragette, War Horse</li> <li>Virtual museum tours</li> </ul>

## WILDERN HISTORY CURRICULUM MAP





Department: <u>IT</u> Class Organisation: Mixed Ability

#### **Course Overview**:

Students will develop and embed digital literacy by covering a variety of topics including programming, augmented reality, spreadsheets and digital products. We aim to provide students with transferable skills in computing that can be used moving forward into Year 9 and beyond

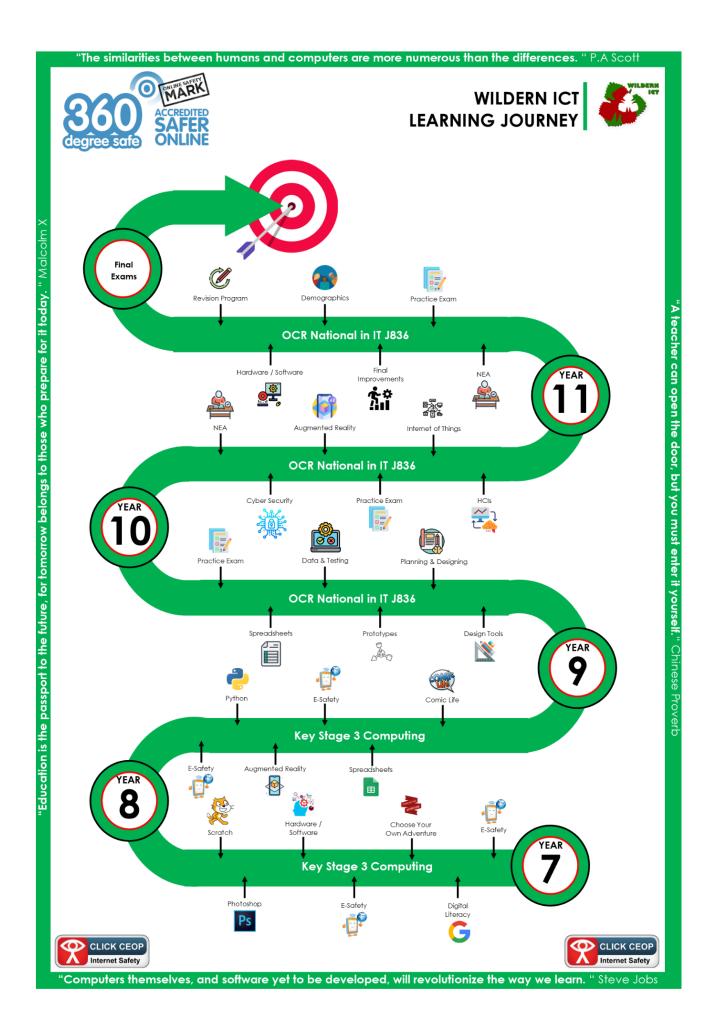
#### How students will be assessed

• End of unit formal teacher assessment

#### Parental support

- Checking self-study regularly
- Encourage use of computing at home.

<ul> <li>Suggested reading</li> <li>Coding for Beginners: Using Python by Louie Stowell</li> <li>Coding Games in Python (Computer Coding for Kids) by DK</li> </ul>	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	<ul> <li>Things to see and do locally</li> <li>Game Over: Video Game cafe Portsmouth</li> <li>IBM Hursley Museum         https://slx-online.biz/hursley/the_museum.asp     </li> </ul>
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  ■ E Safety focus group  ■ KS3 Computing Club



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

#### How students will be assessed

Ongoing assessment through regular in class assessments, formal exams in May, self-study tasks and through formative assessment strategies in the classroom.

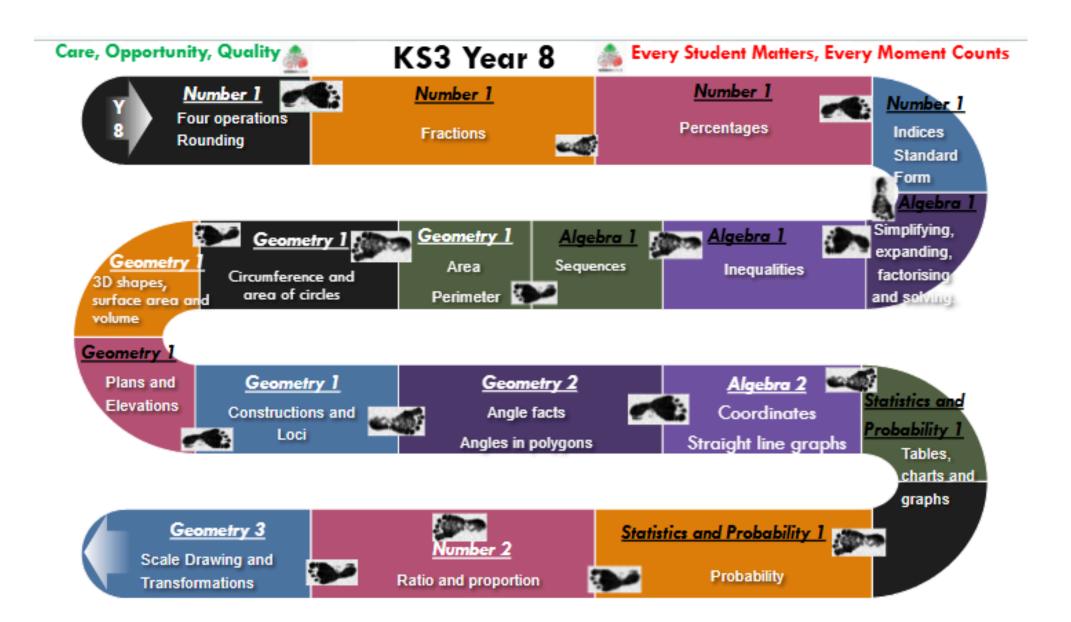
#### Self-study

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.

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



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, fashion and 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.

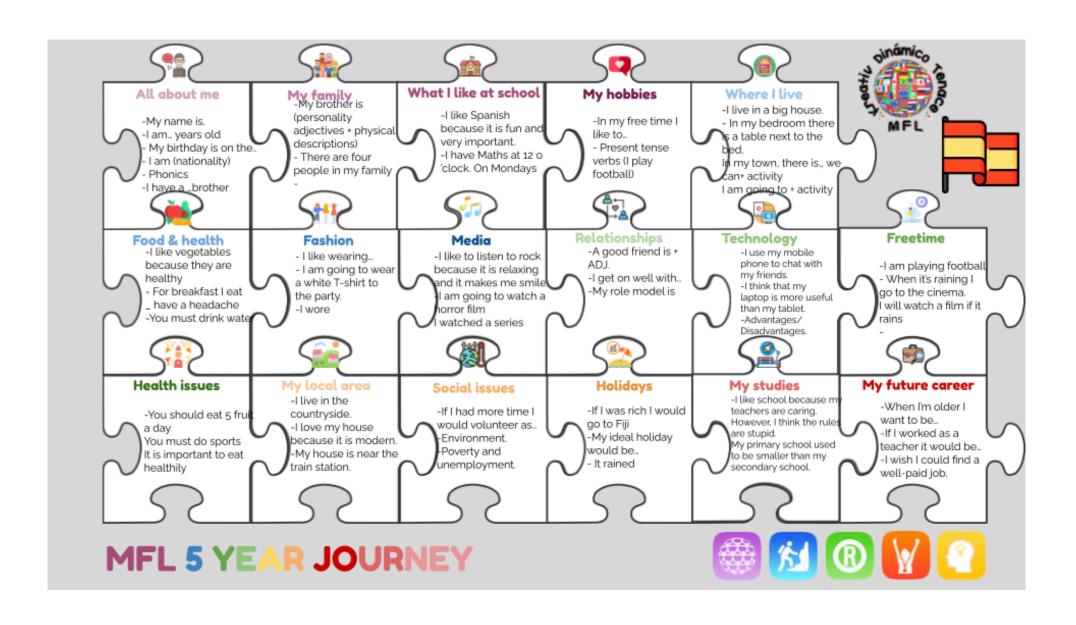
#### Self-study

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 <a href="www.sentencebuilders.com">www.sentencebuilders.com</a>. 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 <u>sentencebuilders.com</u> to practise their language at home.

<ul> <li>Suggested Reading</li> <li>French: Language guide online French reading, 1jour1actu</li> <li>German: Deutsche Welle Deutsch Interaktiv [search online]</li> <li>Spanish: Thespanishexperiement.com stories</li> </ul>	<ul> <li>Films &amp; documentaries</li> <li>French: Kirikou et la sorcière, La prophétie des grenouilles, Mini-Loup(Wolf)</li> <li>German: Goethe Institut Erste Wege in Deutschland, Harry gefangen in der Zeit (Deutsche Welle website)</li> <li>Spanish: Cortometrajes en Youtube (Short Films)-'Cuerdas', 'El Regalo' 'Alma' 'El número', Nailed it! (Baking show!) Netflix</li> </ul>
<ul> <li>Cultural experiences</li> <li>French: Wildern Paris Trip, PenPal letters with school in northern France</li> <li>German: German exchange experience</li> <li>Spanish: Pen pal letters with partner school in Mallorca, Explore the Guggenheim Bilbao <a href="https://artsandculture.google.com/project/guggenheim-bilbao">https://artsandculture.google.com/project/guggenheim-bilbao</a></li> </ul>	<ul> <li>Things to see and do locally</li> <li>French: La Parisienne café/restaurant Romsey</li> <li>German: Stein Garten German bar Southampton</li> <li>Spanish: La Regata restaurant Southampton</li> </ul>
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	<ul> <li>Things we do</li> <li>Foreign Language Film Club</li> <li>European Culture Club</li> <li>European Day of Languages</li> </ul>



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.

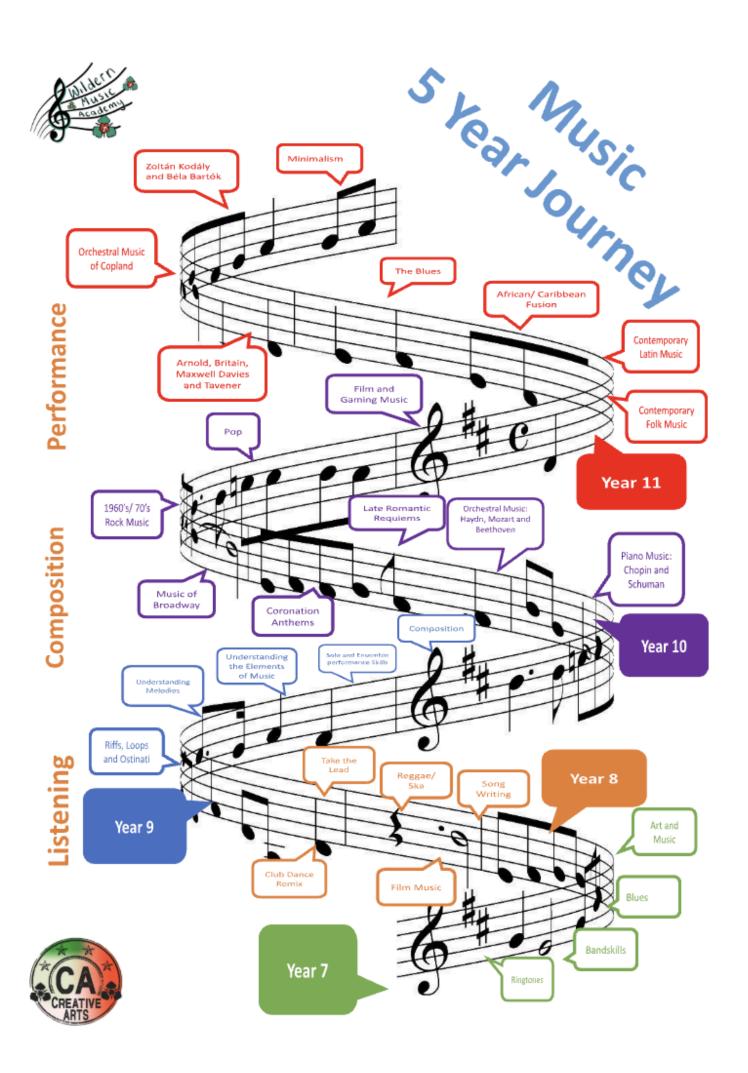
#### How students will be assessed

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.

<ul> <li>Suggested reading</li> <li>Piano &amp; Keyboard Chords: Easy to Use, Easy to Carry, One Chord on Every Page by Jake Jackson</li> <li>Adventures In Songwriting: A Guide For Kids by Gina Boe and Sue Smith</li> </ul>	<ul> <li>Films &amp; documentaries</li> <li>The Young Person's Guide to the Orchestra         (Benjamin Britten) narrated by Peter Pears. Can be found on youtube.</li> <li>"Score: A Film Music Documentary" by Matt Schrader</li> </ul>
<ul> <li><u>Cultural experiences</u></li> <li>Externally run enrichment (Samba and Songwriting Workshop)</li> <li>Performing in the Berry theatre (Christmas concert, Summer concert, Year 8 musician of the year)</li> <li>Busking zone performance opportunity</li> <li>Wildern Music Festival</li> </ul>	<ul> <li>Things to see and do locally</li> <li>Musical productions at the Mayflower theatre</li> <li>Christmas/Summer concerts at the Berry theatre</li> </ul>
<ul> <li>Top 5 Websites</li> <li>Youtube piano tutorial videos:         <ul> <li>https://www.youtube.com/channel/UC9WDdfvgU</li> <li>bylPrFTUqBnQYQ</li> </ul> </li> <li>BBC bitesize KS3 Music:         <ul> <li>https://www.bbc.co.uk/bitesize/subjects/zmsvr82.</li> </ul> </li> <li>Music Theory: <ul> <li>https://www.musictheory.net/</li> </ul> </li> <li>Online music making: <ul> <li>www.bandlab.com</li> </ul> </li> <li>Sheet music: <ul> <li>https://www.musicroom.com/</li> </ul> </li> </ul>	<ul> <li>Things we do</li> <li>School ensembles (KS3 choir, Rock Band Club, ukulele club, orchestra/brass band etc)</li> <li>Year 8 theory club and Year 8 Enrichment club</li> <li>Wildern Music Festival - Year 8 songwriting competition</li> </ul>



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.

The **SIX KEY CONCEPTS** students are advanced in Year 8 are;

- 1. Overcoming Opponents (Indoor): Basketball, Badminton, Handball, Table Tennis, Volleyball.
- 2. Overcoming Opponents (Outdoor): Football, Rugby, Hockey, Netball, Cricket, Tennis, Rounders & Athletics.
- 3. Aesthetic Technique & Performance: Gymnastics, Dance, Trampolining & Athletics.
- 4. Water Technique & Safety: Swimming, Personal Survival, Synchronised Swimming, Water Polo
- **5.** Health-Related Exercise: Fitness Classes, Fitness Suite Sessions & Outdoor fitness sessions.
- 6. Sports Culture: American Football, Lacrosse, Kabaddi, Aussie Rules, Gaelic Football.

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.

Suggested reading	Films & documentaries
Understanding the Concept-Curriculum  BBC Sport: Updates on Sport from UK & Abroad  Sky Sports: News and Updates from the World	<ul> <li>McFARLAND, USA (2015) PG</li> <li>REMEMBER THE TITANS (2000) PG</li> <li>THE BLIND SIDE (2009) PG-13</li> </ul>
<ul> <li>Cultural experiences</li> <li>Join a Wildern sports club or a local sports club.</li> <li>Take part in sports fixtures locally, regionally, nationally &amp; internationally.</li> <li>Attend elite levels sporting events as a spectator.</li> </ul>	<ul> <li>Things to see and do locally</li> <li>Southampton FC @ St Marys</li> <li>Hampshire Cricket @ The Ageas Bowl</li> <li>Trojans Rugby, Hockey &amp; Squash Club</li> <li>Southampton Athletics Club</li> </ul>
Top 3 Websites  https://www.bbc.co.uk/bitesize/examspecs/zxbg3 gq https://www.brianmac.co.uk/ https://www.teachpe.com/	<ul> <li>Things we do</li> <li>Weekly after-school sports clubs</li> <li>Competitive Teams and fixtures.</li> <li>Hosted Primary School Events.</li> </ul>







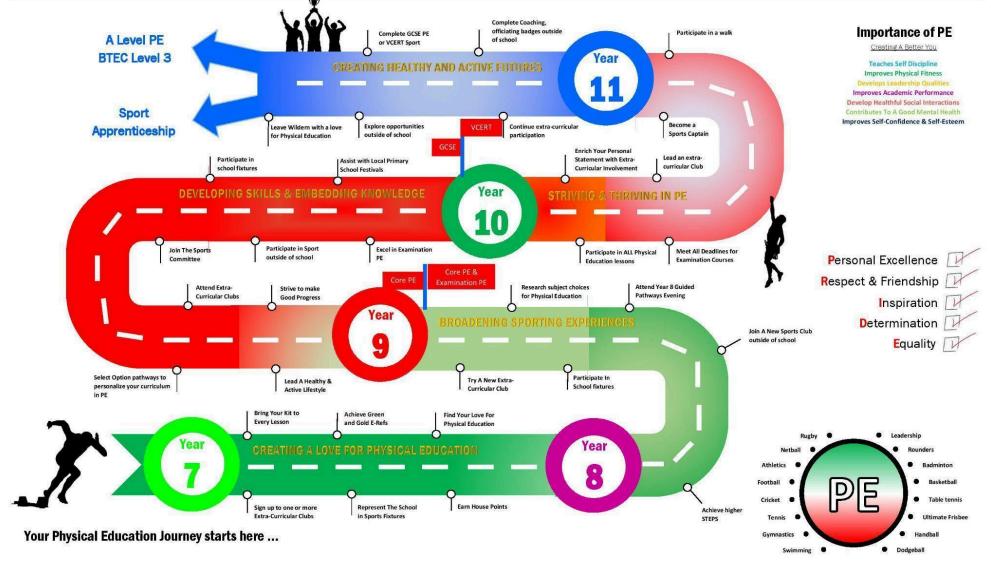
### **Wildern Physical Education Journey**

**Every Student Matters, Every Moment Counts** 









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.

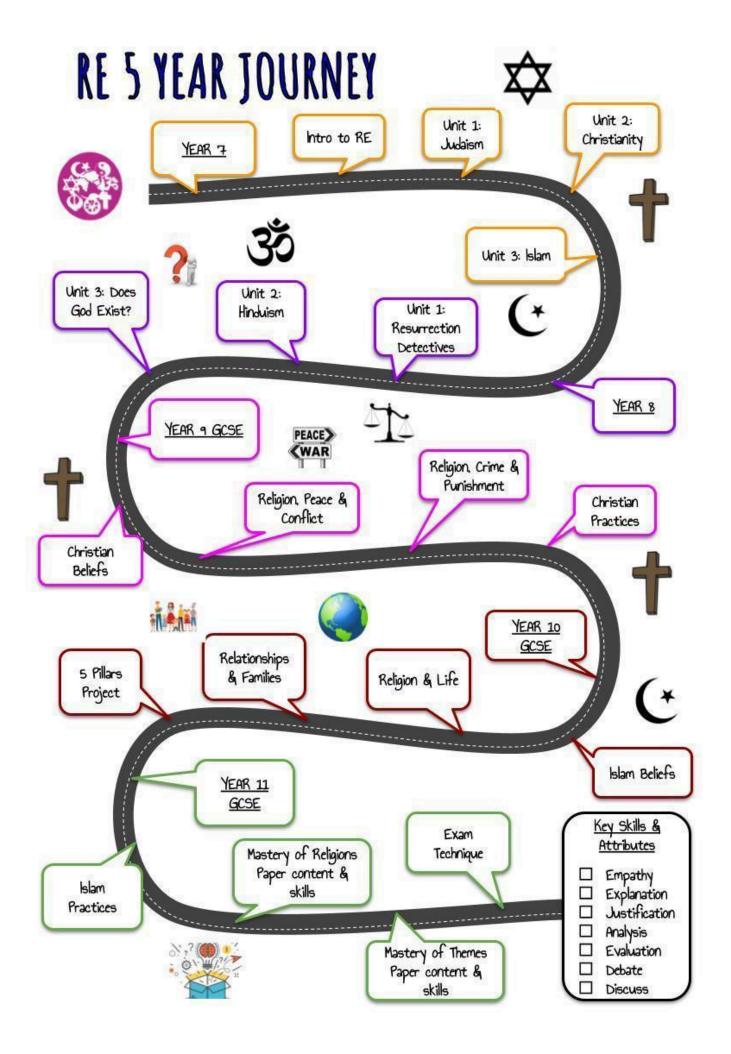
#### How students will be assessed

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.

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
• National Trust opportunities	<ul> <li>Things to see and do locally</li> <li>Local Mandirs</li> <li>Local churches ((KCC, Holyrood church, St Michaels Church, Franciscan Friary)</li> </ul>
<ul> <li>Top 3 Websites</li> <li>www.truetube.co.uk</li> <li>www.REquest.org.uk</li> <li>https://www.natre.org.uk/about-natre/projects/spirited-arts/spirited-arts-2020/</li> </ul>	<ul> <li>Things we do</li> <li>Use Google maps to show location of Israel</li> <li>Teach Hindu worship using artefacts and food for students to taste (if they wish to).</li> </ul>



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.

<ul> <li>Suggested reading</li> <li>Subscribe to 'Science + Nature'</li> <li>Horrible Science- By Nick Arnold (Good titles include Disgusting Digestion, Electrifying Electricity)</li> <li>101 Great science experiments- Neil Ardley</li> <li>The Evolution of Calpurnia Tate – Jacqueline Kelly</li> </ul>	<ul> <li>Films &amp; documentaries</li> <li>Mythbusters</li> <li>The Martian</li> <li>Science experiments: Robert Winston Operation Ouch (CBBC)</li> <li>Bang goes the theory (BBC)</li> </ul>
<ul> <li>Cultural experiences</li> <li>Join the school's STEM club or Survival club</li> <li>Range of activities in British Science week</li> <li>University of Southampton Science and Engineering Festival- March</li> </ul>	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

