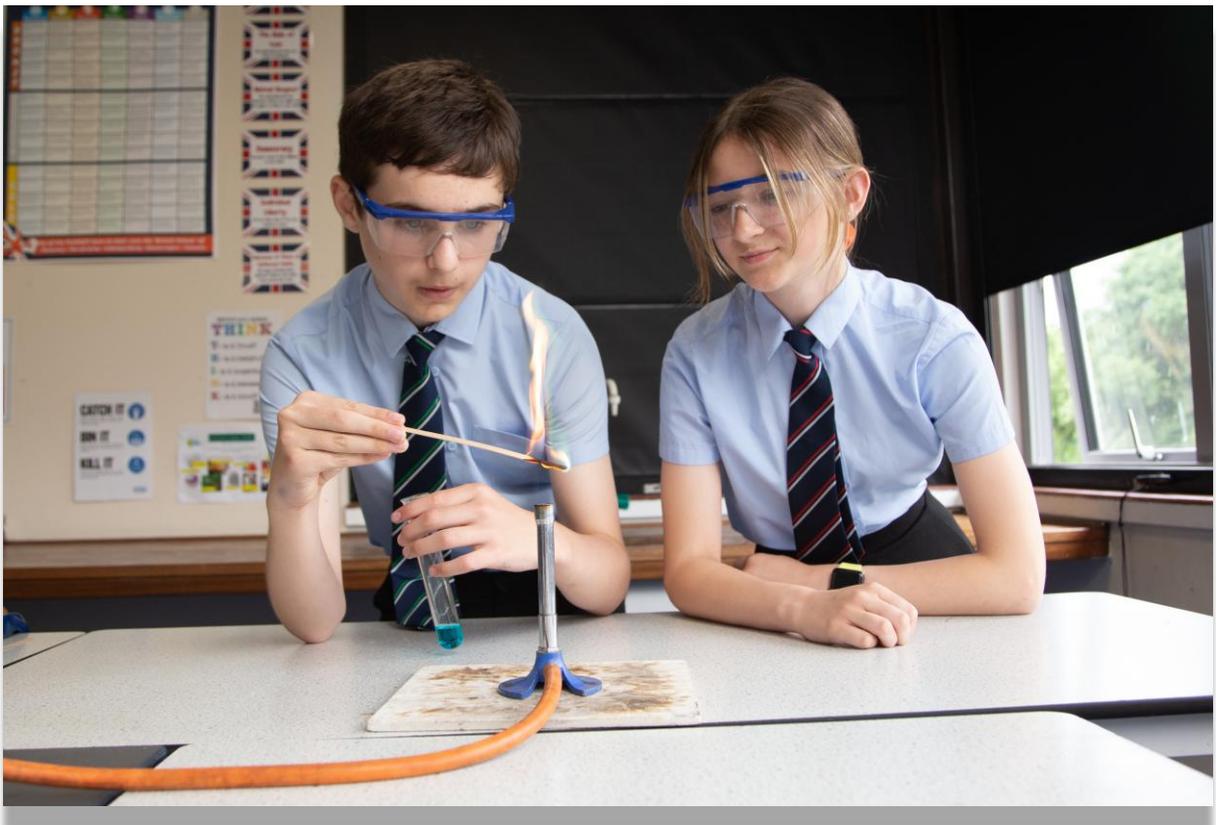




The Ferrers School

Year 8 Curriculum Overview 2025-26

“Learning is a journey, not a destination.”



Aspire Achieve Acclaim

Introduction

This document provides an overview of our students' learning journey through Year 8. We encourage you to discuss the content of each subject with your child, including the ***Independent Study*** that has been outlined, as this is a compulsory element of each subject that students must ensure they complete alongside their learning within lessons. This will give you a clear insight into your child's learning focus from week to week and enable you to support your child with their independent study.

Independent Study

All independent learning is set on TEAMs as an assignment and as a parent you will receive a weekly overview of the assignments that your child has been set by their teachers. Independent study will be set every two weeks for Year 8 students subject to timetable.

Learning in Year 8

Following a review of our Teaching and Learning expectations we have launched a newly refreshed framework that sets out our expectations of students and staff alike. Our key areas of focus are Challenge, Communication, Participation, Independence and Pride. We are committed to ensuring that our students develop and demonstrate these key characteristics on a day-to-day basis, across all aspects of school life. On a wider footing, our ambition is that all parents and carers are also well versed in what we expect of our students so please take some time to familiarise yourself with the Teaching and Learning Framework on page 3.

The Ferrers Framework

ASPIRE • ACHIEVE • ACCLAIM



STUDENTS COMMUNICATION

Understand what is expected of them, in lessons and in the wider school community.

Ask for help when needed.

Understand how to seek feedback.

Can explain what they are learning and why.

Recognise the importance of reading, writing, speaking and listening in their daily lives.



STUDENTS PARTICIPATION

Know how to join in and take part, in lessons and in extra-curricular activities.

Are motivated by experiencing success early on in lessons.

Respond to instruction, opting in and taking an active approach to learning.

Can expect to be praised for their contribution and effort.

Understand that getting it wrong is an integral part of the learning process.



STUDENTS CHALLENGE

Are intellectually curious and enjoy being challenged.

Expect learning to become increasingly challenging over time.

Recognise that other learners have different challenges to them.

Understand that they will make progress by thinking hard and pushing themselves.

Take responsibility for their contribution, in lessons and extra-curricular activities.



STUDENTS PRIDE

Arrive to lessons on time.

Feel a sense of pride when they try hard and show excellence in their work.

Enjoy receiving acclaim from peers, teachers, parents and members of the community.

Respect the learning environment, in classrooms and around the school site.

Are proud to represent the school through student voice, leadership and community events.



STUDENTS INDEPENDENCE

Recognise the need to move from teacher instruction to mastery and independence.

Understand the steps they are taking in their learning.

Can think about the learning process, setting goals and making adaptations for themselves as required.

Can work independently for sustained periods of time, in a lesson and at home.

Extend the boundaries of learning by taking opportunities to develop their character and experience outside the classroom.



STAFF ENSURE COMMUNICATION

Expectations are shared explicitly.

Q & A and checking for understanding are used effectively.

High quality dialogue is used with students and between peers.

High levels of oracy so students can articulate the learning journey.

Reading, writing, speaking and listening are privileged by the subject.



STAFF ENSURE PARTICIPATION

Means of Participation are specified.

Students experience success early in the lesson.

There is a culture of 'No Opt Out' in lessons.

Learning behaviours are consistently acknowledged and rewarded.

Students are resilient; they feel safe to take risks and make mistakes.



STAFF ENSURE CHALLENGE

Lessons are well planned, pitched to challenge all students.

Teaching is adaptive, ensuring that all learners succeed.

There are high ratios of students thinking hard and taking part.

All students are challenged to push themselves.

Lessons involve high levels of student accountability.



STAFF ENSURE PRIDE

Lateness to lessons is always challenged.

Milestones in learning are recognised and celebrated.

Behaviours for learning are praised and rewarded.

Classroom environments are well maintained and conducive to learning.

Students feel motivated to work hard for success, attributing success or failure to things they can change.



STAFF ENSURE INDEPENDENCE

The curriculum is sequenced to enable independence.

Students can articulate the steps they are taking in learning.

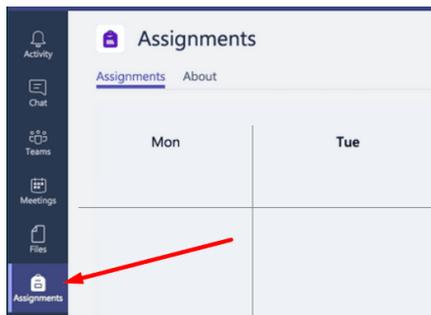
Students have opportunities to self-regulate, using metacognitive strategies where appropriate.

There is dedicated time in lessons for uninterrupted independent practice, when students are ready.

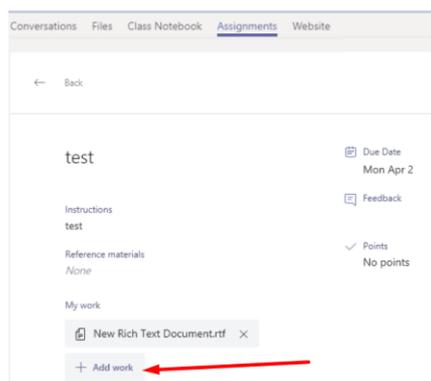
The subject finds appropriate ways to extend the boundaries of learning.

How do I hand in my assignment on Microsoft TEAMS?

1. Log on to TEAMS and go to your classroom.
2. Then select the **General** channel.
3. Click on **Assignments**.



4. The list of your assignments will appear on the screen. It's filtered by the due date. In this manner, you'll know what assignments are urgent and which can wait.
5. Select your **assignment card**. Open it and check the assignment details.
6. To hand in documents and files related to your assignment, click on the **+Add work** button and upload your files.



7. Hit the **Turn in** button to submit your assignment. Your teacher can now check your assignment and the files you attached to it.

Keep in mind that the maximum file size is 500MB. You can add up to 10 additional resources for each assignment.

English Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Full Novel Study: 'Animal Farm'	Research the Russian Revolution and the Soviet Union; use weekly vocabulary list to find definitions and practice using in a sentence; complete SPARX Reader tasks – 300 points (30 minutes of reading) per week as a minimum!
Term 2 – Autumn 2 November - December	Full Novel Study: 'Animal Farm'	Research the Russian Revolution and the Soviet Union; use weekly vocabulary list to find definitions and practice using in a sentence; complete SPARX Reader tasks – 300 points (30 minutes of reading) per week as a minimum!
Term 3 – Spring 1 January - February	The Gothic Genre: A Thematic Study	Find an image of a gothic building, write a descriptive story based on the setting; use weekly vocabulary list to find definitions and practice using in a sentence; complete SPARX Reader tasks – 300 points (30 minutes of reading) per week as a minimum!
Term 4 – Spring 2 February - April	Victorian Life	Read non-fiction texts, such as articles, speeches, letters, to become confident with the form; watch 'life in Victorian England' videos to cement understanding of contextual ideas; use weekly vocabulary list to find definitions and practice using in a sentence; complete SPARX Reader tasks – 300 points (30 minutes of reading) per week as a minimum!
Term 5 – Summer 1 April - May	Poetry from Powerful Women	Choose one of the featured poets and research other poems written by them; use weekly vocabulary list to find definitions and practice using in a sentence; complete SPARX Reader tasks – 300 points (30 minutes of reading) per week as a minimum!
Term 6 – Summer 2 June - July	Shakespeare's World of Tragedy: An Oracy Unit on 'Hamlet'	Research contextual ideas around Shakespeare and life in Elizabethan England; visit the library to read other Shakespearean plays; learn vocabulary for weekly tests; complete SPARX Reader tasks – 300 points (30 minutes of reading) per week as a minimum!

Assessment and Feedback	
Assessment types and frequency	Feedback will take a variety of forms: written feedback on essay-style responses, homework feedback on research and revision-based documents, verbal feedback on a variety of student responses within lesson and/or whole class feedback via a sample marking process. We operate a 'Whole Class Feedback' approach in exercise books, whereby some members of the class will receive written feedback on a rotational basis, with whole-class feedback departmental proforma evident in ALL students' books, alongside red-pen feed-forward tasks to address common misconceptions.
Independent work to be completed at home	Students will be assessed weekly for a vocabulary test – this is not a spelling test, but students will be tested on their abilities to define each word and use it accurately within a sentence. These words will be introduced at the start of each term. SPARX Reader will become embedded. Students need to achieve 300 points (minimum!) per week on this online platform, which equates to around 30 minutes of reading. In English, we set one project-based piece of work per half-term, alongside the weekly vocabulary and SPARX homework. Homework tasks will also be set by class teacher via TEAMS.
Equipment required	Students may choose to own their own copies of Literature texts for personal annotation. Students will be required to bring their own reading book or a book from the library, for silent reading starters. In addition, they are expected to bring their basic school equipment, such as pens, rulers etc.
Future proofing	In Year 8 we are embedding key skills necessary for Key Stage Four to ensure our learners are prepared and confident for assessment at GCSE. Our curriculum aims to make clear links between the skills learners attain and future career routes so that students have a clear understanding of how their learning will benefit them as lifelong learners.
Pledges	Excellence – opportunity to be nominated for weekly 'star of the week' awards; Service – we are always looking for volunteers to help promote the English Department in open evenings and via social media channels; Participation – we offer multiple opportunities for writing based competitions across the year.

Helping at home	
Ways you can help your child	Encourage reading - ask them what they are reading and provoke questions to show their understanding. For example, has there been a moment that gripped you? Do you sympathise for any characters? Ensure that they complete their 300 points / 30 minutes on SPARX Reader on a weekly basis. Promote use of vocabulary; ask what new vocabulary was learnt in lesson, create an environment where the weekly vocabulary tests are practiced regularly.
Useful websites and texts	https://theferrers.eplatform.co/ - electronic library for our school with a range of fiction and non-fiction texts for students to access in their own time.

	https://sparxreader.com/ - online platform for reading. 300 points per week for every student! TEAMS – all resources stored in organised folders for ease of access and revision purposes.
Extra-curricular clubs and support	Drop-in support after school; homework club in the library at lunch and after school.

Teachers and contact	
Curriculum Leader	Mr R Downs – RDowns@theferrers.org
Classroom Teachers	Mr R Downs – RDowns@theferrers.org
	Mrs K Frost – KFrost1@theferrers.org
	Mrs E Smith – ESmith@theferrers.org
	Mrs E Wisby – EWisby@theferrers.org
	Mrs T Truett – TTruett@theferrers.org

Mathematics Curriculum

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	Solving equations, coordinates, ordering and equivalence	Targeted exercises set on Corbett Maths or Sparx that will allow students to consolidate their understanding and explore future topics
Term 2 Autumn 2 November - December	Operating with Fractions, probability	
Term 3 Spring 1 January - February	Forward percentages, perimeter and area	
Term 4 Spring 2 February - April	Perimeter and area, ratio	
Term 5 Summer 1 April - May	Linear graphs	
Term 6 Summer 2 June - July	Angles, 3D shapes	

Assessment and Feedback	
Assessment types and frequency	Feedback to be given every two weeks which will take a variety of forms: written feedback on exam-style questions, homework feedback on research and revision-based documents, verbal feedback. Formal assessments termly.
Independent work to be completed at home	An emphasis is on students completing independent work based on book feedback, creating personal notes and attempting questions set.
Equipment required	Calculator, pen, pencils and geometry set.
Future proofing	Students are introduced to a wealth of skills in data, shape and algebra, which will be developed throughout their time in KS3, so that they are prepared for KS4.
Pledges	Excellence – opportunity to be nominated for weekly ‘star of the week’ and postcard home; Service – we are always looking for volunteers to help promote the Mathematics Department in open evenings and via social media channels; Participation – we offer multiple opportunities for competitions across the year, such as maths challenge.

Helping at home	
Ways you can help your child	Ensure pupils complete independent work set based on book feedback
Useful websites and texts	Corbett maths and Sparx
Extra-curricular clubs and support	Drop-in support after school, homework club

Teachers and contact	
Curriculum Leader	Mr D Adams Dadams@theferrers.org
Classroom Teachers	Mr R Sadler Rsadler@theferrers.org
	Miss K Unwin Kunwin@theferrers.org
	Mr Fong EFong@theferrers.org

Mrs K Govender KGovender@theferrers.org

Mr F Freris FFreris@theferrers.org

Mrs M Jameel Mjameel@theferrers.org

Science Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Respiration and Photosynthesis- We look at living things and the processes they must do to survive. We ask questions like ‘how could I make this plant grow faster?’	Tassomai homework online recall tests. Revision for end of topic tests
Term 2 – Autumn 2 November - December	Energy- An introduction into all the stores of energy. We study how to keep our houses warm, and what an efficient process looks like.	Tassomai homework online recall tests. Revision for end of topic tests
Term 3 – Spring 1 January - February	The Periodic Table & Reactions- We introduce the periodic table, its history and how metals react differently to non-metals.	Tassomai homework online recall tests. Revision for end of topic tests
Term 4 – Spring 2 February - April	Electricity- Introduction to different types of circuits and a wide range of different components. Students develop an understanding of real-world applications, like why Christmas tree lights use parallel circuits! Science project- All pupils undertake a 3-week project where they design their own piece of scientific research, plan and carry out an investigation before presenting their findings.	Tassomai homework online recall tests. Revision for end of topic tests
Term 5 – Summer 1 April - May	Earth & Universe- Students study a range of scientific processes that occur on our planet, looking at the carbon cycle, climate change, seasons and moon cycles.	Tassomai homework online recall tests. Revision for end of topic tests
Term 6 – Summer 2 June - July	Waves- An introduction to what waves are, the different types of wave and why they are important.	Tassomai homework online recall tests. Revision for end of topic tests

Assessment and Feedback	
Assessment types and frequency	Tassomai homework online tests every two weeks Mid topic assessments every two weeks End of unit formal assessment
Independent work to be completed at home	Complete Tassomai homework tasks set by teachers. Complete revision for end of unit test.
Equipment required	Pen, pencil, ruler, sharpener, rubber, calculator
Future proofing	
Pledges	Excellence, participation, leadership

Helping at home	
Ways you can help your child	Help to learn spellings of key scientific terms. Help to complete online homework tasks. Question students' knowledge prior to end of unit assessments so students can check their knowledge and prioritise revision.
Useful websites and texts	BBC bitesize - KS3 Science - BBC Bitesize
Extra-curricular clubs and support	TBC
Teachers and contact	
Curriculum Leader	Dr N Mellor – nmellor@theferrers.org
	Dr N Mellor – nmellor@theferrers.org Miss J Burke – jburke@theferrers.org Mr R Spavins Hicks – rspavinshicks@theferrers.org Mr M Johnson – mjohnson@theferrers.org Mrs S Matthews – smatthews@theferrers.org Dr C Holyoak – cholyoak@theferrers.org Mrs M Garrod – mgarrod@theferrers.org Miss Punian - rpunian@theferrers.org

History Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	-Why was slavery so cruel? -Were the black people of the USA really free?	Independent learning is set on Seneca Learning. The learning tasks are set over an extended period. We would encourage students to use a “little but often” approach when completing these tasks.
Term 2 – Autumn 2 November - December	-What caused the Great War? -How have weapons developed through time? -Why was the Great War so terrible for those fighting?	
Term 3 – Spring 1 January - February	-Why did people agree to fight in the Great War? -How have popular entertainments changed over the 20 th Century? -Why was the world so unstable in the 1930’s?	
Term 4 – Spring 2 February - April	-Hidden Pioneers of the 20 th Century -Local Study: How was Higham and Rushden affected by World War Two	
Term 5 – Summer 1 April - May	-How significant were the actions of the USSR and USA in World War Two?	
Term 6 – Summer 2 June - July	-How did the Holocaust happen? -Extremism through time	

Assessment and Feedback	
Assessment types and frequency	Formal assessment once a term as well as regular low stakes knowledge tests.
Independent work to be completed at home	All homework is set on TEAMS and Seneca once a half term to be completed by students over an extended period.
Equipment required	Pen, Red Pen, Reserve Pen, Ruler and Pencil.
Future proofing	The curriculum is flexible and can be adapted.
Pledges	There are plenty of opportunities to become involved with topics that lend themselves to Pledge awards, especially Diversity, which the History teachers will signpost for students as they study.

Helping at home	
Ways you can help your child	Support your child with their homework tasks on TEAMS/Seneca. Discuss the issues they are studying in History – ask them what they are learning about and what they think about the debates within the subjects.
Useful websites and texts	BBC Bitesize History – lots of information about History and videos: https://www.bbc.co.uk/bitesize/subjects/zk26n39

	<p>The National Archives –very well set out and lots of interesting historical information: https://www.nationalarchives.gov.uk/education/students/</p> <p>Seneca – A homework platform used for our studies: https://senecalearning.com/en-GB/</p>
<p>Extra-curricular clubs and support</p>	<p>Teachers will be available during session 6 to support students.</p>

<p>Teachers and contact</p>	
<p>Curriculum Leader</p>	<p>Mr R Mosdell – Rmosdell@theferrers.org</p>
<p>Classroom Teachers</p>	<p>Mr T Collins (Lead Teacher) – Tcollins@theferrers.org Mr T Magennis – Tmagennis@theferrers.org Mr R Mosdell – Rmosdell@theferrers.org</p>

Geography Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	What are the challenges and opportunities in Africa?	Independent learning is set on Seneca Learning. The learning tasks are set over an extended period. We would encourage students to use a “little but often” approach when completing these tasks.
Term 2 – Autumn 2 November - December	What happens where the land meets the sea?	
Term 3 – Spring 1 January - February	Can we ever know enough about earthquakes and volcanoes to live safely?	
Term 4 – Spring 2 February - April	Why is the Middle East an important region?	
Term 5 – Summer 1 April - May	How is Asia being transformed?	
Term 6 – Summer 2 June - July	Climate Change – What is the future of our planet?	

Assessment and Feedback	
Assessment types and frequency	Formal assessment once a term as well as regular low stakes knowledge tests.
Independent work to be completed at home	All homework is set on TEAMS and Seneca once a half term to be completed by students over an extended period.
Equipment required	Pen, Red Pen, Reserve Pen, Ruler and Pencil.
Future proofing	The curriculum is flexible and can be adapted.
Pledges	There are plenty of opportunities to become involved with topics that lend themselves to Pledge awards, especially Diversity, which the Geography teachers will signpost for students as they study.

Helping at home	
Ways you can help your child	Support your child with their homework tasks on TEAMS/Seneca. Discuss the issues they are studying in Geography – ask them what they are learning about and what they think about the debates within the subjects.
Useful websites and texts	BBC Bitesize Geography – lots of information about Geography and videos: Geography - BBC Bitesize Internet Geography –very well set out and lots of interesting geographical information: Home - Internet Geography Seneca – A homework platform used for our studies: https://senecalearning.com/en-GB/
Extra curricular clubs and support	Teachers will be available during session 6 to support students.

Teachers and contact	
Curriculum Leader	Mr R Mosdell RMosdell@theferrers.org
Classroom Teachers	Mr A Litchfield (Lead Teacher for Geography) ALitchfield@theferrers.org

Mr D Ashurst DAshurst@theferrers.org

Miss M Blackmore MBlackmore@theferrers.org

French Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Mes vacances – talking about holidays	Languagenut website Acrostic poem Research on holiday destination
Term 2 – Autumn 2 November - December	Mes vacances – talking about holidays	Languagenut website Acrostic poem Research on the places to visit on holiday (the Eiffel Tower)
Term 3 – Spring 1 January - February	Ma zone - Là où j'habite	Languagenut website Research/fact file about a town of your choice
Term 4 – Spring 2 February - April	Paris Je t'adore – talking about Paris	Languagenut website Research the different places you can visit in Paris (les catacombes)
Term 5 – Summer 1 April - May	Il faut manger bien – talking about healthy lifestyles	Languagenut website Find some examples of real French menus
Term 6 – Summer 2 June - July	Il faut manger bien – talking about healthy lifestyles	Languagenut website Research into the advantages and disadvantages of keeping fit and healthy

Assessment and Feedback	
Assessment types and frequency	Vocabulary tests and quizzes (weekly) Extended writing / speaking tasks (fortnightly) Reading/Listening assessments (end of each half term)
Independent work to be completed at home	Learn vocabulary given each week in preparation for vocabulary test. Complete languagenut tasks
Equipment required	Vocabulary uploaded on teams, access to languagenut website
Future proofing	These units link directly to the GCSE contents and will give students a basic communicative competence in the language
Pledges	Diversity

Helping at home	
Ways you can help your child	Help with learning vocabulary
Useful websites and texts	Quizlet, active learn, languagenut vocabulary tasks
Extra-curricular clubs and support	KS3 languages club

Teachers and contact	
Curriculum Leader	Mrs M Valverde – mvalverde@theferrers.org
Classroom Teachers	Mr M Bialkowski mbialkowski@theferrers.org Mr R Teo rteo@theferrers.org

Spanish Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	A comer- talking about meals in Spanish	Languagenut website Acrostic poem Research typical foods in Spanish Speaking world Research Ferran Adria
Term 2 – Autumn 2 November - December	A comer – talking about meals in Spanish	Languagenut website Look at different restaurants in Spain and what they serve Prepare a role play in a Spanish restaurant
Term 3 – Spring 1 January - February	Mi vida, mi móvil – Talk about young people’s use of media	Languagenut website Compare social media in Spain and England Prepare a film review in Spanish
Term 4 – Spring 2 February - April	Mi vida, mi móvil – Talk about young people’s use of media	Languagenut website Research life of Rosalia (Flamenco singer)
Term 5 – Summer 1 April - May	Que hacemos – talking about freetime activities using a range of tenses	Languagenut website Research María Izquierdo (Mexican painter)
Term 6 – Summer 2 June - July	Que hacemos – talking about freetime activities using a range of tenses	Languagenut website Cuba research project

Assessment and Feedback	
Assessment types and frequency	Vocabulary tests and quizzes (weekly) Extended writing / speaking tasks (fortnightly) Reading/Listening assessments (end of each half term)
Independent work to be completed at home	Learn vocabulary given each week in preparation for vocabulary test Complete languagenut tasks
Equipment required	Vocabulary uploaded on teams, access to languagenut website
Future proofing	These units link directly to the GCSE contents and will give students a basic communicative competence in the language
Pledges	Diversity

Helping at home	
Ways you can help your child	Help with learning vocabulary
Useful websites and texts	Quizlet, active learn, languagenut vocabulary tasks
Extra-curricular clubs and support	KS3 languages club

Teachers and contact	
Curriculum Leader	Mrs M Valverde – mvalverde@theferrers.org

Classroom Teachers

Mr M Bialkowski mbialkowski@theferrers.org

Mr R Teo rteo@theferrers.org

Dance Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Learning and choreographing a Street Dance piece	Rehearse and choreograph
Term 2 – Autumn 2 November - December	Choreographing a piece inspired by different Olympic sports	Rehearse and choreograph
Term 3 – Spring 1 January - February	Learning a Set Dance – Find It	Rehearse
Term 4 – Spring 2 February - April	Choreographing a dance using a prop	Rehearse and choreograph
Term 5 – Summer 1 April - May	Learning and choreographing a Hamilton the musical inspired piece	Rehearse and choreograph
Term 6 – Summer 2 June - July	Responding to a stimulus – choreographing a dance	Rehearse and choreograph

Assessment and Feedback	
Assessment types and frequency	1:1/Group Verbal feedback during lesson
Independent work to be completed at home	All topics will require students to rehearse the set dance/their choreography outside of the lesson.
Equipment required	Ferrers PE kit
Future proofing	Links to careers in: Choreography, Teaching Dance, and Dance Performance.
Pledges	Opportunities for Participation, Leadership, Diversity and Excellence Pledges.

Helping at home	
Ways you can help your child	Asking them to show you their choreography/set dance.
Useful websites and texts	YouTube for music and choreography ideas
Extra curricular clubs and support	The Dance Studio is available at lunch times following a rota

Teachers and contact	
Curriculum Leader	Mrs C Daniel – cdaniel@theferrers.org
Classroom Teachers	Miss A Woolvett – awoolvett@theferrers.org

Drama Curriculum

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	Blood Brothers Exploring, rehearsing, performing, evaluating.	Rehearsal and learning lines
Term 2 Autumn 2 November - December	Greek Theatre Exploring, creating, rehearsing, performing, evaluating.	
Term 3 Spring 1 January – February	Duologues Script exploration, pair work, rehearsing, adapting, performing, evaluating	
Term 4 Spring 2 February – April	Physical Theatre Frantic Assembly Exploring, rehearsing, performing, evaluating	Research
Term 5 Summer 1 April – May	Let Him Have It Exploring, performing, evaluating.	
Term 6 Summer 2 June – July	Stimulus Project Devising, creating, rehearsing, amending, performing, evaluating.	Line learning or creative artwork

Assessment and Feedback	
Assessment types and frequency	Termly practical assessments.
Independent work to be completed at home	Research, line learning, rehearsal.
Equipment required	Expected school equipment.
Future proofing	Preparation for working as a performer, writer, director or theatre technician.
Pledges	Participation, excellence, diversity.

Helping at home	
Ways you can help your child	Help them to learn lines/test them and read other parts.
Useful websites and texts	GCSE Drama Edugas
Extra-curricular clubs and support	KS3 Drama club Thursday session 6. Showcases to demonstrate skills.

Teachers and contact	
Curriculum Leader	Mrs C Daniel – cdaniel@theferrers.org
Classroom Teachers	Miss T Rae – trae@theferrers.org

Music Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	All About The Bass	Attend open practice rooms to rehearse
Term 2 – Autumn 2 November - December	Blues	Attend open practice rooms to rehearse
Term 3 – Spring 1 January - February	Song Writing	Attend open practice rooms to rehearse
Term 4 – Spring 2 February - April	Band Performance	Attend open practice rooms to rehearse
Term 5 – Summer 1 April - May	Music Tech: Variations (DAW)	Attend Music Tech club
Term 6 – Summer 2 June - July	Music Tech: Film Music	Attend Music Tech club

(DAW) – units in the Music Technology Suite using computers

Assessment and Feedback	
Assessment types and frequency	Provide a keyboard at home for your child to practice classwork on. Asking them to show you what they have done in class
Independent work to be completed at home	All units have an element students can rehearse outside of lessons, especially if they have an instrument at home. They can also attend Open Practice Rooms to rehearse their work or Music Tech Club to learn more about the software.
Equipment required	None
Future proofing	As well as teaching key musical skills which will aid an understanding in a music related career, also teaches key skills such as team work, communication and time management
Pledges	Opportunities for participation, leadership, excellence and diversity

Helping at home	
Ways you can help your child	You could provide your child with a keyboard or Ukulele at home for them to practice classwork on. Asking them to show you what they have done in class. Students can also have private instrumental lessons during school time.
Useful websites and texts	BBC Ten Pieces
Extra-curricular clubs and support	Music Tech Club, Vocalise, Open Practice Rooms and School Show

Teachers and contact	
Curriculum Leader	Mrs C Daniel – cdaniel@theferrers.org
Classroom Teachers	Mr Gammon – cgammon@theferrers.org

PE Curriculum

	Curriculum Content	Independent tasks
Term 1 Autumn 1 September - October	Basketball, Badminton, Boxercise, Football, Gymnastics, Handball, Hockey, Netball, Orienteering, Table Tennis, Tchoukball, Rugby	Practise the core skills learnt in lessons. Research techniques and tactics online for the activities you are taking part in lessons.
Term 2 Autumn 2 November - December	Basketball, Badminton, Boxercise, Football, Gymnastics, Handball, Hockey, Netball, Orienteering, Table Tennis, Tchoukball, Rugby	
Term 3 Spring 1 January - February	Basketball, Badminton, Boxercise, Football, Gymnastics, Handball, Hockey, Netball, Orienteering, Table Tennis, Tchoukball, Rugby	
Term 4 Spring 2 February - April	Basketball, Badminton, Boxercise, Football, Gymnastics, Handball, Hockey, Netball, Orienteering, Table Tennis, Tchoukball, Rugby	
Term 5 Summer 1 April - May	Archery, Athletics, Cricket, Danish Longball, Rounders, Softball, Ultimate.	
Term 6 Summer 2 June - July	Archery, Athletics, Cricket, Danish Longball, Rounders, Softball, Ultimate.	

Assessment and Feedback	
Assessment types and frequency	Formative assessment ongoing throughout the unit of work. Summative assessment at the end of each unit to inform progress data points.
Independent work to be completed at home	Practising the core skills from each activity. Learning and understanding of the rules/laws in each sport through independent study.
Equipment required	PE Kit including navy T-Shirt, navy shorts, navy PE socks, Sports Trainers, Boots, Shin pads (required for hockey and football), gumshield (required for rugby and hockey).
Future proofing	Inspiring students in to lifelong physical activity. Builds skills for those students that go on to take a GCSE or vocational course in PE or Sport.
Pledges	Participation, Leadership, Excellence, Diversity.

Helping at home	
Ways you can help your child	Ensure they are prepared to take part in every PE lesson with all their equipment and kit. Encourage your child to attend as many session 6 clubs as possible.
Useful websites and texts	All the National governing body websites. For example, Football Association. https://www.rulesofsport.com/ https://www.theukrules.co.uk/rules/sport/index.html
Extra-curricular clubs and support	Please refer to https://teamup.com/ksd8dx1pi3s1zx8k8e for the PE calendar which shows when and which practices are currently on as well as any games or competitions are taking place. Please also refer to the school twitter (@FerrersSchool) and Instagram (@ferrerssecondary) for more information too.

Teachers and contact	
Curriculum Leader	Mr M Yuill - myuill@theferrers.org
Classroom Teachers	Mrs E Bakewell-Voss – ebakewellvoss@theferrers.org Mr D Carter – dcarter@theferrers.org

Miss E Hirsch – ehirsch@theferrers.org
Mr M Jackson - mjackson@theferrers.org
Mr L Mitchell - lmitchell@theferrers.org
Miss A Woolvett – awoolvett@theferrers.org
Mrs K Yates – kyates@theferrers.org
Miss K York – kyork@theferrers.org

Art Curriculum

	Curriculum Content	Independent tasks
Term 1- Autumn 1 September - October	Core skills, observational work, drawing & painting Artist research Ben Frost	Drawing / Investigation task
Term 2 – Autumn 2 November - December	Oil pastel transfer and watercolour portrait.	Painting Tasks Drawing Tasks
Term 3 – Spring 1 January - February	Media exploration, oil pastel transfer and block printing. Artist reference Andy Warhol.	Printing tasks Research / Investigation Tasks
Term 4 – Spring 2 February - April	Tonal drawings and mono printing. Artist reference Georgia O'Keefe.	Drawing / Printing tasks Research / Investigation Tasks
Term 5 – Summer 1 April - May	Watercolour painting. Artist reference Lucy Arnold.	Painting Task Research / Investigation Task
Term 6 – Summer 2 June - July	Further media and subject exploration and experimentation. Natural forms pop art collage.	Drawing / Painting / Personal Exploration/Collage

Assessment and Feedback	
Assessment types and frequency	Peer and self-assessment throughout. Progress to be determined by assessment of on-going sketchbook work to include some standalone assessment pieces (no revision required). Progress assessed in line with reporting calendar.
Independent work to be completed at home	Independent drawing and painting. This will further develop skills.
Equipment required	Pencil set 2H,2B,4B Colouring pencil set with a range of colours
Future proofing	Builds skills and understanding to access next key stage
Pledges	Participation

Helping at home	
Ways you can help your child	Expose them to the wider creative environment with visits to galleries, museums, and instillations. Encourage them to explore their own ideas and develop their drawing and painting skills through practise.
Useful websites and texts	Pinterest
Extracurricular clubs and support	Art club

Teachers and contact	
Curriculum Leader	Mr D Marinkovic - dmarinkovic@theferrers.org
Classroom Teachers	Mrs S Chambers – Schambers@theferrers.org

Technology Curriculum

	Curriculum Content	Independent tasks
Rotation 1	Softwood box project. Design, explore and make using workshop skills.	Independent research and ideas development
Rotation 2	CAD CAM project. Laser cutting, computer aided design, design process and material properties explored	Independent research and ideas development
Rotation 3	Food technology. Practical and theory work including kitchen safety, dietary groups, the Eatwell Guide, Foods and religion, meat alternatives and organic farming	Independent research and ideas development

Assessment and Feedback	
Assessment types and frequency	Peer and self-assessment throughout. Progress to be determined by assessment of on-going folder work to include some standalone assessment pieces of design and making work. End of unit test to confirm retention. Progress assessed termly.
Independent work to be completed at home	Independent research and ideas development
Equipment required	Pencil (or pencil set), rubber, sharpener, ruler, food container
Future proofing	Builds skills and understanding to access key stage 4 and beyond. To develop understanding of the wider world of design and future job opportunities.
Pledges	Participation, Environment

Helping at home	
Ways you can help your child	Encourage them to design and make their own products or recipes, develop making skills. Up cycling projects
Useful websites and texts	Pinterest
Extra-curricular clubs and support	Technology Club

Teachers and contact	
Curriculum Leader	Mr D Marinkovic – dmarinkovic@theferrers.org
Classroom Teachers	Mr D Marinkovic – dmarinkovic@theferrers.org Mr M Luckins – MLuckins@theferrers.org Mrs I Qazi – Iqazi@theferrers.org

ICT Curriculum

	Curriculum Content	Independent tasks
Rotation 1	Introduction to Python Programming Graphics Design, Cybersecurity. App Development and Data Representation	Independent research and Paired programming
Rotation 2	Introduction to Python Programming Graphics Design, Cybersecurity. App Development and Data Representation	Independent research and Paired programming
Rotation 3	Introduction to Python Programming Graphics Design, Cybersecurity. App Development and Data Representation	Independent research and Paired programming

Assessment and Feedback	
Assessment types and frequency	On-going via Classwork & Assignments
Independent work to be completed at home	Homework tasks as set
Equipment required	Internet connection to Teams/Microsoft office software
Future proofing	Links to BTEC L2 Digital IT
Pledges	Speak to your teacher for ideas to achieve Leadership, Excellence or Participation

Helping at home	
Ways you can help your child	Discuss the use of ICT in everyday life, its advantages and disadvantages. Share examples of what software systems you use at home/in your place of work.
Useful websites and texts	BBC Bitesize
Extra-curricular clubs and support	Drop-in session 6s Wednesday in D3 Minecraft session 6s Thursday in D5

Teachers and contact	
Classroom Teachers	Mr R Chowdrey RChowdrey@theferrers.org Mr W Greenwood WGreenwood@theferrers.org