

Welcome to  
Broadoak Academy

Year 8 Curriculum  
evening

Tuesday  
22 October 2024



**BROADOAK**  
ACADEMY

# Introductions

Mr McGilloway  
Principal



Mrs Ridge  
Vice Principal



Mr McFaul

AP Teaching and  
Learning

Mrs Hooke

Associate AP  
and  
Head of Chestnut



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# Aim tonight:

How can we help Year 8 students become successful learners?





# Agenda:

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1. What do **we** do to help students become successful learners?
2. What can **students** do to become better learners
3. What can **you** do?



# Year 8... the road ahead

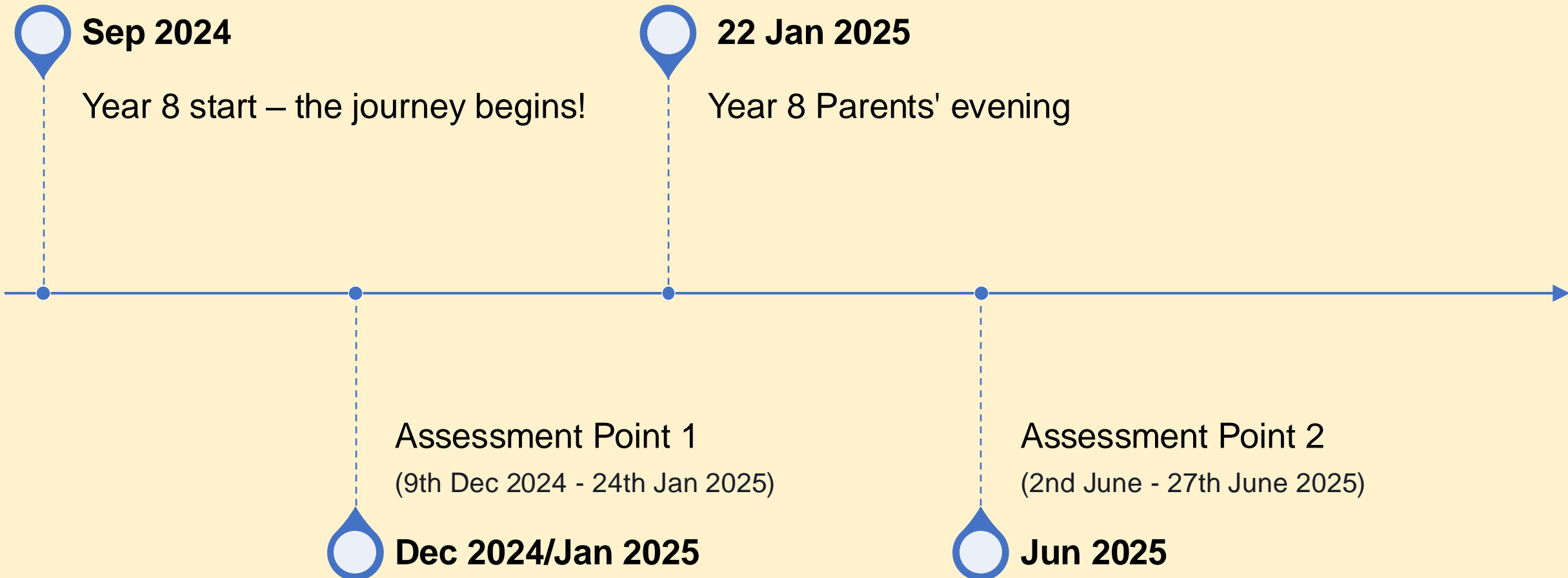


# Year 8 curriculum overview 2024-25

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Art</b>	<b>Creatures and Characters</b> Creating creatures and characters with personality.			<b>Environment</b> How have artists depicted the landscape through the language of art?		
<b>Drama</b>	<b>Vocal Techniques</b> How can we use our voice to create meaning?		<b>Scripted extracts:</b> How can we take language from the page to the stage?		<b>Written Evaluation: Written reflection on performance</b>	<b>Devising from Stimuli:</b> Why do we need to tell stories?
<b>DT</b>	<b>DT: What do I need to consider when designing for a target market?</b>		<b>Food Technology:</b> How can I effectively demonstrate my food practical skills and knowledge		<b>Textiles:</b> How do I use quality control to produce a successful product?	
<b>English</b>	<b>Power and corruption Novel: 'Animal Farm'</b>		<b>Gothic fiction: The Woman in Black</b>		<b>Overcoming diversity: Face: The Play by Benjamin Zephania</b>	
<b>Geography</b>	<b>8.1 Africa: How diverse is Africa?</b>	<b>8.2 Africa: What are the opportunities of Africa's landscape?</b>		<b>8.3 Will Asia ever be on top?</b>		<b>8.4 Why do people live in the danger zone?</b>
<b>History</b>	<b>8.1 Migration: Windrush to the Romans</b>	<b>8.2 What was the impact of transatlantic enslavement at the time?</b>		<b>8.3 We need to talk about the British Empire.</b>		<b>8.4 How and why has democracy in Britain changed 1819-1928?</b>
<b>Maths</b>	<b>Delving into Data</b> Angle, Interpreting & comparing, Averages		<b>Formalising Algebra</b> Solve equations, Sequences (nth term)		<b>Proportion and Relationships</b> Percentages, Convert between fractions, decimals & percentages	
<b>MFL</b>	<b>8.1 Food and Drink</b>		<b>8.2 My Home and town</b>		<b>8.3 Present tense holidays</b>	
<b>Music</b>	<b>How has music narrated the struggle for Equality?</b>		<b>Shaping my musical toolbox</b>			<b>Glastonbury 2</b>
<b>PE</b>	<b>Physical literacy strands: My movement – My knowledge - My mentality – My actions</b>					
	Health related fitness and Netball Basketball and Rugby		Football and hockey Badminton and Table Tennis			Rounders and Athletics – running events Tennis, Cricket and Athletics – throwing events
<b>Religious Studies</b>	<b>8.1 Hinduism:</b> Beliefs and practices		<b>8.2 Judaism:</b> Beliefs and practices		<b>8.3 Christianity:</b> Beliefs and practices	
					<b>8.4 Islam:</b> Beliefs and practices	
<b>Science</b>	<b>Chemical Reactions</b> <b>Forces and Motion</b>		<b>Cellular Respiration and Gas Exchange</b> <b>Waves</b>		<b>Evolution</b> <b>Energy in Chemical Reactions</b> <b>Metals and Reactivity</b>	
					<b>Photosynthesis, Relationships in ecosystems, Earth and Atmosphere, Rocks, Space</b>	

<b>Subject</b>	<b>Topic</b>
English	<b>Power and corruption</b> - Novel: 'Animal Farm'
Maths	<b>Delving into Data:</b> Angle, Interpreting & comparing, Averages <b>Formalising Algebra:</b> Solve equations, Sequences (nth term)
Science	<b>Chemical Reactions, Forces and Motion</b>
History	<b>Migration story: Windrush to the Romans</b>
Geography	<b>8.1 Africa: How diverse is Africa?</b> <b>8.2 Africa: What are the opportunities of Africa's landscape?</b>
MFL	<b>Food and Drink</b>
Art	<b>Creatures and Characters:</b> Creating creatures and characters with personality.
DT	<b>DT: What do I need to consider when designing for a target market?</b>
Music	<b>How has music narrated the struggle for Equality?</b>
Drama	<b>Vocal Techniques:</b> How can we use our voice to create meaning?
PE	<b>Physical literacy strands: My movement – My knowledge - My mentality – My actions</b> Health related fitness and Netball, Basketball and Rugby
RE	<b>Hinduism:</b> Beliefs and practices

# Year 8 curriculum journey - Key dates





# How and when will students be assessed?

- All students in Key Stage Three (7,8 & 9) will be formally assessed twice a year.
- **AP1 - 9th Dec 2024 - 24th Jan 2025**
- **AP2 - 2nd June - 27th June 2025**
- This will include:
  - an in-class assessment
  - a holistic DOYA judgement.
- **Deepening (D)**: describes a child who has reached the year group expectation and is now taking this deeper into more abstract work.
- **On track/Working at current age-related expectation (O)**: describes a child who is working at the age-related expectation and fulfils all the descriptors.
- **Yet to be on track (Y)**: describes a child who shows some working at age related expectations by fulfilling some of the descriptors but is not yet on track to achieve all of them.
- **At an earlier stage in their learning journey (A)**: describes a child who working at a level below the age-related expectation, typically around a year behind.

# Agenda:

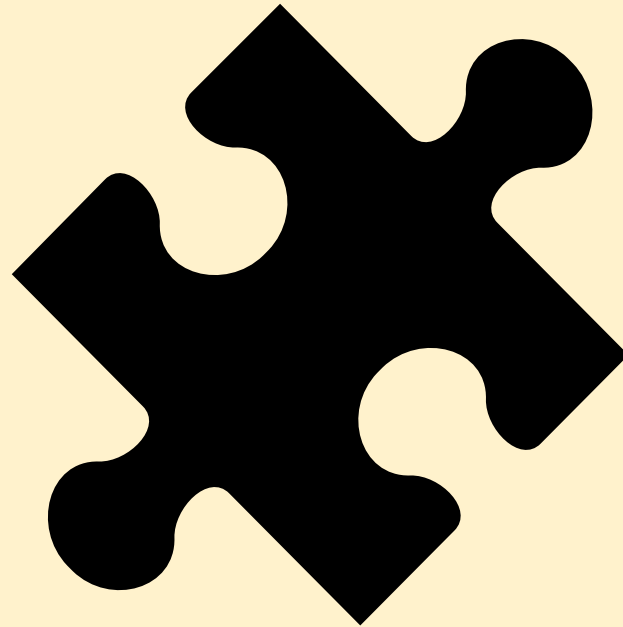
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1. What do **we** do to help students become successful learners?
2. What can **students** do to become better learners
3. What can **you** do?

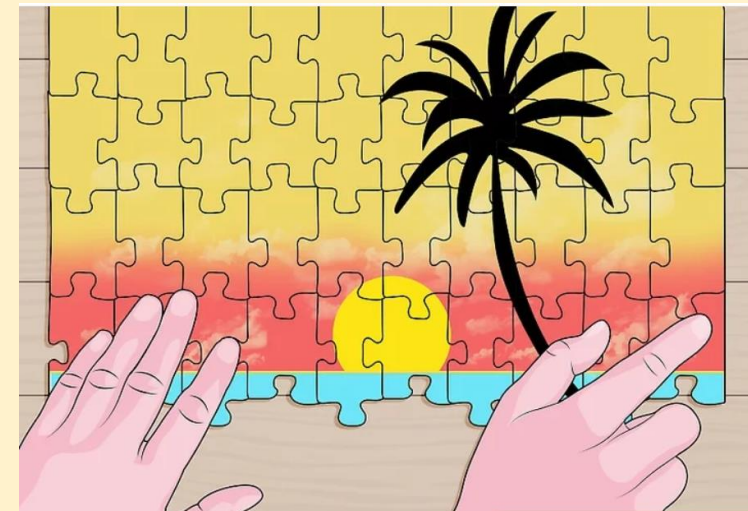
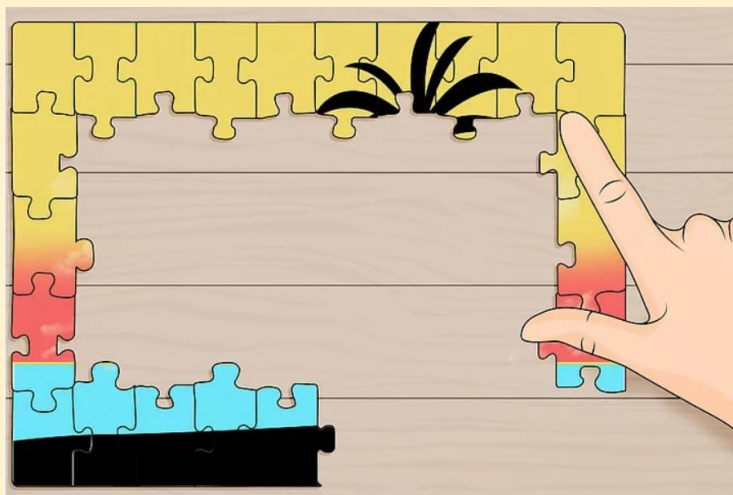
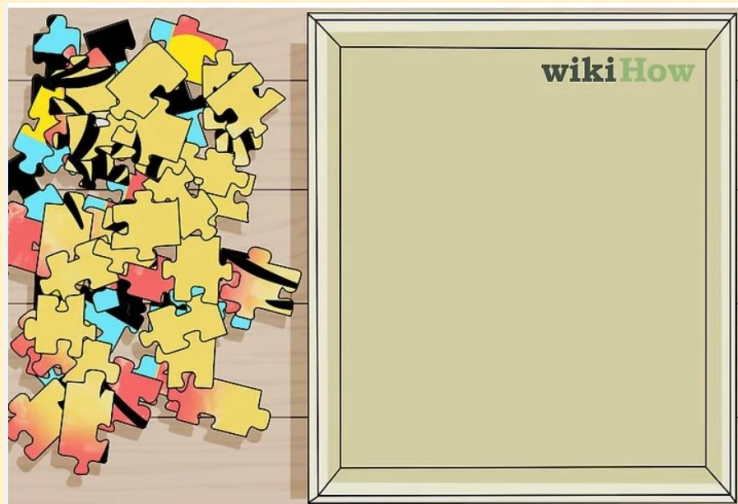


# Helping students become successful learners

## The jigsaw



Over time, by committing to their learning, students will connect more pieces to form a more complete picture of their learning, like completing a jigsaw.



# What is the learning process in a Broadoak lesson?



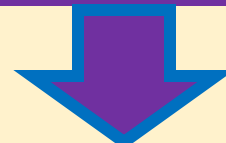
**Spaced retrieval:** when students complete the 'Do Now' at the beginning of the lesson to revisit prior learning



**Teacher exposition:** when the teacher explains the important ideas and skills students need to know and shows them how to complete the work



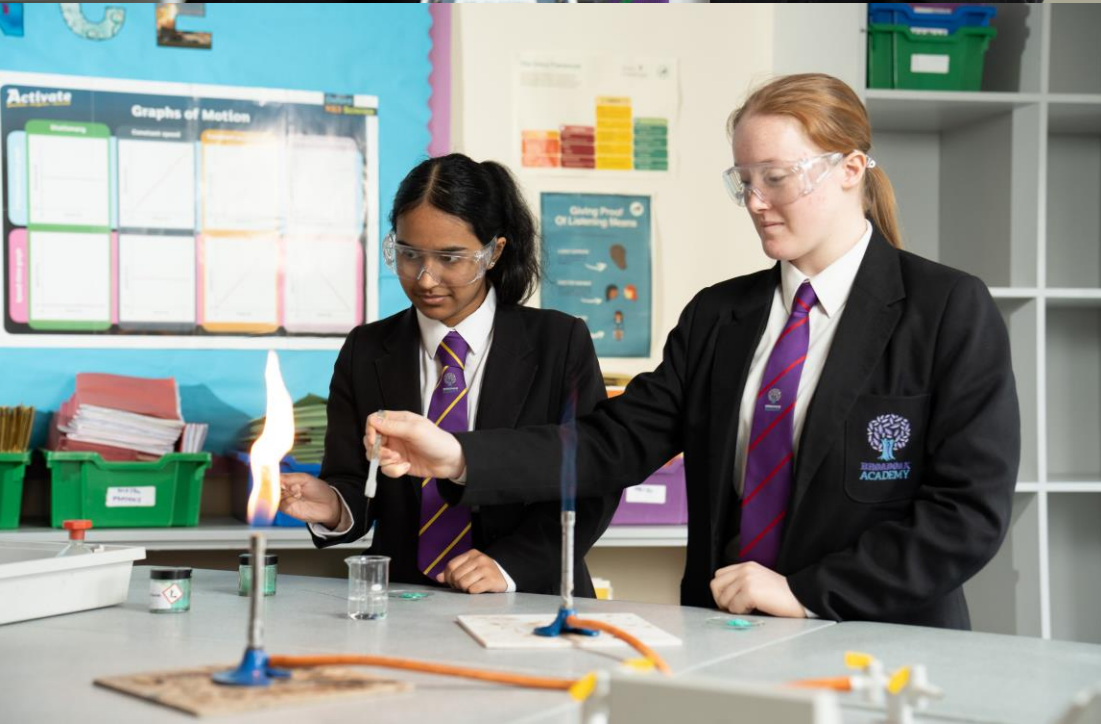
**Questioning:** questions asked by the teacher in order to check understanding of learning



**Deliberate practice:** students' opportunity to practice the learning in order to produce the best possible work

# Agenda:

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1. What do **we** do to help students become successful learners?

2. What can **students** do to become better learners

3. What can **you** do?

# What can students do to support themselves?

- **Attend school and attend lessons, every day** – including tutor time.
  - Morning tutorials will focus revision strategies, remind them of key dates, opportunities for tutoring and 1.1 support with their tutor.
- **Be on time** to school everyday and to **every lesson**. Every minute of the day is important for their progress and success.
- **Ask if they need help** –teacher's email are: [firstname.lastname@clf.uk](mailto:firstname.lastname@clf.uk)
- **Make the most** of their time in learning and work hard – it will pay off!
- **Have** the courage to do the thing that they might find challenging – have high aspirations and ambitions.
- **Make the right choices** so that this year they can focus on their future.

# Your work

- Take ownership of your work – it is a reflection of who you are
- Pride and presentation – it encourages you to learn
- Notes, ideas and reflections – how we form ideas
- Tool for revision





# Independent learning (homework)

- Homework at Broadoak is referred to as **independent study** in recognition that this work is completed outside of class time but not necessarily always at home eg. after school club.
- Independent study will focus on developing core knowledge and skills delivered in the classroom.
- Independent study will be made available on the Satchel One/**SMHW** platform and **Seneca**. Some teachers will issue hard copies of work to complete.
- At **KS3** independent study is set:
  - Once a week for core subjects
  - Twice a term for additional subjects



## **Activity:**

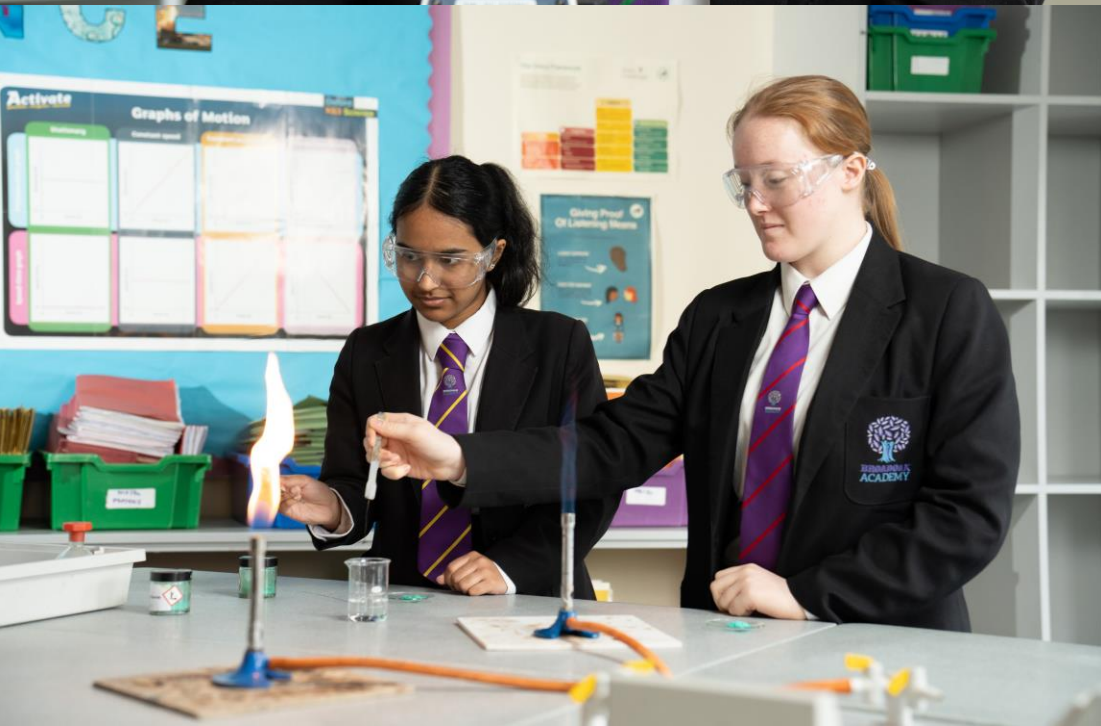
### Independent study

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Look at the examples of independent study in the pack provided.

1. What different type of work is set for students to complete?
2. What are the aims of the different types of work set?





# Agenda:

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1. What do **we** do to help students become successful learners?
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# How can you help?

Support attendance  
to school and  
lessons

Support the access  
of SMHW and  
Seneca

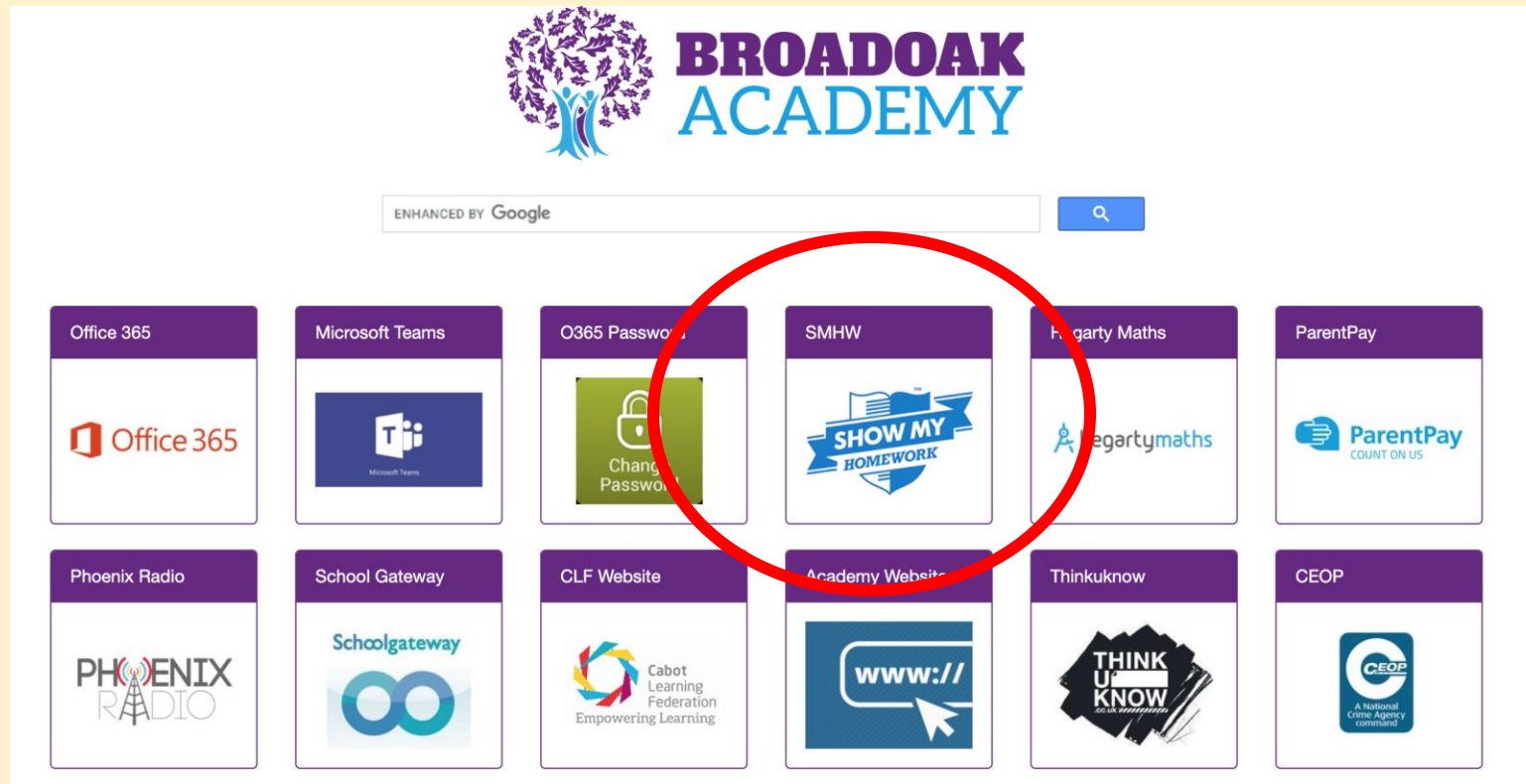
Talk to your child  
regularly about  
learning and  
upcoming GCSE  
choices

Communicate with us any concerns you may have, through their tutor in the first instance:

[firstname.lastname@clf.uk](mailto:firstname.lastname@clf.uk) or [parents@broadoakacademy.clf.uk](mailto:parents@broadoakacademy.clf.uk)

# How can you help?

- Support your young person to engage in independent learning provided through the Show My Homework platform.



# Help to access 0365 and SMHW accounts



Announcements

Read about our Dyslexia Association Bronze Award [Read More]

Curriculum Overview

How to access student online accounts

Subject Overview

Careers

Library

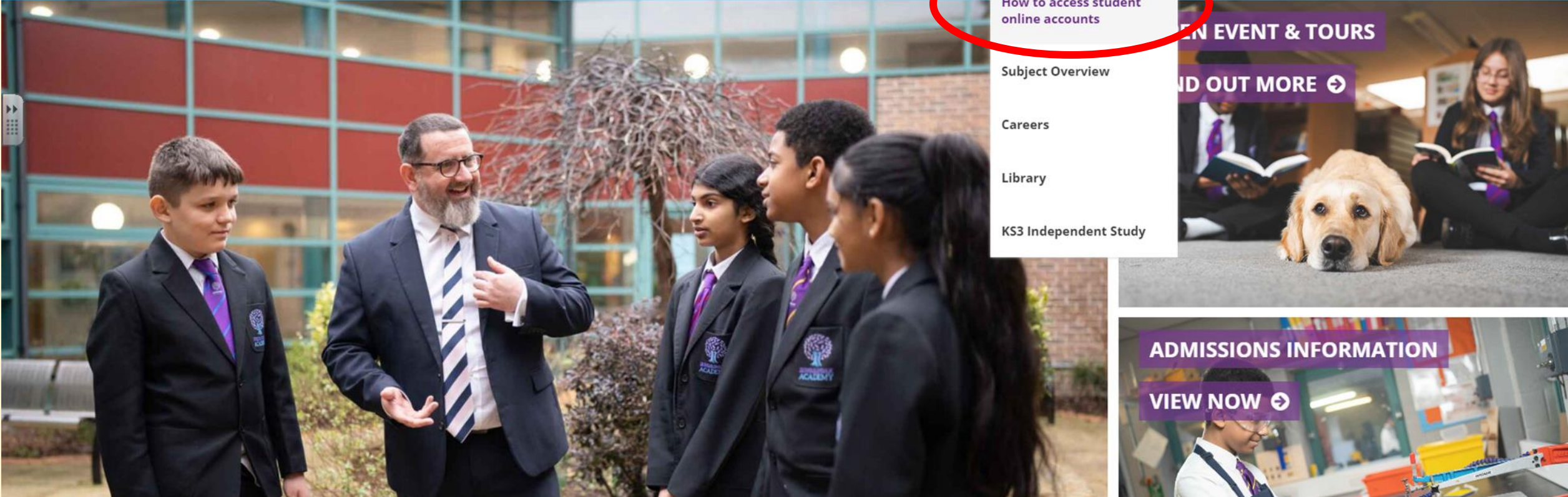
KS3 Independent Study

OPEN EVENT & TOURS

VIEW OUT MORE

ADMISSIONS INFORMATION

VIEW NOW



# Accessing 0365 and SMHW accounts



## IN THIS SECTION

Careers

Curriculum Overview

KS3 Independent Study

Library


[Home](#) » [Curriculum](#) » How to access student online accounts

## How to access student online accounts

For help accessing student email, 0365 Microsoft account and Satchel One (SMHW) please use the attached 'how to guides' which will guide you step by step through the process. For help accessing student Seneca accounts, please speak to your teacher in the first instance. For further help please contact the office ([parents@broadoakacademy.clf.uk](mailto:parents@broadoakacademy.clf.uk)) who will pass on your request to the IT support team.

 [How to access O365 from home](#)



 [How to access SMHW for Parents](#)



 [How to access SMHW for students](#)



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Thank you

Questions?



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