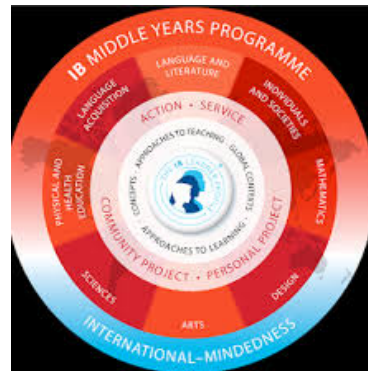




Sir Geoffrey Leigh  
Academy

## Year 8 Curriculum Booklet for Parents



© International Baccalaureate

*‘Opening Minds to Success’ through The  
International Baccalaureate Middle Years  
Programme*

Dear Parents and Carers,

## **Welcome back to Sir Geoffrey Leigh Academy, where we Open Minds to Success!**

In Year 8 at Sir Geoffrey Leigh Academy, we continue to prepare our students for the rigours of academic assessment at GCSE and A Level through a highly tailored Key Stage 3 curriculum. Whilst our focus continues to be on achievement in future public terminal examinations, we continue to strive to develop all our students into citizens that we and you, as parents and carers, can be proud of.

Entering into Year 8, your child will continue to develop all the knowledge and skills required to be successful as they continue their journey through The International Baccalaureate Middle Years Programme (IB MYP) and also commence new topics in our award winning Healthy Minds programme.

This booklet contains valuable information about the curriculum your child will be studying whilst with us in Year 8 and provides an overview of our extensive and forward-thinking IB MYP programme. You will also see key information on assessment, literacy, numeracy, My Child At School (MCAS), Healthy Minds and the co-curriculum.

### **The Academy Day and IB MYP curriculum:**

For Year 8 students, each academy day begins at 8.30am with a Tutor session. These sessions are carefully crafted to ensure all students have access to pastoral care and include a variety of activities including details on upcoming events, reciprocal reading, careers and study skills.

The academy day is comprised of five lessons (apart from Wednesday when we have four) with subjects across our IB MYP curriculum as follows:

<b>Subject</b>	<b>Number of lessons per week</b>
Language and Literature	3
Mathematics	3
Sciences	3
Individuals and Societies	4
Language Acquisition	3
Arts	3
Design	2
Physical and Health Education	3

## **The International Baccalaureate Middle Years Programme**

Sir Geoffrey Leigh Academy is proud to be accredited as an IB World School (IBWS). Our IB philosophy means Year 8 students are encouraged to become independent learners, who can discover links between subjects and the real world in line with our academy motto 'Opening Minds to Success'. The [IB continuum of programmes](#) are designed to develop well-rounded individuals who can respond to today's challenges with optimism and an open mind. Our curriculum provides a solid, consistent framework and the flexibility to tailor students' education according to their culture and context.

IB programmes enable teachers to develop resilient, self-motivated young people who have the knowledge, skills, and sense of purpose they need to thrive throughout their lives and contribute to making the world a better place.

The IB MYP Learner Profile Attributes are embedded in everything we do across our curriculum. As an IB MYP learner we want our students to be able to say they are:

### **Inquirers**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### **Knowledgeable**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### **Thinkers**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### **Communicators**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### **Principled**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### **Open-minded**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-takers**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced**

We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

**Reflective**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

As well as building disciplinary knowledge, understanding and skills, the MYP builds students' capacity to think and act in interdisciplinary ways. This is achieved through the explicit development of **Approaches to Learning** skills in the following areas:

**• Communication**

- \* Interactive skills
- \* Language skills

**• Social**

- \* Collaboration

**• Self Management**

- \* Organisation skills

**• Affective skills**

- \* Mindfulness
- \* Perseverance
- \* Emotional management
- \* Resilience

**• Reflection skills****• Research**

- \* Information literacy skills
- \* Media literacy skills

**• Thinking**

- \* Critical thinking skills
- \* Creative thinking skills
- \* Transfer skills

## Service as Action

IB learners strive to be caring members of the community who demonstrate a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. IB World Schools value service with others as an important way to engage in principled action across a range of overlapping local and global communities. As students become more aware and acquire a better understanding of the context, and of their responsibilities, they become empowered to make choices about how to take thoughtful and positive action. The action may involve students in:

- feeling empathy towards others
- making small-scale changes to their behaviour
- undertaking larger and more significant projects
- acting on their own and acting collaboratively
- taking physical action
- suggesting modifications to an existing system to the benefit of all involved
- lobbying people in more influential positions to act.

## Assessment in Year 8

Each of the 8 subject groups is divided into four assessment criterion (A,B,C and D) as set out in the table below, as well as interdisciplinary learning which is a key feature of the programme.

	Criterion A	Criterion B	Criterion C	Criterion D
<b>Language and Literature</b>	Analysing	Organising	Producing Text	Using Language
<b>Language Acquisition</b>	Listening	Reading	Speaking	Writing
<b>Individuals and Societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Physical and Health Education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Interdisciplinary</b>	Disciplinary grounding	Synthesising	Communicating	Reflecting

## IB MYP General Grade Descriptors:

Teachers adopt a 'best-fit' model when using the achievement level descriptors. If a student demonstrates that they have achieved characteristics from a given band the student will be awarded an achievement level that reflects the evidence they have collected. Achievement levels for the four criteria are added together creating a total number out of 32. Using the IB MYP rubric, the total sum equates to a holistic grade from 1 -7 as featured below.

Sum of Criteria	MYP Grade	Description
<b>28-32</b>	<b>7</b>	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
<b>24-27</b>	<b>6</b>	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
<b>19-23</b>	<b>5</b>	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations
<b>15-18</b>	<b>4</b>	Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
<b>10-14</b>	<b>3</b>	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
<b>6-9</b>	<b>2</b>	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
<b>1-5</b>	<b>1</b>	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

Each criterion is assessed on a Trust-wide basis at two points in the year. At the end of the year, we take the best score from each strand and use this to calculate an IB MYP grade. This is then carried forward and used to set a target for the end of Year 9 to show progress in learning.

## Key dates for Year 8 2025 - 2026:

Module	Date	Event
1	9th September 2025	Year 8 Star Reader Testing
	3rd October 2025	SE/SH SEN Coffee Morning
	10th October 2025	CU/MD SEN Coffee Morning
3	2nd February 2026	Year 8 MYP Assessment Week 1
4	6th March 2026	MA/CU SEN Coffee Morning
	13th March 2026	SH/SE SEN Coffee Morning
	30th March 2026	Year 8 Academic Report 1 Sent Home
5	27th April 2026	Year 8 MYP Assessment Week 2
	6th May 2026	Year 8 Parent -Teacher afternoon
6	10th July 2026	Year 8 Academic Report 2 Sent Home
	June 2026 (TBC)	Year 7 & 8 Sports Day
	14th July 2026	Year 7 - 9 Enrichment Week

## Healthy Minds

Sir Geoffrey Leigh Academy is the first school in the country to be awarded the 'Healthy Minds Award' for 'Outstanding Commitment to Personal Development and Student Well-Being'.

By Year 8 students will have gained a shared understanding of how we discuss issues in Healthy Minds lessons. The aim is to continue to use the resilience skills to persevere when faced with real life scenarios when at home or in school. The Breathe course provides breathing techniques to use, and gives students various strategies to think about when dealing with a mixture of emotions.

Students will also learn key skills that can be used to avoid confrontations while encouraging them to stop and think about others. They will develop their self confidence and learn to deal with the emotions that often cause anxiety and stress. Students will also be taught breathing techniques, how to engage with positive social interaction and as well as not catastrophising, thinking positively and demonstrating empathy at times when it's necessary to be kind to others.

Finally, students will also be taught how to remain safe when using technological devices and the risks associated with navigating the internet. The aim is now to take this knowledge and partake in another year of discussions and debates within lots of key RSE topics.



## **Reading and Literacy**

At Sir Geoffrey Leigh Academy, we recognise the importance of strong literacy skills, not just so your child can be successful in their examinations, but as a tool for success throughout the entirety of their lives. We offer a variety of activities in order to support your child in developing their literacy and reading skills:

### **Reciprocal Reading and Reading Age testing**

Reciprocal reading is a strategy designed to provide all students with the tools they require to be able to read and understand texts from each of their key stages. Reciprocal reading uses four main processes; prediction, clarification, questioning and summarising designed to aid your child to access texts independently. In tutor time, students will have access to a range of fiction and non-fiction texts from a variety of writers and cultures to ensure a comprehensive view of the world around them.

To ensure your child is making progress with their literacy and reading skills, students are tested via the Sparx Reader online tests, twice a year. Following each testing cycle, you will be provided with your child's reading age, and some strategies to help your child at home.

## **Reading for Pleasure**

### **Resource Centre**

Our library is well stocked with books for every ability and age, by a range of authors, and our Learning Resources Administrator is always on hand to make suggestions regarding reading choices. Each student has access to the library once a week as part of English lessons, so there is always an opportunity to discover a new love of reading.

### **IB MYP World Reading Challenge**

This year, Sir Geoffrey Leigh Academy launches its Key Stage 3 reading challenge, whereby students are challenged to read texts from the seven continents. Students who complete the challenge will have their names added to a prize draw - the more times your child completes the challenge, the more likely they are to have their name drawn as the winner of the challenge. Students will also be allocated tokens towards the new annual Literacy College Award, ensuring a sense of achievement for the whole winning college.

### **Literacy Reward Points**

Our new literacy reward points ensure that your child can be rewarded for taking part in their own literacy development and students will be recognised in college assemblies in each module.

## **Numeracy**

The importance of good numeracy skills is not to be underestimated, and at Sir Geoffrey Leigh Academy, we understand the need for students to gain mastery over core skills as early as possible in their secondary school education and as such, have the following to compliment your child's in school.

## **Sparx Maths and Science**

Sparx Maths and Science are vital in supporting your child with developing their numeracy and science skills. These are software platforms that teachers will be using to give a weekly homework to the students and both platforms contain booster packs covering all the core skills at Key Stage three. Your child will be explained on how to create their own designated login and password when they begin their mathematics and science journeys with us

## **Homework**

We recognise the importance of homework and the role it plays in the development of knowledge and skills. Homework is not set for homework's sake, but is linked to the topics being studied in each subject during Year 8, through the provision of Knowledge Organisers and through teacher set tasks. At the beginning of each module, your child will be given a Knowledge Organiser full of tasks to be completed at home, to complement their in-school learning. Homework is to be uploaded to your child's Google Classroom for each subject, for marking by your child's classroom teacher.

## **Google Classrooms**

To complement in-school learning, your child will be given an individual username and password to access subject specific, tutor and college Google Classrooms. Should there be a need for students to be taught at home, lessons will take place using the Google Classroom and Google Meet platforms. Please ensure that your child has all the Google codes for the Google Classrooms and has joined each of them - these can be found on your child's timetable which you can view on MCAS.

## **My Child At School (MCAS)**

MCAS is a comprehensive online resource that allows you, as a parent or carer, to view your child's academic progress, in real time. You will have access to the following:

- Access to real-time Attendance, Assessment and Behavioural data
- An insight to parents on their child's schoolwork (homework topics etc.)
- Communication facilities to improve contact between parents and schools
- Instant access to Published Reports and Letters



## **Year 8 subject specialist choices**

With GCSE options only 1 year away, we allow students to make a curriculum choice in Year 8 for subjects they wish to specialise in through Year 9. The aim of this is to give students ownership of their curriculum and give greater depth of understanding to subjects they may wish to take forward as GCSE options in Key Stage 4. Students may be able to choose 2 of the following 6 subjects to study in more detail through Year 9:

- Physical Education
- Dance
- Art (including photography)
- Computing (DIT / Computer Science)
- Drama
- Music

Further information on this process will be shared with you in Module 5.

## **The Year 8 co-curriculum offer**

The co-curriculum consists of all the experiences our students can access beyond the taught curriculum. This can be before school, after school, during break or lunch, or a school trip. At Sir Geoffrey Leigh Academy in our capacity as an IB World School, we recognise the importance of building cultural capital and giving students the opportunity to bring their learning to life. Our aim is for every student in Year 8 to get involved with at least one co-curricular activity throughout the year whether that be attending an after school club, or being part of a school trip relevant to their learning.

## **Subject Specific Information**

In the following pages, information is given about each of the areas within the IB MYP curriculum that your child will study in Year 8.

### **IB MYP Language and Literature (English)**

#### **Introduction**

Our English curriculum has been designed to provide continuity and progression between key stages. At Key Stage 3 we follow the IB Middle Years Programme (MYP) alongside the national curriculum. The MYP allows us to introduce students to ideas and concepts that are new with a focus on inquiry and exploration. The texts that we study from Year 8 onwards are designed to provide a solid basis for study at GCSE and beyond. We include a wide range of literary texts to teach the skills of analysis and evaluation and provide our students with the opportunity to explore and develop their voices as critical and creative writers.

Our curriculum has been organised to offer our students the opportunity to explore texts that they may not ordinarily choose to read outside of the classroom. Knowledge and skills have been sequenced to build in challenge and planning is designed to enable students to make connections between what they have studied, what they are studying at a given point and what they will study in the future.

Lessons seek to enable our students to gain new knowledge and build on what they have learnt previously. Lessons are organised to enable students to make connections between texts, themes, ideas and contexts and to return to key ideas to deepen their understanding and knowledge. We provide opportunities for students to develop using their knowledge and skills in written and verbal form.

For specific information about the Year 8 English Curriculum please contact any of the members of the team detailed below.

**Mr Eric F. McGarvey** – Director of Learning for English

[eric.mcgarvey@sgla.latrust.org.uk](mailto:eric.mcgarvey@sgla.latrust.org.uk)

**Mrs Nina Adams** – Director of Learning for English

[nina.adams@sgla.latrust.org.uk](mailto:nina.adams@sgla.latrust.org.uk)

**Miss Aimee-Grace Miller** – Co-ordinator of Learning for English

[aimee-grace.miller@sgla.latrust.org.uk](mailto:aimee-grace.miller@sgla.latrust.org.uk)

## A summary of Year 8 content: 2025 - 2026

Students are taught over 3 lessons per week.

Here is a summary of the topics covered in Year 8.

Module	Topics covered
1	The Giver - Lois Lowry
2	The Giver Lois Lowry
	Christmas Holidays
3	Controlling the Narrative - authorial intent
4	Global Conflict poetry and prose
	Easter Holidays
5	Macbeth - William Shakespeare
6	Macbeth - William Shakespeare

## Year 8 Assessment

The MYP assesses students on four key abilities:

- Criterion A – Analysing
- Criterion B – Organising
- Criterion C – Producing texts
- Criterion D – Using language

Each criterion is assessed on a Trust-wide basis at two points in the year. At the end of the year, we take the best score from each strand and use this to calculate an MYP grade. This is then carried forward and used to set a target for the end of Year 8 to show progress in learning.

Criterion	When assessed	How assessed
<b>Criterion A</b> <b>Analysing</b>	2,3,4,5 & 6	Students are given the opportunity to produce critical essays that allow them to explore extracts of texts in detail. They will also respond to assessments that look at the whole text and explore themes and ideas across texts alongside the contexts within which they are written.
<b>Criterion B</b> <b>Organising</b>	1,2 & 5	Students are given opportunities to produce personal and critical writing and demonstrate their skills in structuring and organising their ideas and opinions in a logical and coherent way. Assessments include personal writing tasks alongside formal essay writing and speaking and listening tasks.
<b>Criterion C</b> <b>Producing Texts</b>	1,3,4 & 6	Students have the opportunity to create their own written responses developing and exploring approaches to writing and using appropriate literary techniques. They have the opportunity to produce personal and imaginative responses for a range of purposes and audiences.

<b>Criterion D Using Language</b>	1,3 & 4	Students are provided with the opportunity to demonstrate their ability to use appropriate, varied and ambitious vocabulary for a range of purposes. They are assessed on their ability to use language in written and verbal forms.
---	---------	--

### **Year 8 Resources**

Students are expected to join a Google classroom run by their English teacher(s), where homework may be set. It is important that students are regularly checking the classroom for updates.

### **Knowledge Organisers**

These are created for each unit of the MYP, and contain key vocabulary, terminology, grammar and contextual knowledge that students are expected to learn and use. Students are encouraged to use these for revision purposes throughout the year in preparation for their assessments.

### **Homework**

Homework will be set on a teacher-by-teacher basis, and may be a combination of reading tasks, writing tasks, spelling and terminology work, research and online learning.

## IB MYP Mathematics

Sir Geoffrey Leigh Academy is proud to have a strong Mathematics learning area dedicated to developing our young students into knowledgeable, respectful young people. We believe that mathematics curriculum equips students with a powerful set of tools to understand and change the world. Mathematics breaks down cultural and international barriers and is a global language, essential in everyday life and all aspects of employment. We want the Mathematics Learning Area to nurture a love of mathematics as a creative challenge while developing the skills of logical reasoning, sophisticated problem solving and the ability to think in abstract ways.

For specific information about the Year 8 Mathematics Curriculum please contact either of the following members of the team:

<b>Mrs Dina Grozdanic</b> - Director of Learning for Mathematics	almedina.grozdanic@sgla.latrust.org.uk
<b>Mrs Daniela Furquim Elias</b> - MYP Coordinator	daniela.furquim.elias@sgla.latrust.org.uk
<b>Mrs Ravinder Sandhu</b> - Maths Mastery Lead	ravinder.sandhu@sgla.latrust.org.uk

### A summary of Year 8 content: 2025 - 2026

Students are taught over 3 lessons per week.

Here is a summary of the topics covered in Year 8.

Module	Topics covered
1	Thinking with models <ul style="list-style-type: none"><li>Percentages</li><li>Sequences</li><li>Forming and solving equations</li><li>Inequalities</li></ul>
2	Linear graphs <ul style="list-style-type: none"><li>Table of value</li><li>Gradient of the line</li><li>Equation of the line</li></ul> Approximation <ul style="list-style-type: none"><li>Rounding to whole number, decimal places, significant figures</li><li>Estimation</li></ul>
3	Proportional reasoning <ul style="list-style-type: none"><li>Ratios</li><li>Direct proportion</li><li>Inverse proportion</li></ul> Rate of change <ul style="list-style-type: none"><li>Unit rate</li><li>Conversions</li><li>Real life graphs</li></ul>
4	Reasoning with data <ul style="list-style-type: none"><li>Univariate data: averages and range</li><li>Bivariate data: scatter graphs, line of best fit, correlations</li></ul>



5	<p>Angles in polygons</p> <ul style="list-style-type: none"> <li>• Polygons: regular and irregular</li> <li>• Interior angles</li> <li>• Exterior angles</li> </ul> <p>Bearings</p> <ul style="list-style-type: none"> <li>• Find missing angles: measure and calculate</li> <li>• Find the bearing of A from B and vice-versa</li> </ul>
6	<p>Circles</p> <ul style="list-style-type: none"> <li>• Parts of circle</li> <li>• Circumference</li> <li>• Area of a circle</li> </ul> <p>Volume and surface area</p> <ul style="list-style-type: none"> <li>• Volume of cube and cuboids</li> <li>• Volume of prisms</li> <li>• Surface area of cuboids</li> <li>• Surface area of prisms</li> </ul>

### Year 8 Assessment

The MYP assesses students on four key abilities called strands: knowledge and understanding, investigating patterns, communication and applying mathematics in real life context.

Strand	When assessed	How assessed
<b>Strand A</b> Knowledge and understanding	Module 1 Module 4 Module 5	Involves the completion of exam-style assessments that are cumulative in nature. In addition to this, teachers will assess students' knowledge through various mini tests/homework tasks/quizzes.
<b>Strand B</b> Investigating patterns	Module 2 Module 5	Involves the completion of real life problem solving questions, where students experience excitement and satisfaction of mathematical discovery. We encourage students to become risk-takers, inquirers and critical thinkers through investigation.
<b>Strand C</b> Communicating	Module 2 Module 5	This is assessed alongside Strand B (the same questions) and requires students to use appropriate mathematical language and different forms of representation when communicating mathematical ideas, reasoning and findings, both orally and in writing.
<b>Strand D</b> Applying mathematics in real life context	Module 3 Module 5	Students are expected to transfer theoretical mathematical knowledge into real-world situations and to apply appropriate problem-solving strategies, drawing valid conclusions and reflecting upon their results.

## Year 8 Resources

Students will have individual google classrooms for their maths lessons, where all resources and information regarding lessons and homework will be shared. It will be important that students are regularly checking these for updates.

<b>Knowledge Organisers</b>  These are created for each unit of the MYP course for each module, and are a summary of the topics covered, including homework tasks after each unit. Students are encouraged to use these for revision purposes throughout the year in preparation for their assessments, and this is the minimum homework they will be given to complete in each module.	<b>Homework</b>  Homework will be set on a teacher-by-teacher basis, and may be a combination of bookwork and online learning. Homework is set weekly on SPARX and your child will be explained how to do this by their teacher.
---	--

## IB MYP Sciences

Sir Geoffrey Leigh Academy is proud to have a strong science learning area dedicated to developing our young students into knowledgeable, respectful young people. We aim to enable our students to develop the ability to critically analyse the world around them, as well as apply their new knowledge and skills to real-world scenarios. Through investigative skills and observation, they should develop an understanding of how science shapes our world and their responsibility for improving the world around them.

The science IB MYP curriculum, which we follow from Year 7 to Year 9, is the ideal vehicle for developing thoughtful and enquiring minds. The MYP allows for a rigorous, yet creative, approach to learning that will enable students to ask questions of the world around them, as well as answering them, and to develop into researchers who are aware of the importance of critical analysis of the information around them.

For specific information about the Year 8 Science Curriculum please contact either of the following members of the team:

**Mr Joe Fisher** – Director of Learning for Science [joseph.fisher@sgla.latrust.org.uk](mailto:joseph.fisher@sgla.latrust.org.uk)

**Ms Kay Sarkaria-Nash** – CoL for KS3 MYP Science [kay.sarkarianash@sgla.latrust.org.uk](mailto:kay.sarkarianash@sgla.latrust.org.uk)

### A summary of Year 8 content

Year 8 students are taught over 3 lessons per week - below is a summary of topics covered.

Module	Topics covered
1	Important chemical reactions
2	Trading with the environment
	Christmas Holidays
3	Important biological and physical relationships
4	Changing life on Earth
	Easter Holidays
5	Using science to be efficient
6	Infrastructure

(Please note: some topics might be taught in parallel for classes taught by two teachers).

### Year 8 Assessment

The MYP assesses students on four key abilities, outlined in the table below. Each strand - or "Criterion" - is assessed on a Trust-wide basis at 2 points in the year. At the end of the year, we take the best score from each strand and use this to calculate an MYP grade. This is then carried forward and used to set a target for the end of Year 8 to show progress in learning.

<b>Strand</b>	<b>When assessed</b>	<b>How assessed</b>
<b>Strand A</b> Knowledge and understanding	Module 2 Module 4 Module 6	Involves the completion of exam-style assessments that are cumulative in nature. In addition to this, students will complete mini 'End-of-topic' assessments at the end of each topic.
<b>Strand B</b> Inquiring and designing	Module 1 Module 5	Involves the completion of practical-based activities, where students design their own practical investigations. We assess their ability to think scientifically and apply knowledge of scientific concepts to formulate and test hypotheses. Students will gain experience of this skill throughout the year as they complete mini investigations or carry out observations.
<b>Strand C</b> Processing and evaluating	Module 1 Module 5	This is assessed alongside Strand B and requires students to analyse data, identify trends and formulate conclusions. It develops the ability to critically evaluate their work with regards to the reliability of their data and methods. Students suggest how to improve on their work through changes to their method and consider future questions of interest.
<b>Strand D</b> Reflecting on the impacts of science	Module 2 Module 3	Requires students to answer a question or solve a real-world scientific problem, such as considering the ethical implications of using embryonic stem cells in research and medicine. Students are required to conduct independent research (with guidance) to find suitable information to inform their work, and come to an overall conclusion.

## **Year 8 Resources**

Students will be part of the MYP Year 8 Science Google classroom. They can join using this code: **oxgvhej**. This will provide students with access to information about the course, deadlines, useful links and websites, as well as revision resources such as knowledge organisers. Students will also have individual classrooms for their specific science teachers, where homework may be set. It will be important that students are regularly checking these for updates.

## **Knowledge Organisers**

These are created for each unit of the MYP course, and are a summary of the topics covered. Students are encouraged to use these for revision purposes throughout the year in preparation for their Criterion A assessments.

## **Homework**

Homework will be set on a teacher-by-teacher basis, and may be a combination of bookwork and online learning. Homework is set weekly on SPARX and your child will be explained how to do this by their teacher.

## IB MYP Individuals and Societies

At Sir Geoffrey Leigh Academy and within the IB MYP framework, Individuals and Societies is the name given to what we traditionally refer to as humanities subjects. Individuals and Societies includes the following components: Ethics, History and Geography

### Ethics

#### Introduction

In Year 8, students begin to examine religious and ethical perspectives in relation to Suffering; Jesus and Death. This prepares students for Y9 when they develop their evaluative skills through learning about religious and non-religious perspectives.

#### The KAS and MYP

The combined Kent Agreed Syllabus and Mid Years Programme concur that religion and belief have shaped history and continue to play a central role in local and global affairs, influencing the lives of our students. High quality RE/Ethics makes a unique and distinctive contribution to developing the knowledge and understanding of how values and beliefs inspire people to action, individually and collectively, helping students to make sense of the world.

Not only does RE/Ethics provide opportunities for individual spiritual, moral, social and cultural development by exploring fundamental questions about human life, but it also prepares pupils to become active members of their community through participating in civilised debate and reasoned argument on often controversial issues.

This syllabus sets out programmes that provide a coherent understanding of religions and worldviews, preparing our students for life in a global society.

For more information about Ethics in Year 8, please contact **Mr Simpson** (Director of Learning of Humanities): [sonny.simpson@sgla.latrust.org.uk](mailto:sonny.simpson@sgla.latrust.org.uk).

#### A summary of Year 8 content: 2025 - 2026

Year 8 students have 1 hour of RE/Ethics per week.

##### Module 1 and 2:

What is suffering?

##### Module 3 and 4:

Was Jesus a radical?

##### Module 5 and 6:

Is death the end?

## **Year 8 Assessment**

Year 8 students will be assessed regularly using short quizzes, homework and end of unit assessments. Year 8 RE/Ethics students will be assessed based on the following criteria throughout the year:

- ✓ Criteria A- Knowledge and Understanding
  - i. Use vocabulary in context
  - ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.
- ✓ Criteria B- Investigation
  - i. Explain the choice of the research question
  - ii. follow an action plan to explore a research question
  - iii. collect and record relevant information consistent with the research question
  - iv. reflect on the process and results of the investigation
- ✓ Criteria C- Communication
  - i. I communicated information and ideas in a way that is completely clear
  - ii. Completely organized information and ideas effectively
  - iii. list sources of information in a way that follows the task instructions.
- ✓ Criteria D- Thinking critically
  - i. identify the main points of ideas, events, visual representation or arguments
  - ii. use information to justify an opinion
  - iii. identify and analyse a range of sources/data in terms of origin and purpose
  - iv. Identify different views and their implications

## **Year 8 Resources**

Students will have individual Google Classrooms, where homework may be set. It will be important that students are regularly checking these for updates from their teachers.

# History

## Introduction

In Year 8, students study the most controversial period of Britain's history. Did modern Britain rise out of the ashes of an overpowerful and brutal Empire? Between the English Civil war 1642-1646; that toppled a King, and the Great Reform Act in 1832 that introduced a form of political representation, it is possible to chart the rise of a great Empire that inspired democracy and liberalism globally. But on closer inspection, that view is shattered and the reality of the struggles facing those alive at the time makes for hard reading.

For more information about history in Year 8, please contact

**Ms Wood** (Coordinator of Learning): [jean.wood@sgla@latrust.org.uk](mailto:jean.wood@sgla@latrust.org.uk)

## A summary of Year 8 content: 2025 - 2026

Year 8 students have 1 hour of history lessons per week.

Module 1: The English Civil War

Why were the King and Parliament in conflict with each other?

Module 2: The Industrial Revolution

What were the effects of industrialisation on the British economy and its workforce?

Module 3: The origins of Empire

What were the factors that led to the British Empire?

Module 4: An Empire in decline

Why did the British Empire decline after the Second World War?

Module 5: Democracy: Protest and riot

Module 6: Modern Democracy: The extension of voting rights and development of the Trade Union Movement

How important was organised protest in the extension of voting rights and improved working conditions?

## Year 8 Assessment

Year 8 students will be assessed regularly using short quizzes, homework and end of unit assessments. Year 8 history students will be assessed based on the following criteria throughout the year:

- ✓ Criteria A- Knowledge and Understanding
  - i. Use vocabulary in context
  - ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.
- ✓ Criteria B- Investigation
  - i. Explain the choice of the research question
  - ii. follow an action plan to explore a research question
  - iii. collect and record relevant information consistent with the research question
  - iv. reflect on the process and results of the investigation
- ✓ Criteria C- Communication
  - i. I communicated information and ideas in a way that is completely clear
  - ii. Completely organized information and ideas effectively
  - iii. list sources of information in a way that follows the task instructions.
- ✓ Criteria D- Thinking critically
  - i. identify the main points of ideas, events, visual representation or arguments
  - ii. use information to justify an opinion
  - iii. identify and analyse a range of sources/data in terms of origin and purpose
  - iv. Identify different views and their implications

Module 1 = Criteria A

Module 2 = Criteria B and C

Module 3 = Criteria D

Module 4 = Criteria A and D

Module 5= Criteria B and C

## Year 8 Resources

Students will have individual Google Classrooms, where homework may be set. It will be important that students are regularly checking these for updates from their teacher.

The Humanities Department has created a website to support student learning in history. Here you will find resources and instructions on how to complete work if you are working from home but you must be signed into your school google account on your web browser. Please visit:

<https://sites.google.com/leighacademy.org.uk/humanities/history/hi-ks3-year-8>



# Geography

## Introduction

Studying MYP KS3 Geography at Sir Geoffrey Leigh Academy gives students the opportunity to travel the world via the classroom, learning about both natural and social sciences along the way. They will understand how geography impacts everyday life and discover the key opportunities and challenges facing the world. Students will also develop academic and life skills from writing, teamwork and communication to analytical skills.

For more information about Geography in Year 8, please contact **Mr Simpson** (Director of Learning of Humanities): [sonny.simpson@sgla.latrust.org.uk](mailto:sonny.simpson@sgla.latrust.org.uk)

## A summary of Year 8 content: 2025 - 2026

The content is based on both human and physical Geography and covers both UK and international modules.

Year 8 students have 1 hour of Geography lessons a week. Here are the units which are studied in Year 8:

### Module 1: Around the World

Inquiry question: How accurate is the depiction of Madagascar in the dreamworks film?

Assessment: Criterion A

### Module 2: UK and Local Geography

Inquiry question: How does the UK culture look today?

Assessment: Criterion B and C

### Module 3: Weather

Inquiry question: What is weather and climate?

Assessment: Criterion D

### Module 4: Case Study- Africa

Inquiry question: What causes the diverse biomes in Africa?

Assessment: Criterion A and D

### Module 5: Sustainability

Inquiry question: Is our school sustainable?

Assessment: Criterion B and C

## **Module 6: Rivers**

Inquiry question: Why are rivers important?

### **Year 8 Assessment**

Year 8 students will be assessed regularly using short quizzes, homework and end of unit assessments. Year 8 Geography students will be assessed based on the following criteria throughout the year:

- ✓ Criteria A- Knowledge and Understanding
  - i. Use vocabulary in context
  - ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.
- ✓ Criteria B- Investigation
  - i. Explain the choice of the research question
  - ii. follow an action plan to explore a research question
  - iii. collect and record relevant information consistent with the research question
  - iv. reflect on the process and results of the investigation
- ✓ Criteria C- Communication
  - i. I communicated information and ideas in a way that is completely clear
  - ii. Completely organised information and ideas effectively
  - iii. list sources of information in a way that follows the task instructions.
- ✓ Criteria D- Thinking critically
  - i. identify the main points of ideas, events, visual representation or arguments
  - ii. use information to justify an opinion
  - iii. identify and analyse a range of sources/data in terms of origin and purpose
  - iv. Identify different views and their implications

### **Year 8 Resources**

Students will have individual Google Classrooms for their specific Geography teachers, where homework may be set. It will be important that students are regularly checking these for updates from their Geography teacher.

The Humanities Department has created a website to support student learning in Geography. Here you will find links to resources that are used in Geography lessons and for revision. Please visit:

<https://sites.google.com/leighacademy.org.uk/humanities/geography/geography-ks3-myp/g-7>

#### **Useful websites**

<https://www.bbc.co.uk/bitesize/topics/zm38q6f>

<https://www.rgs.org/schools/teaching-resources/quick-and-easy-fieldwork-ideas/>

<https://www.bbc.co.uk/bitesize/guides/zvp39j6/revision/5>

<https://www.bbc.co.uk/bitesize/guides/zh2p34j/revision/1>

<https://www.bbc.co.uk/bitesize/topics/zx38q6f>

## IB MYP Language Acquisition

### French

At Sir Geoffrey Leigh Academy, we are committed to broadening pupils' understanding of the world and developing the skills and confidence to nurture 'World Citizens' who feel they belong in a multicultural, mutually respectful world. We are committed to establishing a learning environment that encourages students to feel confident about taking risks and developing informed opinions about the world around them. We aim to support students to understand other countries and cultures so that they can be more open and adaptable to new experiences; developing a love of languages, nurturing a linguistic curiosity and an intrinsic motivation to explore and respect other cultures and people. We want to develop enthusiastic and independent learners, who reflect on and enhance their skills, ask questions and enjoy challenges.

For any questions or queries, please contact:

Mr T Hurth: Director of Learning for MFL	thomas.hurth@sgla.latrust.org.uk
Miss K Pooley: KS3 MYP MFL Coordinator	karen.pooley@sgla.latrust.org.uk

### Year 8

Students are taught for three hours a week.

Unit 1	<b>Media and New Technology:</b> Introduction of new technology items, talking about how we use the internet in our freetime/at school, introduction of blogs, using the past tense.
MYP Assessment	<b>Strand A (Listening):</b> To be able to listen to short texts in French and identify key information  <b>Strand D (Writing):</b> Students need to produce a paragraph talking about how they use new technology in two tenses
Unit 2	<b>The Wider World:</b> Talking about the advantages and disadvantages of where we live. Using the future tense to talk about future plans. Giving opinions and suggestions about where we would ideally like to live.
MYP Assessment	<b>Strand D (Writing):</b> Students need to produce a paragraph about where they live, inc. the future tense <b>Strand B (Reading):</b> To be able to read a text in French and answer comprehension questions
Unit 3	<b>Lifestyle &amp; Healthy Lifestyle:</b> Fruits, vegetables, snack items, breakfast items, opinions and reasons. Talking about what we eat and how this contributes towards a healthy lifestyle. Revision of the past and future tenses
MYP Assessment	<b>Strand C (Speaking):</b> To be able to respond in French to questions relating to what you normally eat

Unit 4	<b>Future Plans (jobs):</b> talking about chores, pocket money and the jobs we would like to do in the future
MYP Assessment	<b>Strand B (Reading):</b> To be able to read a text in French and answer comprehension questions <b>Strand A (Listening):</b> To be able to listen to short texts in French and identify key information
Unit 5	<b>The Future (Holidays):</b> Talking about where we go and what we do in 3 tenses (past, present and future), inc. transport, weather and who we go on holiday with
MYP Assessment	<b>Strand D (Writing):</b> Students need to produce a paragraph about holidays using 3 tenses (past, present and future)
Unit 6	<b>Tourism &amp; Culture:</b> Looking at the francophone community. Investigating the culture of different countries around the world where French is spoken
MYP Assessment	<b>Strand C (Speaking):</b> To be able to respond verbally to questions related La Francophonie.

### Google Classroom / Resources

Please refer to your child's Google Classroom available on MCAS.

The school has a **language nut** subscription which students can use at home for additional support. All students have the username and password written in their planners.  
Other recommended websites for revision are **BBC Bitesize, Duolingo and Quizlet.**

## Spanish

At Sir Geoffrey Leigh Academy, we are committed to broadening pupils' understanding of the world and developing the skills and confidence to nurture 'World Citizens' who feel they belong in a multicultural, mutually respectful world. We are committed to establishing a learning environment that encourages students to feel confident about taking risks and developing informed opinions about the world around them. We aim to support students to understand other countries and cultures so that they can be more open and adaptable to new experiences; developing a love of languages, nurturing a linguistic curiosity and an intrinsic motivation to explore and respect other cultures and people. We want to develop enthusiastic and independent learners, who reflect on and enhance their skills, ask questions and enjoy challenges.

For any questions or queries, please contact:

Mr T Hurth: Director of Learning for MFL	thomas.hurth@sgla.latrust.org.uk
Miss K Pooley: KS3 MYP MFL Coordinator	karen.pooley@sgla.latrust.org.uk

### Year 8

Students are taught for three hours a week.

Unit 1	<b>Holidays:</b> Applying my prior knowledge of verb patterns and language structure helps me to talk about my holidays.
MYP Assessment	<p><b>Strand A (Listening):</b> To be able to listen to short texts in Spanish and identify key information</p> <p><b>Strand D (Writing):</b> Students need to produce a paragraph describing different types of holidays</p>
Unit 2	<b>Local and International Places:</b> To describe where you live, where others live and where you would like to live. Rooms of the house & furniture, describing your bedroom, places in the town. Making comparisons with English and Spanish towns.
MYP Assessment	<p><b>Strand C (Speaking):</b> To be able to respond verbally to questions related to home &amp; town.</p> <p><b>Strand D (Writing):</b> Students need to produce a paragraph about town</p> <p><b>Strand B (Reading):</b> To be able to read a text in Spanish and answer comprehension questions</p>
Unit 3	<b>Lifestyle &amp; healthy lifestyle:</b> Understanding how I can manipulate language to help me form and respond to questions about food.
MYP Assessment	<p><b>Strand B (Reading):</b> To be able to read a text in Spanish and answer comprehension questions</p> <p><b>Strand C (Speaking):</b> To be able to respond in Spanish to questions</p>

	relating to health <b>Strand D (Writing):</b> Students need to produce a paragraph about health
Unit 4	<b>Jobs:</b> Using patterns and connections in verb formations and sentence structure helps me talk about my future job plans.
MYP Assessment	<b>Strand A (Listening):</b> To be able to listen to short texts in Spanish and identify key information <b>Strand D (Writing):</b> Students need to produce a paragraph talking about jobs
Unit 5	<b>Fashion:</b> Recognising how the importance of pronunciation and verb choice affects the message I am communicating.
MYP Assessment	<b>Strand B (Reading):</b> To be able to read a text in Spanish and answer comprehension questions <b>Strand C (Speaking):</b> To be able to respond in Spanish to questions relating to fashion
Unit 6	<b>Customs and traditions:</b> Exploring celebrations in the Spanish-speaking countries world helps us to understand the heritage of the language we are learning.
MYP Assessment	<b>Strand A (Listening):</b> To be able to listen to short texts in Spanish and identify key information <b>Strand D (Writing):</b> Students need to produce a paragraph describing different customs in the Spanish-speaking communities

### Google Classroom / Resources

Please refer to your child's Google Classroom available on MCAS.

The school has a **language nut** subscription which students can use at home for additional support. All students have the username and password written in their planners.

Other recommended websites for revision are **BBC Bitesize, Duolingo and Quizlet.**

## IB MYP Arts

At Sir Geoffrey Leigh Academy and within the IB MYP framework, Arts is the name given to what we traditionally refer to as drama, music and Art.

### Drama

#### Introduction

Our Drama curriculum philosophy is proud to create and deliver a curriculum which ensures all children master the powerful knowledge necessary to think hard, make informed decisions and actively engage in the origins, development and modern interpretations of Drama. This will enable them to achieve outstanding individual results both academically and in their personal development as individuals.

They will learn the intricacies of how a person communicates, why they express themselves and what influences their life choices and opinions. The intent of the curriculum is to create perceptive and instinctive individuals armed with knowledge, empathy and resilience to succeed in life. By following the IB Middle Years Programme (MYP) framework we aim to develop inquiring, knowledgeable and caring young people who are motivated to succeed; we strive to develop students who will build a better world through intercultural understanding and respect.

Year 8 students will add emotional intelligence to the techniques where they develop empathy and understanding of why people act and react within the characters' contextual factors.

For specific information about the Year 8 Drama curriculum please contact the Coordinator of Drama Ms Daisy Hudson on [daisy.hudson@sgla.latrust.org.uk](mailto:daisy.hudson@sgla.latrust.org.uk)

#### A summary of Year 8 content: 2025 - 2026

Students are taught 1 lesson per week.

Here is a summary of the topics covered in Year 8.

Module	Topics covered
1	Melodrama & Silent Movies
2	The Stones
3	Physical Theatre: Intro to Frantic Assembly
4	The Curious Incident of the Dog in the Nighttime
5	Working with script
6	Macbeth

## Year 8 Assessment

The MYP assesses students on four key abilities called strands:

A: Knowledge and Understanding

B: Developing Skills

C: Thinking Creatively

D: Responding

Each strand is assessed on a Trust-wide basis at 2 key points in the year. At the end of the year, we take the best score from each strand and use this to calculate an MYP grade. This is then carried forward and used to set a target for the end of Year 8 to show progress in learning.

Strand	When assessed	How assessed
<b>Strand A</b> Knowledge and understanding	Every module	Final assessment on solo / paired/group filmed performance at the end of each module to check knowledge and understanding. Written assessment using peer review sheets against criteria
<b>Strand B</b> Developing Skills	Module 1, Module 3 and Module 4	Final assessment on solo / paired/group filmed performance of scripted and devised piece.  Written assessment using peer review sheets against criteria
<b>Strand C</b> Thinking Creatively	Module 1, Module 2, Module 3 & Module 5	Final assessment on solo / paired/group filmed performance and devised piece.  Written assessment using peer review sheets against criteria
<b>Strand D</b> Responding	Every module	Final assessment on solo / paired/group filmed performance at the end of each module to learn how to interpret and articulate criteria.  Written assessment using peer review sheets against criteria

## Year 8 Resources

Students will have individual google classrooms from their specific Drama teachers, who will give them the code. Here they will find homework and knowledge organisers. It will be important that students are regularly checking these for updates.



# Art

## Introduction

It is our aim over key stage 3 to develop control and confidence in the handling of a range of media and processes so that our students can make creative decisions and respond effectively to the world around them. Analysis of the ideas and practices of other artists and designers will enrich and enhance their own work. Therefore a large component of our study is contextual as well as practical. We aim to support students in their learning and understanding and challenge them to become independent learners, prepared to take a risk or two with their work, but also be prepared to review and refine outcomes.

The Art IB MYP curriculum programme at Sir Geoffrey Leigh Academy is designed to explore Fine art, Graphic design and Photographic practices and the guidance given opens up opportunities for higher level learning at GCSE. Students are challenged with big ideas and expectations. All work is also matched to the National Curriculum structure and expectation.

We aim to both explore and record and also to express and evoke. Ideas underpin all the work asked of students. We teach specific and discrete skills in order that students can apply these to express themselves creatively.

For specific information about the Year 8 Art Curriculum there is information on the web site or do not hesitate to contact either of the following members of the team:

**Rachael Blackledge**-Co ordinator of Learning for Art

[rachael.blackledge@sgla.latrust.org.uk](mailto:rachael.blackledge@sgla.latrust.org.uk)

## A summary of Year 8 content: 2025 - 2026

Students are taught over 1 lesson per week.

Here is a summary of the topics covered in Year 8. The work for year 8 explores 'pollution in the ocean': Save our Seas.

Module	Topics covered
1	Explore ideas about pollution in our environment. Introduction to some graphic design and photography
2	Experimentation with media with observational drawing and develop understanding of other artists' practices
	Christmas Holidays
3	Transfer and transform observational studies into another form
4	observational drawing test with supporting critical and contextual studies
	Easter Holidays
5	Develop a broader understanding of Graphic design principles and digital practices / photoshop editing/ Typography
6	Explore colour and a tool to evoke mood, idea and feeling

## Year 8 Assessment

The MYP assesses students on four key abilities:

- Strand A – Investigation

*An exploration of Art forms : context, purpose , and meaning.*

- Strand B –Developing skills

*The development of control and confidence with a range of practical skills and processes*

- Strand C – Creating Art

*Application of skills that explore ideas*

- Strand D – Evaluation *Own and others work*

The creation of an ‘artists’ response and to demonstrate understanding of context and meaning[analysis]

Each strand is assessed on a Trust-wide basis at 2 points in the year. At the end of the year, we take the best score from each strand and use this to calculate an MYP grade. This is then carried forward and used to set a target for the end of Year 8 to show progress in learning.

Strand	When assessed	Assessment
<b>Strand A Investigation</b>	<b>with specific reference in module 1,2,3,4,5,6</b>	Investigation of the work of artists’ In depth analysis and context of the work of Georgia O ‘Keeffee, Rembrandt, Rob Ryan,Paul , Klee.
<b>Strand B Developing skills</b>	<b>with specific reference In modules 1,3,4,5,6</b>	Revisit observational drawing with a focus on Form and layout.  Development of Photographic skills with a focus on layout, and contrast.  Typography :Letter forms Creativity and experimentation.  Print
<b>Strand C Creating</b>	<b>with specific reference in all modules 1,3,4,6</b>	Development and review experimental students effect and affect  Development of ideas in the planning of Poster  Planning and layout of lettering [Typography]
<b>Strand D Evaluation</b>	<b>with specific reference in all modules 1,2,3,4,5,6</b>	Evidence of evaluation can be from both analytical and practical work and the work of other artists / practitioners . Students will make a range of evaluative responses throughout the year Including: Poster Save our seas. Combination of image and text as well as peer and self evaluation

## **Year 8 Resources**

Students have individual google classrooms where they can see work and communicate with their teachers, see homework and upload it to teachers, it will be important that students are regularly checking these for updates.

Students will create a digital portfolio of work as evidence for assessment.

## **Knowledge Organisers**

These are created for each unit of the MYP course, and are a summary of the topics covered and the homework tasks set. Students are encouraged to use these as a developing resource throughout the year in preparation for their Criterion A assessments.

## **Homework**

Homework will be set on a teacher-by-teacher basis, and may be a combination of bookwork and online learning.

## **Music**

### **Introduction**

The music curriculum is rich in activities that broaden our young pupils' musical taste by allowing them to study, perform and compose music from all different genres and eras. Pupils will be

able to have their hands on a wide range of instruments to enhance their experience and develop their musical skills. The MYP in terms of music ensures that pupils are critically examining pieces of music, making them ask questions and explore the process the composer/artist went through when composing. It allows the opportunity for our pupils to be able to experience and listen to music they generally may have never thought of listening to before. The curriculum allows pupils to celebrate and experience songs from different cultures and countries and allows our young musicians to express themselves through their own compositions.

In year 8 pupils will be making a piece of music for a scene from a movie picked by the teacher to allow them to express feelings and emotions through sound. Pupils will also be allowed to create a mini album consisting of their own compositions or performance, which will allow our young musicians to dive into and have the mindset of a musician in a real life scenario. Pupils will have to create a log on what they are creating, how they are and justify their reasonings behind decisions. Pupils will also promote their albums and have to take part in interviews for a fictional music magazine.

Year 8 allows pupils to be able to explore rhythm and basslines and put these to use while creating and performing a piece of video game music. Further on in the year pupils will explore blues and jazz music and learn bass notation.

For specific information about the Year 8 Music Curriculum please contact:

Mr Macaulay Harrison – Teacher For Music: [macaulay.harrison@sgla.latrust.org.uk](mailto:macaulay.harrison@sgla.latrust.org.uk)

### **A summary of Year 8 content: 2025 - 2026**

Students are taught 1 hour lessons per week.

Here is a summary of the topics covered in Year 8.

Module	Topics covered
1	Video Game Music
2	Video Game Music
3	Video Game Music
4	Feelin' Blue
5	Feelin' Blue
6	Feelin' Blue

### **Year 8 Assessment**

The MYP assesses students on four key abilities:

- Criterion A – Investigating
- Criterion B – Developing
- Criterion C – Creating/Performing
- Strand D – Evaluating

Each strand is assessed on a Trust-wide basis at 2 points in the year; modules 3 and 6. At the end of the year, we take the best score from each strand and use this to calculate an MYP grade. This is then carried forward and used to set a target for the end of Year 8 to show progress in learning.

<b>Criterion</b>	<b>When assessed</b>	<b>How assessed</b>
<b>Criterion A Knowledge and Understanding</b>	Module 1 Module 4	Students will take part in keyword tests with a larger end of unit test which tests their understanding of these words. They will also complete work booklets showing understanding of what the three principles are and the theory behind them including chords, scales and keys.
<b>Criterion B Developing Skills</b>	Module 3 Module 6	Students will complete skills audits and determine areas of strengths and weaknesses. They will be in pairs and will be given a part to play that makes up the harmony or melody of the music. As part of this they will identify the notes and chords of the key. Students will learn to progress to play a melody and a bassline or a melody with chords. Students will learn to play Pop, Blues and Jazz songs with chords and basslines and critically choose which accompanying patterns suit the song. They will then present their composition and submit an audio recording, screenshots and annotations of final compositions and work in progress. They will review and evaluate their skills progress throughout.
<b>Criterion C Thinking Creatively</b>	Module 3 Module 6	Students will keep a Process Journal (PJ) with their ideas and developments during the creative process including the use of musical elements to create expression and interest. The PJ will show decisions they have made and how these fit with the purpose of the musical work. This will include updates of when changes have been made and how and why things have been developed.
<b>Criterion D Responding</b>	Module 2 Module 5	Students will take part in listening tasks evaluating how melody, harmony and rhythm are used in a variety of styles and genres and how musical elements and techniques enhance compositions. There will be an emphasis on ensembles and how they combine these three elements to create music. They will then complete their work booklet.

### **Year 8 Resources**

Students will be part of a MYP Year 8 Music Google classroom.

This will provide students with access to information about the course, deadlines, useful links and websites, as well as revision resources such as knowledge organisers.

Students will have individual classrooms for their music teacher, where homework may be set. It will be important that students are regularly checking these for updates.

### **Knowledge Organisers**

These are created for each unit of the MYP course, and are a summary of the topics covered. Students are encouraged to use these for revision purposes throughout the year in preparation for their Criterion A assessments.

**Homework**

Homework will be set on a teacher-by-teacher basis, and may be a combination of book work and online learning. Where homework is not set, students are expected to take responsibility to conduct revision using the knowledge organisers and to ensure they fully understand the content being taught.

At Sir Geoffrey Leigh Academy and within the IB MYP framework, Design is the name given to what we traditionally refer to as Design and Technology and Computing.

## Design Technology

### Introduction

Our Design and Technology department at Sir Geoffrey Leigh Academy offers an innovative and unique approach to understanding design in Britain as well as opening minds to the wider world. We pride ourselves on the technical manufacturing knowledge our students gain and have a passion for inspiring the younger generation to engage successfully within education.

We offer our year 8 cohort a wide range of design and manufacturing experiences that build upon their year 7 skillset and involve problem solving, design challenges, creative idea generation and independent working techniques. Students get to work from a set brief and investigate the needs of a client or problem. From this point they develop solutions to real world scenarios using iterative design development in the cycle of the design. As such, students sample what it is actually like to work in the Design, Engineering or Food sectors.

### Contacts

Director of Learning, Design and Technology: [raina.coules@sgla.latrust.org.uk](mailto:raina.coules@sgla.latrust.org.uk)

Coordinator of Design and Technology: [charlotte.gibson@sgla.latrust.org.uk](mailto:charlotte.gibson@sgla.latrust.org.uk)

### A summary of Year 8 content: 2023/24

Students access Design and Technology in 1 lesson a week.

Year 8 students will have covered the Y7 MYP curriculum and will have experienced project based learning already and have a basic understanding of the iteration in the design cycle.

Here is a summary of topics covered over year 8

Module	Topics covered
1, 2, 3 & 4	Interactive Game - Students explore electronic systems to manufacture and package a steady hand game.
5 & 6	Cooking for Others - Students understand the importance of cooking for other people's needs.

### Year 8 Assessment

The MYP assesses students on four key abilities:

- Strand A – Inquiring and Analysing
- Strand B – Developing Ideas
- Strand C – Creating the Solution
- Strand D – Evaluating

Assessment will be a combination of set assessed work and holistic assessment from work produced over time. All 4 strands will be assessed twice in the academic year.

<b>Strand</b>	<b>When assessed</b>	<b>How assessed</b>
<b>Strand A</b> Inquiring and Analysing	Module 3	This involves gathering research to inform an ongoing project, the learner may investigate how a problem could be solved or how they could meet the brief requirements. Successful research in strand A will be represented as what the learner has discovered and how they might use the information to inform their ideas. Learners will also produce a list of success points that can clearly inform the designing and manufacturing of the solution.
<b>Strand B</b> Developing Ideas	Module 3	The students will be assessed on the range of design ideas developed within the project and how well the designs link to research gathered for strains A. Design work should be communicated clearly, this can be achieved through drawing style, labelling and describing the ideas (annotation).
<b>Strand C</b> Creating the Solution	Module 5	Students will be assessed on their ability to create a plan of manufacture or follow the plan for manufacture and create a working solution. This can be developed from the student and or teacher implemented but the learner will need to demonstrate technical ability when making the solution and this will be evident through the end product produced. Finally learners should demonstrate an ability to reflect on what has been successful and what could be improved, this is evidenced through sketchbook manufacturing notes and discussion.
<b>Strand D</b> Evaluating	Module 5	Evaluation is important for students to engage in throughout their project as well as at the finale. This involves the learner being reflective and constructive in their approach to analysing. It can be completed by self evaluating, peer feedback and tests to see if the development of the idea and the solution can work as intended.

## **Year 8 Resources**

### **Google Classroom:**

Please refer to your child's individual Google Classroom for lesson specific resources.

### **Knowledge Organisers**

These are for use across the MYP year and should be referred to throughout for guidance on methods in approach and technical information that could be useful in each project.



**Homework**

Home learning will be set by each teacher according to the needs of the student and topics covered in class. This can in many forms and is dependent on what has been covered in class, such as paper based in the sketch book or online on the google classroom. In addition, students should be supporting their learning by using the knowledge organisers to enhance their understanding.

## Computing

The Sir Geoffrey Leigh Academy is proud to have a robust computing department dedicated to cultivating our students into knowledgeable and respectful young individuals. We believe that the computing curriculum provides students with powerful tools to comprehend and impact the world. The field of computing is experiencing significant global growth and is emerging as one of the main industries worldwide. Our goal in the Computing Department is to foster a passion for technology as a creative challenge while developing the essential skills required in this rapidly expanding field.

For specific information about the year 8 computing curriculum please contact any of the following members of the team.

<b>Mr David Mills</b>	david.mills@sgla.latrust.org.uk
<b>Mr Anthony Matthews</b>	anthony.matthews@sgla.latrust.org.uk
<b>Mr Kenneth Siluwe</b>	Kenneth.Siluwe@sgla.latrust.org.uk

### Content Summary

Students are taught over one lesson per week. Here is a summary of the topics covered in Year 8.

Module	Topics Covered
1	<b>Digital Graphics</b> Students will develop a graphical product using appropriate tools and techniques.
2	They will explore design principles like composition, colour theory, and typography that will be crucial for creating visually appealing and effective graphics. Techniques like photo manipulation, vector illustration, or animation will also be explored.
3	<b>Algorithms &amp; Programming</b> The students will develop an understanding of computational thinking and how to apply it to problem-solving. They will then develop a program (in Python) to solve a problem. This will be presented as an MYP project.
4	
5	<b>Future Technology</b> The students will complete a research project looking at the developments of technology in fields such as AI, Augmented reality, Virtual reality, Haptic feedback & self-driving cars.
6	

## Year 8 Assessment

The MYP assesses students on four key abilities called strands: Inquiring and Analyzing, Developing Ideas, Creating a Solution and Evaluating. Each strand is assessed on a trust-wide basis at 2 points in the year. At the end of the year, we take the best score from each strand and use this to calculate an MYP grade. This is then carried forward and used to set a target for the end of Year 9 to show progress in learning.

Strand	Assessed When	Assessment Method
<b>Strand A</b> Inquiring & Analyzing	Module 1 Module 3	Assessed via both the Digital Graphics and Algorithms & Programming projects.
<b>Strand B</b> Developing Ideas	Module 1 Module 3	Assessed via both the Digital Graphics and Algorithms & Programming projects.
<b>Strand C</b> Creating a Solution	Module 2 Module 4	Assessed via both the Digital Graphics and Algorithms & Programming projects.
<b>Strand D</b> Evaluation	Module 2 Module 4	Assessed via both the Digital Graphics and Algorithms & Programming projects.

## Resources

Students will have individual Google Classrooms for their specific computing teacher, where all classwork & homework will be set. It will be important that students are regularly checking these for updates.

<b>Knowledge Organisers</b> These are created for each project and are a summary of the topics covered and additional material to assist with homework tasks.	<b>Home Learning</b> Home learning tasks will normally be set weekly. These will take the form of either bookwork or online learning. Where a task isn't set, students are expected to take responsibility for their learning by revising using the knowledge organisers and to ensure they fully understand the content being taught in class.
--	--

## IB MYP Physical and Health Education

### Introduction

Sir Geoffrey Leigh Academy PE learning area is focussed on equipping students with the skills and knowledge to perform in a wide range of sporting activities where they will also learn how to communicate in teams, how to lead and how to make good strategic decisions. In addition to the practical activities, students will gain valuable knowledge in health and fitness which will enable them to make informed decisions in terms of diet and exercise choices throughout their lives. The PE learning area also offers a wide range of extra curricular clubs in a variety of sports, as well as many local, European and World wide educational sports trips throughout the year.

For specific information about the Year 8 Physical Education Curriculum please contact the following members of the team:

<b>Mr Andrew Pickett</b> - Co-ordinator of Learning for Physical Education	<a href="mailto:andrew.pickett@sgla.latrust.org.uk">andrew.pickett@sgla.latrust.org.uk</a>
--	--

### A summary of Year 8 content:

Students are taught over 2 lessons per week.

Here is a summary of the topics covered in Year 8.

Module	Unit theme	MYP assessments
1	Demonstrating personal improvement	Assessment on - Body systems (cardiovascular, respiratory, muscular and skeletal).
2	Performing in aesthetic activities	
3	Developing skills, techniques and roles (winter sports)	
4	Participate in problem solving activities	
5	Developing skills, techniques and roles (summer sports)	Assessment on - Diet and Nutrition.
6	Range of tactics and strategies	

### Practical sports covered across all classes during year 8:

Cross Country, football, handball, table tennis, athletics, softball or rounders, cricket, fitness suite, trampolining, dance, gymnastics, rugby, softball

## Year 8 Assessment

The MYP assesses students on four key abilities called strands: Applying knowledge, planning, applying and performing, reflection.

Each strand is assessed on a Trust-wide basis at 2 points in the year. At the end of the year, we take the best score from each strand and use this to calculate an MYP grade. This is then carried forward and used to set a target for the end of Year 8 to show progress in learning.

Strand	When assessed	How assessed
<b>Strand A</b> Applying knowledge	Module 1 Module 5	Students in year 8 sit an exam at the end of module 1 on body systems (cardiovascular, respiratory, muscular and respiratory) and also in module 5 on diet and nutrition. PE knowledge organisers will contain the information to revise from. Additionally, teachers will incorporate the topics into their lessons.
<b>Strand B</b> Planning	Module 2 Module 4	Throughout the MYP students will plan activities in a range of sports such as: Dance, Gymnastics, Trampolining, Fitness suite and Football. A planning booklet will be completed for each student.
<b>Strand C</b> Applying and performing	All modules	Throughout year 8, students will be assessed performing in a wide range of sports.
<b>Strand D</b> Reflecting	Module 2 Module 6	Throughout the MYP students will reflect on performances in a range of sports such as: Dance, Gymnastics, Trampolining, Fitness suite and Football. A reflection booklet will be completed for each student.

## Year 8 Resources

Students will have access to a year 8 PE Google classroom, where MYP revision tasks may be set and important information will be shared, such as PE timetables and extra curricular club details. It will be important that students are regularly checking this classroom for updates.

Google classroom code: [gdjbupn](#)

Year 8 PE	<a href="#">gdjbupn</a>	<b>Knowledge organisers</b>  These are created for each unit of the MYP course for	<b>Homework</b>  Homework will be set on a teacher-by-teacher basis, and may be a
-----------	-------------------------	--	---

		<p>each module, and are a summary of the topics covered, including homework tasks after each unit. Students are encouraged to use these for revision purposes throughout the year in preparation for their Criterion A assessments, and this is the minimum homework they will be given to complete in each module.</p>	<p>combination of bookwork and online learning. Where homework is not set, students are expected to take responsibility to conduct revision using the knowledge organisers and to ensure they fully understand the content being taught, as well as complete the homework tasks after each unit in knowledge organisers.</p>
--	--	---	--