



Year 8 curriculum

King Edward **VI** Community College

www.kingedwardvi.devon.sch.uk





These are really exciting times to be at KEVICC. We are determined not only to be outstanding in all we do, but also to develop a unique co operative identity that makes being part of the College an engaging and challenging experience for all our students.

Welcome to KEVICC. This is a very special place to learn. Our students are a fantastic mix of personalities, and we value each and every one of them. Our staff are committed to making a real difference to our students' lives, and go that extra mile to make this happen. And our community is richly diverse, encompassing not just Totnes itself, but the wonderful countryside that surrounds it.

We are rightly pleased with, but not fulfilled by, our judgement as a good school. We aspire to be consistently outstanding in all that we do. We want staff and students to be creative in their approaches to learning. And we want to harness the potential of our community to develop a truly unique school, with strong values that prepare children to be happy and successful adults.

This prospectus gives you a taste of what we do. However, it is no substitute for coming to see for yourself. I look forward to meeting you and showing you what a wonderful place this is to learn.

Alan Salt
Principal



English

The study of English is the study of the power of words and the exploration of how they can empower humans to share their thoughts and ideas. Through engaging in literature, and exploring the craft of writing, we can engage with universal human experiences and shape our own powerful voices in society.

Poetry

Students explore the connection between meaning and method, and how the writer's craft is used to fulfil intentions. Students are guided to write with greater precision & nuance following study of Jason Reynolds' "Long Way Down" and a range of poems to exemplify poetic form and structure.

Monologues & Voices

Students focus on first person narratives with strong voices and literary monologues as they explore the differences between spoken and written language. Students begin to identify the more nuanced and subtle emotions which are conveyed by tone. Students begin to identify and craft tone in their own work.

Romeo & Juliet

Students build upon their encounters with Shakespeare in a guided read through the whole play in class. The writing focus is academic with an exploration of themes, characters, a selection of quotations. Further development of language analysis adds richness to the writing focus.



mathematics

Mathematics is the language of pattern, measurement and logical rules, it is the art of interpreting, quantifying and working with error and uncertainty and it is concerned with using imagination, intuition and reasoning to find new ideas and solve puzzling problems. Engaging in mathematical activity is part of what it means to be human.

Cycle One

- Developing number sense
- Brackets, equations & inequalities
- Multiplicative change
- Multiplication & division of fractions
- Using formulae

Cycle Two

- Working in the cartesian plane
- Fractions & percentages
- Indices
- Standard form
- Volume
- Consolidation of area & perimeter
- Representing data

Cycle Three

- Tables & probability
- Introducing quadratic equations
- Surface area
- Angles in polygons
- Consolidation of sequences, angles & volume



history

Without history, a society shares no common memory of where it has been, what its core values are, or what decisions of the past account for present circumstances. Without history, we cannot undertake any sensible inquiry into the political, social, or moral issues in society.

The English Civil War, The British Empire

A study of cause & consequences in determining the reasons for the outbreak of civil war, and reasons for the Parliamentary victory

Students explore nature of the British Empire - contextualising Britain in the 1850s and understanding the consequences of colonialism. Students enquire into the impact of the empire on India.

The Industrial Revolution, Suffragettes

A study of the industrial revolution explains why Britain enjoyed such a dominant position from 1750 - 1900. Students gradually reveal why life was so challenging for the vast majority at this time. Students explore the situation of women at the turn of the century and ways in which they campaigned to achieve social change.

Slavery, The First World War

A study of the experiences of enslaved people, the journey to Africa and the Americas and the consequences of slavery on generations of people. Students learn about life following emancipation. Students then identify how imperialism and colonialism, which are direct results of wider global exploration, led to one of the largest conflicts the world has ever seen.



computing

"Computers are incredibly fast, accurate and stupid; humans are incredibly slow, inaccurate and brilliant; together they are powerful beyond imagination." Albert Einstein

Cycle 1

- Students learn how to collect & analyse data to investigate hypotheses. Design of questionnaire & data analysis. After exploring how to act safely, securely & responsibly online, they develop an App about appropriate online behaviour.

Cycle 2

- Students build on programming skills to develop a retro game for a mobile device, then build upon knowledge of hardware, software & binary to look at CPU performance & operation, how sound is stored & compressed to save storage space.

Cycle 3

- How computers store data and communicate using networks.
- Students explore the text-based language of Python then move to using Edublocks to write Python using graphical blocks.
- Chatbot, encryption & decryption.



geography

“The study of geography is about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.”

Risky World

Students explore the way the earth moves & how this contributes to global hazards through focus on geological timescales & plate tectonics, regions with Africa & Asia, population & urbanisation, international development & how human activity relies on effective functioning of natural activities.

Conflicted World

Students explore how conflict can impact the population of a country and focus on conflict zones around the world. Students then look at the process of urbanisation and the creation of mega cities. Students explore living conditions in squatter settlements & the challenges of living in these areas.

Urbanised World

Students explore the process of urbanisation, why so many people are making the move to cities and the emergence of megacities. They have the opportunity to see what life is like in squatter settlements the challenges of living in these conditions. Finally, students will look at how cities can become sustainable and the benefits of living in a sustainable city.



religion, philosophy & ethics

Philosophy, ethics and religious studies challenge students to think about life, humanity, and meaning. Students in these disciplines examine the concepts of truth, morals, values, beliefs, and spirituality.

Human Rights

This topic explores Human rights, and that we are all born equal. We do this by focusing on prejudice & discrimination, with particular focus on The Human Rights Act, Black British history, the difference between anti-racism & not being racist, what sexism & homophobia looks like worldwide & in the UK, including our use of language; media & the effects it has on us as a society.

Islam

Students explore Islam, focusing on what it means for a believer to commit to their faith, the role of community & the importance of the five pillars of Islam:

- Shahadah
- Salah
- Zakah
- Sawm
- Hajj

Does God exist?

Students will examine different evidence, views and ideas including:

- Why people have faith
- Concepts of cause, effect and infinite regress
- Cosmological arguments: Kalam and Aquinas
- Teleological argument: Paley
- The Big Bang Theory



science

Science is the pursuit and application of knowledge and understanding of the natural and social world following a systematic methodology based on evidence. "Science is not only a disciple of reason but also one of romance and passion." Stephen Hawking.

Nutrition, Electricity, the Earth & Atmosphere

- Nutrients, food tests & energy requirements, unhealthy diets, the digestive system, enzymes & bacteria
- Static electricity, circuit symbols, electric current & potential difference, fruit batteries
- Combustion & fuels, pollution, the atmosphere & greenhouse effect, global warming, structure of the Earth, rocks.

Chemical analysis, Respiration & Photosynthesis, Energy

- Pure & impure substances, solutions & concentration, solubility, filtration, evaporation & crystallisation, distillation
- Breathing system & alveoli, function of the heart, aerobic & anaerobic respiration, photosynthesis, food chains
- Energy & conservation, energy stores, transfers & dissipation, temperature & heat, conduction, convection, infrared radiation, insulation.

Magnets & Electromagnetics, Real World Chemistry, Inheritance & Variation

- Bar magnets, magnetic field patterns, magnetism, Earth as a magnet, electromagnetics and their uses
- Rate of reaction: surface area, rates: temperature & concentration, catalysts, extracting iron with carbon, recycling & composites
- Inheritance & DNA, the human genome, variation, natural selection, extinction, biodiversity, role of gene banks.



French & Spanish

You live a new life for every new language you speak. If you know only one language, you live only once - Czech proverb

The future & the Past Jobs & the World of Work

- Future activities in your free time & online, visiting cities & the past tense, describing a visit with opinions
- Different jobs in the future and reasons to choose them, Advantages & disadvantages of certain jobs & what you need to do to access certain careers, your ideal job in the conditional tense.

Travel & Tourism Media & Technology

- Transport & the past tense, using the imperfect, a visit to Paris & giving opinions, ordering food and visiting Francophone countries in the future
- Types of music & listening habits, TV & film & the past tense, comparisons, advanced opinions, uses of technology, past and present tenses.

Future jobs & Ambitions Food & Daily Routine

- Opinions about school subjects & future jobs, future ambitions and plans for the future, planning a future celebration, past, present & future
- Ordering food and describing eating habits, object pronouns, Y reflexive verbs, daily routine in present & past tenses, sports & healthy lifestyle.



art & design

Art is the expression or application of creative skill and imagination, producing works to be appreciated primarily for their beauty, emotional power or to communicate a message. Art, Craft & Design plays a vital role in developing curiosity, creativity and self-expression alongside resilience, confidence and critical thinking skills.

Tradition & Innovation

Artists, and our students, experiment with traditional methods to create art. They also experiment and rebel against the rules to create new ideas. Through artist studies of Van Gogh, Manga Artists, Giacometti & a range of female artists, students focus technical learning on grid drawing, scale, proportion as well as printmaking & collage.

Art & Craft

Students learn traditional craft techniques to create work with different forms & functions. Through analysis of craft forms & functions, students explore Islamic art, William Morris, Clarice Cliff & Grayson Perry as they explore sculpture, repeat pattern design & lino printing techniques.

New Perspectives

Students explore the use of perspective to represent & distort space & to shape the built environment. Through analysis of styles of art & architecture including the Gothic, Gaudi, Brunelleschi & brutalist styles, students hone skills in linear perspective, atmospheric perspective, extending use of tints & monochromatic colour schemes.



PE

Physical Education is the planned, progressive learning through the physical. This involves both 'learning to move', in becoming more physically competent and 'moving to learn': learning through movement, including skills and understandings beyond physical activity, such as co-operating with others.

Cycle 1

The curriculum is centred around the Head (thinking) Heart (behavioural change), Hands (doing) approach to structuring learning in physical education. Sport focus for boys and girls:

Rugby / Handball
Badminton / OAA
Handball / Rugby
Netball / OAA

Cycle 2

The curriculum is centred around the Head (thinking) Heart (behavioural change), Hands (doing) approach to structuring learning in physical education. Sport focus for boys and girls:

Football / Hockey
HRE / Basketball
Hockey / Football
Badminton / HRE

Cycle 3

The curriculum is centred around the Head (thinking) Heart (behavioural change), Hands (doing) approach to structuring learning in physical education. Sport focus for boys and girls:

Tennis / Striking & Fielding
Athletics



design & technology

Design and Technology is an inspiring, rigorous and practical subject. It encourages students to learn to think and intervene creatively to solve problems both as individuals and as members of a team. The curriculum links learning with career paths aiming to inspire future architects, chefs, engineers and designers.

Cycle 1

Students study product design, food technology and textiles in rotation and complete project based work throughout the year across the year, including:

- CAD / CAM CNC, Chocolate mould design & manufacture, 3D printing, branding & packaging, lanterns & candlesticks in metal
- Healthy eating & nutrition, skills based practical food prep
- Sustainable bag designs, lino print

Cycle 2

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RSHE

Relationship, Sex, Health Education provides a statutory curriculum that focuses on strengthening the knowledge, skills, and connections that are essential to keep young people healthy and safe and prepare them for independence.

Health, well-being and relationships

How to look after our mental health and emotional wellbeing, puberty and its effects, body image, developing positive coping strategies, how to build resilience, how to develop good self-esteem and identify what might impact this.

Relationships & the wider world

Contributing to society qualities and skills, careers and life choices, impartial face-to-face and digital careers information, advice and guidance services, · identifying qualities needed for school and beyond e.g. world of work. Nutrition & exercise, things that can affect our health e.g. alcohol, smoking, vaping drug misuse and pressures relating to drugs.

Relationships & the wider world

Different types of families, including single parents, same sex parents, blended families, adoption and fostering, positive relationships in the home and ways to prevent homelessness amongst young people, conflict and its causes and resolution strategies · how to manage the risks of 'sexting'.



drama

Drama is a human need. Throughout time and culture human beings have enacted events in order to understand them or gain power over them. In schools, students and teachers have come to recognise the power and efficacy of drama to simultaneously learn about and create art and culture.

Hamlet

Students will explore a range of drama conventions through the play

- Role Play
- Creating tension
- Proxemics
- Thought Tracking
- Hot Seating
- Body language & Facial Expressions

Storytelling & Physical Theatre

Students develop storytelling with action narration & character narration. Each lesson, a section of the story is explored through:

- Body as prop
- Sound scape
- Essence machines
- Action narration
- Character narration

Macbeth

Students explore the famous story of Macbeth through a range of different drama conventions:

- Vocal skills (pace, volume and pause) to create effect
- Staging and blocking
- Role play
- Scripted lines
- Multiple pole playing
- Marking-the-moment



dance

Studying cultural education subjects sparks creativity across the curriculum, encouraging young people to be inquisitive, disciplined and determined. Wherever children start in life, a high quality cultural education in every school should be a right, not a privilege.

Contact Work

Students are taken on a journey through a series of workshops to understand the importance of contact work performed in a safe and trustful manner. The students will be able to: Understand and demonstrate the basic principles of contact work, Develop a sense of trust and maturity in dance, use of stimulus such as professional dance works, images, poems and prose.

Professional Work

Students will use different professional dance works by Christopher Bruce as stimulus material as they consider how to convey meaning and dramatic qualities. Expressive skills will be developed to emphasise the character roles, narrative or intentions behind the work. Students will structure their choreography and present their work to have a clear choreographic intent.

Choreography Project

Students use different stimuli for their own choreography. Their stimuli includes: kinaesthetic, visual, auditory, tactile, ideational/theme based. Students will consider how they will use their stimuli and follow a choreographic process to develop their own piece using: Stimulus, research, improvisation, motif & development, choreographic devices to plan performances.



music

“Music is a higher revelation than all wisdom and philosophy. Music is the electrical soil in which the spirit lives, thinks and invents.” Beethoven.

Film Scores & The Blues

Students create their own film compositions to the opening of a chosen film clip. By using a storyboard as a form of notation, students develop a soundscape to the clip practically on keyboards or percussion.

Students then explore 12 bars blues and learn to play it. This is split into four different sections: learning the chords , Learning the bass notes, adding improvisation , adding lyrics.

Folk Music, Indian Music

Students at the start of this topic learn about the history of folk music and also research different Dartmoor legends which will eventually act as their stimulus for their composition. Students are then given the opportunity to create their own Indian pieces of music. They do this by learning about and creating their own: . Tala, Ragas, Alaps, Gat .

Pachelbel's Canon, Musical Futures

Students explore the famous Pachelbel's Canon before beginning their musical futures project showcasing the skills, they have learnt throughout the academic year by forming bands and learning repertoire of their choice. There are a variety of opportunities to perform to a wider audience through the enrichment offer.



our enrichment

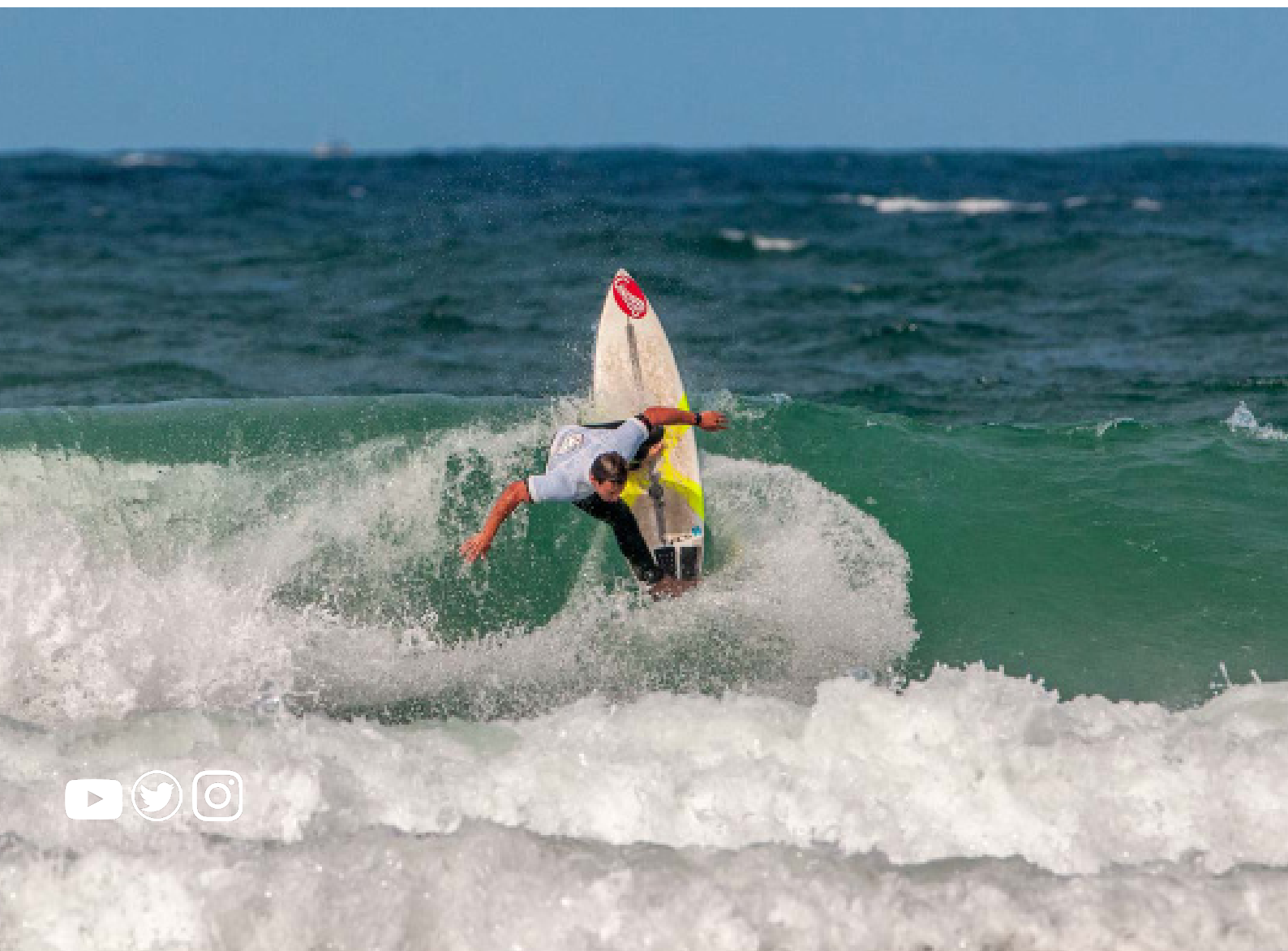
College life is full of opportunities. We encourage all students to get fully involved. Our Enrichment Fair in September is the perfect entry to our rich and colourful community.

The range of clubs on offer to our students at lunch and after school is broad and encompassing. Here at college there are clubs every lunchtime and after school.

We are lucky to be supported by a charitable trust, the Foundation Governors, who support those students who need extra financial help to access enrichment opportunities; for example, funding half of visit costs for all students in receipt of free school meals.

Examples of extra-curricular clubs include: Computer Club, MFL Club, STEM Club, Photography Club, KEVICC Percussion Group, Creative Writing Club, KEVICC Band, Art Club, Streets n Beats DJ Club, Chess Club, Dance, Theatre Tech Club, Ukulele Club, Leaky Cauldron Club, Parkour, Debating Club, Rock Bands Rehearsal, Jamming Station Choir, Gym, Indoor Football, Netball, This Girl Can Club & Sports Leaders.

We are very proud of our Alumni. Students who have been part of our community are: artist Jimmy Cauty, Joe Mount from Metronomy, broadcaster and journalist Mary Nightingale, musician Ben Howard, actress Agnes O'Casey and footballer Kieffer Moore, to name but a few...





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Further information is available on our website, including a list of key contacts at the College
www.kingedwardvi.devon.sch.uk

Find us on **YouTube, Twitter & Instagram**

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