



The Hollins

Year 8 Curriculum Guide



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The Hollins Curriculum Intent

It takes a dedicated partnership between parents and a school to raise a 21st Century child, particularly one who will be equipped to face life in an area of Lancashire that has a rich heritage of culture and diversity. Education at The Hollins will shape our young people into British Citizens who will make a positive contribution to society; who will have opportunities to explore and discover new experiences; and who will be well prepared for later life.

At The Hollins we are passionate about transforming the ordinary into the extraordinary. This is achieved by engendering a love of learning via a broad and balanced, deep and dynamic curriculum where teaching and learning is at the heart of everything we do.

To meet our aspirations, our curriculum:

- Offers extra-curricular activities where students have the opportunity to try new things, meet new people, and develop themselves outside of timetabled lessons.
- Provides opportunities to transfer knowledge, skills and understanding through a carefully planned wide range of National Curriculum subjects.
- Includes a local curriculum that provides opportunities to innovate and develop particular interests and specialisms.
- Builds on primary school knowledge, skills and understanding.
- Supports young people to make informed decision regarding all post-16 opportunities via aspirational careers education, information, advice and guidance.
- Recognises and encourages success.
- Is delivered by well-trained and dedicated staff.
- Reflects our core 7 values: kind, honest, resilient, reflective, respectful, responsible and aspirational.

All of these combine to enable all students to achieve their full educational potential and transform them into extraordinary citizens ready to face the challenges of life in modern Democratic Britain, and a global society. The appropriateness of our curriculum, both taught and untaught, helps support students' outstanding behaviour and their SMSC development.

Our pupils deserve nothing less.

Curriculum Overview

At The Hollins we ensure our curriculum is ambitious, academically demanding and a fulfilling programme of learning that is adapted to individual needs. We aim to deliver a curriculum that is broad and balanced and offers opportunities for all pupils to excel. We aim for pupils to value learning, curious and diligent in their studies. We will encourage this by delivering dynamic and exciting lessons and creating opportunities for discussion and independent thought.

In years 7, 8 and 9 we follow the National Curriculum and pupils will study; English, maths, science, religious education, art, citizenship, computing, design technology, drama, French and Spanish, geography, history, Information Technology, music, PE and RSE (relationship and sex education).

We follow a 2-week timetable with a total of 50 lessons. The allocation for the lessons is as follows:

Subject	Hours per fortnight.		
	Year 7	Year 8	Year 9
English	7	7	8
Maths	7	7	8
Science	6	6	
Biology			2
Chemistry			2
Physics			2
EPR (Ethics, Philosophy & Religion)	2	2	2
Art	2	2	2
Citizenship	2	2	2
Computing	2	2	3
Design Technology & IT	4	4	4
Drama	1.5	2	1
French or Spanish	4	4	3
Geography	3	3	3
History	3	3	3
Latin	1		
Music	1.5	2	1
PE & Games	4	4	4

Art Curriculum Vision / Intent:

Curriculum Leader: Mrs L Keenan.

Art is a visual language that is universally understood and therefore a fundamental form of communication. We aim to equip our students with the necessary understanding and skills to be able to communicate their knowledge, ideas, feelings and experiences. Through the study of art, students at The Hollins will learn about themselves, their community, their environment and the different cultures and traditions around the world, through engagement with a variety of artists, genres and processes. They will be given the opportunity to:

- Engage with a wide variety of art genres, disciplines and traditions from different cultures around the world.
- Contextualise the art they study and produce and learn about how this fits into everyday life, careers and different cultures.
- Practise and improve skill in the use of the formal elements of art including line, tone, colour, texture, shape and form in order to visually communicate effectively.
- Develop knowledge and skills in the main processes of fine art including drawing, painting, sculpture, digital media, printmaking and mixed media.
- Generate, develop and refine ideas and present a personal and meaningful response to given themes.
- Describe, analyse, interpret and evaluate their own work, that of their peers and the work of various artists, genres and cultures.
- Develop creative and critical thinking skills that are transferrable across school and prepare them for wider life.

We strive to create a positive, energetic and creative atmosphere in our art department. It is important to us that students enjoy their lessons and feel able to express themselves, form opinions, talk about their own and other's work with confidence, take risks without fear and see mistakes as opportunities rather than stumbling blocks.

Curriculum Aims:

During year 8 pupils will learn about how different Cultures make art for different purposes and how art fits in with their traditions and beliefs. They will learn about the value of art as a universal visual language, through research and practical exploration. Students will explore the shapes, patterns and symbols used in the art of various cultures and will learn how to make work in different artistic processes such as sculptural relief, printmaking and drawing with colour media. From here pupils will develop their own ideas and will have the opportunity to do so both independently and in groups, leading to the production of final outcomes.

Year 8 Art Curriculum	Topics	Key Knowledge	Careers link
Project 1	How nature and animals have inspired the art of	• How nature, animals, insects and birds feature in the art and traditions of different cultures around the world. • Visual recording: sketching, colour and tonal studies in a variety of media	• The role of a tattoo artist

	different cultures around the world.	• An understanding of the formal elements of art; line, tone, colour, texture, shape and form	
Project 2	Masks and Totem poles	• How different cultures use masks and totem poles • The design process: sketches, trials, maquettes, annotation • The use of 3D media and forms of relief such as Modroc, clay, collage, wire, found objects • An understanding of the formal elements of art; texture, shape and form	• Costume and prop design and making (theatre and events)
Project 3	Aboriginal Art	• An understanding of Aboriginal art and their 'Dream Maps' • Understanding of symbols used to tell stories and communicate messages and ideas • Personal ideas and designs • Card relief/clay/found objects	• Working to a project brief or commission

What enrichment opportunities are available and how do these support learning?

- Art clubs where students can specialise in more advanced media and techniques, follow the process of an artist/designer by working to a project brief and often producing work to be displayed around school or the community
- Gallery visits, visits to colleges to take part in workshops and workshops in school run by visiting artists.
- Use of online galleries, video demonstrations and visits to artists' websites in order to learn independently and develop personal ideas and to gain specialist skills as taught by practising artists.

Where can I visit to help with my learning?

<https://wmag.culturewarrington.org/whats-on/>

<https://www.whitworth.manchester.ac.uk/>

<https://www.tate.org.uk/visit/tate-liverpool>

<http://manchesterartgallery.org/>

<https://www.liverpoolmuseums.org.uk/walker/>

Computing Curriculum Vision / Intent:

Curriculum Leader: Mr K Ishtiaq

From self-driving cars to mobile phones, from smart homes to wearable computers; Computing will shape the present and the future that we live in.

Computing teaches us how to solve problems by breaking them down into manageable chunks. When developing solutions to Computing problems we are required to be both logical and creative, this enables us to develop a set of skills that are transferable to almost all other disciplines. Our curriculum is designed to build confident, critical and independent students who are able to use a range of skills to plan, implement and review solutions to computing problems, through the development of ambitious, challenging and supportive learning experiences. . We will equip our students to be digital citizens, creators, communicators and investigators. This is achieved by:

- Creating an environment in which all students are challenged and feel they can do well in Computing
- Allowing students to take part in a wide range of extra-curricular activities designed to create links between their classroom learning and the real world.
- Providing opportunities to develop knowledge and skills in Computing, IT and the design of multimedia products.
- Inspire and excite students by providing challenging and engaging lessons
- Giving students opportunities to take part in innovative projects to develop the skills needed in the 21st century digital landscape
- Allowing students the opportunity to reflect on their own use of Computing and how it impacts on their lives

Curriculum Aims:

The Year 8 curriculum in Computing aims to ensure all pupils are confident, creative and responsible users of computing technologies. Students will undertake creative projects to allow them to understand how to use technology safely, responsibly and securely. Students will understand the fundamental concepts of computer science and be able to state how hardware in a computer system works.

Year 8 Computing Curriculum	Topics	Key Knowledge	Careers link
Term 1	<u>Communication and ICT</u> • Legal Issues in Computing • Web Site Design	• Are cyberattacks a bigger threat to national security than terrorism? • How can we protect ourselves against cyber threats? • What are the design features of a graphic product? • What are the factors that influence the design of a digital product?	• Ethical Hacking - So you want to be an ethical hacker? - icould • IT Security Manager - https://nationalcareers.service.gov.uk/job-profiles/it-security-co-ordinator

Term 2		• How do business use ICT to create websites? • How can I evaluate the effectiveness of a website?	• UX Designer - How to become a user experience designer in the UK - BBC Bitesize • Web Content Editor - https://nationalcareers.service.gov.uk/job-profiles/web-content-editor
	Python 1	• How can I think more like a computer? • How do I use the 3 basic programming constructs in Python? • How can I use programming to create a quiz in Python?	• Computer Game Developer - https://nationalcareers.service.gov.uk/job-profiles/computer-games-developer
Term 3	<u>Computer Systems and Data</u> • Computer Hardware • Memory and Storage	• What is the purpose of system software? • Operating System • User Interface • Utilities • How can social media companies use your data? • Designing a Database • Querying a database	• UX Designer - User experience (UX) designer Explore careers National Careers Service • UX Designer (Prospects) - https://www.prospects.ac.uk/job-profiles/ux-designer • Database Administrator - https://nationalcareers.service.gov.uk/job-profiles/database-administrator

Year 8 IT (in DT carousel) Curriculum	Topics	Key Knowledge	
Block 1	<u>How do I search the internet safely and responsibly</u> • Licensing images • Judging the credibility of sources of information • Promoting a cause using the internet <u>How to be a digital citizen</u> • Misinformation • Bias on social media • Freedom of speech	• Select and identify key features of word processing software • Selecting and formatting licensed images • Evaluating sources of information • Create digital content for an appropriate audience • Understand the difference between, and impact of disinformation and misinformation • How do filter bubbles shape our own biases • Understand how stereotypes can be used to sow division online • Understand the difference between free speech and hate speech	IT Trainer - https://nationalcareers.service.gov.uk/job-profiles/it-trainer Forensic Computer Analyst - https://nationalcareers.service.gov.uk/job-profiles/forensic-computer-analyst Social Media Manager - https://nationalcareers.service.gov.uk/job-profiles/social-media-manager Vlogger - How to be a filmmaker and vlogger - BBC Bitesize

What enrichment opportunities are available and how do these support learning?

Build a Computer Club – Open to all year groups to learn how to build a computer, install software and network a computer

Drama Curriculum Vision / Intent:

Drama Teacher: L. White

Drama at The Hollins is a diverse, practical and accessible subject for all pupils. It encourages pupils to think and act creatively, whilst developing critical thinking and problem solving.

Through their practical work and written activities, pupils are able to experience the world around them and begin to appreciate situations from more than one perspective. Drama is an important tool for preparing pupils to live and work in a world that is increasingly team-oriented. It encourages pupils to express themselves through creative processes and helps to develop tolerance and empathy.

Through Drama, pupils develop soft skills that employers look for such as communication, concentration, empathy, co-operation, commitment, self-discipline and creativity. Drama helps to reinforce the rest of the curriculum through the exploration of skills such as teamwork, confidence, independent work, time management, organisational skills and self-awareness.

However, our overall aim is to inspire a lifelong love of drama and theatre through the diverse exploration of plays, playwrights and theatre practitioners.

Curriculum Aims:

Pupil will build upon the basic skills covered in year 7. Throughout the year pupils will explore drama techniques and conventions in more depth, revisiting the previous skills learnt and learning new, more complex, drama skills.

Pupils will begin to learn about the importance of skills such as physicality, vocal skills, devising and script work through the exploration of both traditional styles of theatre, explorative drama and contemporary issue-based drama.

Year 8 Drama Curriculum	Topics	Key Knowledge	Careers link
Term 1	Darkwood Manor	Darkwood Manor is a murder mystery scheme of work that gets students to take on the role of an investigator to discover what happened to Mr Darkwood. This scheme covers theatrical conventions such as: • Creating and planning of drama • Use of voice	• Actor, • Voice coach, • Scriptwriter. • Set designer • Costume designer • Special effects artist

		• Improvisation • Physical Theatre • Soundscapes • Set design and props	• Lighting Designer
Term 2	Trestle Masks Commedia del arte	Pupils explore the History of masks and synchronised movement. This scheme teaches pupils to understand the importance of physicality. This will help pupils to: • To raise confidence when performing • To develop understanding of masked performance • To develop exaggerated characterisation skills • To relate masked performance to theatre history and traditions Pupils will explore the very specific style of comedy called Commedia dell arte which originated in the 6th Century. Pupils will learn how Commedia has influenced the more familiar type of theatre, Pantomime. Pupils will explore: • The history of commedia del arte • The genre of Pantomime • The term 'Slapstick' • Short Commedia scripts • Comedy double acts • The importance of physicality	• Mask maker - As a mask maker, you can design and create masks • Theatre Historian - specialise in researching and studying the history of theatre • Director/Choreographer • Theatre consultant - collaborate with theatre companies or production teams.
Term 3	Theatre in Education - Exploring Script	Pupils will explore scripts from a range of modern issue-based KS3 plays. Pupils will learn to • To explore the conventions and features of a play script • To examine a play script • To practise writing a play script	• Set/Costume/Lighting Designer: Designers play a crucial role in devising

	Devising	• Use plays to tackle issues created a show with scenes, monologues, songs and dances exploring topics such as bullying and online safety Pupils will learn how to create and develop an original piece of drama from a stimulus. During the devising process pupils will explore the following skills and techniques: mind mapping • Tableaux • In role writing • Creating character • Hotseating • Given circumstances • Spontaneous improvisation	drama by collaborating with the devising team to create the visual and atmospheric elements of the performance.
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What enrichment opportunities are available and how do these support learning?

- School productions, allowing students to express themselves through several performing arts including acting, singing, and dancing.
- Extra-curricular visits to theatres in the North West to inspire and educate pupils about professional live theatre.

Where can I visit to help with my learning?

<https://www.nationaltheatre.org.uk/>

<https://www.bbc.co.uk/bitesize/guides/zsf8wmn/revision/1>

<https://www.royalexchange.co.uk/>

<https://thelowry.com/>

DT curriculum Vision / Intent:

Curriculum Leader: Mrs S Scott

Design and Technology teaching at The Hollins is inspiring, rigorous and practical. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

The pupils acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. We believe that a high-quality design and technology education makes an essential contribution to the creativity, culture and wealth of the nation.

Through studying design and technology learners will be prepared to participate confidently and successfully in an increasingly technological world.

Curriculum Aims:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook

Year 8 DT Curriculum	Topics	Key Knowledge	Careers link
Food, Preparation & Nutrition	Nutrients Food and religion Safe cooking Food hygiene Intro to food science	• Pupils will further extend their knowledge of healthy eating and nutrition from year 7. They will revisit nutrients, their functions & look at the importance of energy balance. • Pupils will explore and create dishes from different countries and discover wider food issues including food and religion, ethical issues and special diets. • Pupils will demonstrate effective & safe cooking skills, and have an understanding of the consequences of poor hygiene. Building upon and developing new technical skills to produce high quality products.	<u>Careers</u> • Chef • Baker • Nutritionist • Restaurant manager • Street food trader • Food scientist <u>Skills for career progression</u> Health and safety

		Pupils will develop their knowledge of science in food, including the 3 main methods of heat transfer (convection, conduction and radiation), aeration and shortening.	Time management Multi-tasking Problem solving Following instructions
Graphic Products	Logos Colour Photoshop Google Sketch-up CAD Packaging NETs	- To design and make a logo for an event and apply it to a smart ticket and mug packaging. Demonstrate high level Photoshop skills to design and make a mug. - Develop skills to use Photoshop independently. - Introduction to sublimation printing and how to apply to a mug. - Packaging NETS & design.	<u>Careers</u> - Graphic designer - Advertising - Promotion and marketing <u>Skills for career progression</u> Digital skills Client feedback Safety Manufacture Quality control
Textiles	Embroidery Pattern making Tie/dye Prototype making Where do textiles come from.	- Pupils will add to their knowledge of textiles from year 7. - They will be introduced to different ways to decorate fabric using resist dyeing methods and computerised embroidery. - Fabric construction – how fabrics are made. - Students will make a pencil case using a range of different decorative techniques. - They will work more independently on the sewing machines and use the embroidery machines. - Students will extend their knowledge of fibres and fabrics.	Careers - Machinist - Product designer - Fabric dyer - Quality controller <u>Skills for career progression</u> Safety Quality control Problem solving
Resistant Materials	Woods & metals Risk assessment Design and make task CAD/CAM	- Pupils will develop their skills working with resistant materials. They will be able to identify ferrous and non-ferrous metals and their properties. - They will be introduced to the heat treatment area and carry out braising in the engineering workshop. - They will be taught how to independently manage risk in a practical lesson.	<u>Careers</u> - Product designer - Mechanical engineer <u>Skills for career progression</u> Safety

	Workshop safety	• They will be given a brief to design and make a desktop calendar. • Pupils will be developing their knowledge of CAD/CAM through 2D Design software and how to prepare a drawing for the laser cutter. • Pupils will demonstrate effective and safe practical skills to complete the desktop calendar manufactured from plywood and mild steel. • Introduction to 3D CAD modelling and printing.	Quality control Manufacture Problem solving Modelling CAD/CAM
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What enrichment opportunities are available and how do these support learning?

The DT department run clubs at lunch times and after school in a range of areas and interests. E.g. Christmas cake club, craft club, 3D printer clubs, textiles club.

The department has run visits to The Clothes show, Cadbury's World, Burnley College Engineering dept.

Where can I visit to help with my learning?

<https://www.technologystudent.com/>

<https://www.illuminate.digital/aqafood/>

<https://www.gcsepod.com/>

<https://www.nhs.uk/live-well/eat-well/>

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

English Curriculum Vision / Intent:

Curriculum Leader: Ms S Haworth

A 'Hollins student' will have a passion for reading for pleasure. They will appreciate a wide variety of fictional genres and explore the conventions of each, developing a clear understanding of how narrative, characters and themes are constructed, and why reader empathy is evoked in different contexts through authorial intent. Students will be able to use their knowledge of literary and dramatic conventions to craft their own creative texts, developing imaginative extended pieces of writing whilst refining their technical accuracy with spelling, grammar and punctuation. Students will explore a plethora of poetry from across the ages, ranging from 16th century Shakespearean sonnets to the most recent work of our poet laureate. They will also have an appreciation of non-fiction texts, understanding their function in society. They will develop their expertise in constructing transactional pieces, such as articles and letters, for a range of purposes and audiences. Students will actively seek to edit and improve, understanding that skilled writers will always reflect in a constructively critical manner on their work. They will strive to use ambitious and precise vocabulary in all areas of written and verbal communication. When presenting, students will adapt their register, tone and vocabulary choices accordingly for the audience and purpose. They will understand the value of effective communication through reading, writing and oracy as an integral part to success in any future career.

Curriculum Aims:

In Year 8, our aim is to secure skills and build on the excellent foundations of Year 7 to improve our academic reading and writing, as well as creative writing in narratives and persuasive pieces. Pupils will also have regular opportunities to build on their speaking and listening skills through class discussion and more formal and assessed opportunities.

Alongside our work in class, pupils also develop their grammar skills and improve their vocabulary knowledge through an online programme called Bedrock. This allows learning to be completely personalised for the pupil, as the programme is responsive to the pupils' abilities. Weekly use of Bedrock at home is a constant expectation throughout our KS3 curriculum

Year 8 English Curriculum	Topics	Key Knowledge	Careers link
Term 1	Gothic Literature	In the <i>Gothic Literature</i> unit, our pupils are invited to explore a range of extracts from some of the Gothic genre's best-known texts and authors. The focus is on how the genre originated, the creation of its recognisable conventions in terms of character and setting, and why the thrill of the uncanny remains popular. The study includes extracts from such texts as <i>Frankenstein</i> , <i>Dracula</i> , <i>The Tell-Tale Heart</i> , and <i>The Monkey's Paw</i> , all of which help us to explore ideas about	<i>Gothic Literature:</i> Videos on how creating character and atmosphere/setting can apply to the workplace: Character links to workplace

	WW1 Poetry	humanity's dual natures, the dangers of experimentation, and how the echoes of the past can stop us living our present. In the second half-term, the pupils complete a unit on WW1 War Poetry, with efforts made to broaden the unit beyond the renowned voices of the World Wars like Siegfried Sassoon and Wilfred Owen, to look at how war and its effects have been recalled and shaped in the modern era too and across the world. The pupils grow more comfortable in identifying how imagery, symbolism and form is used to make sense of the senseless and give words to an experience that can be so difficult to describe.	Setting/Atmosphere links to workplace War Poetry: Case studies on how to become copy editors/ copywriters: Junior Copywriter Copy Editor
Term 2	Dystopian Fiction	By exploring the “what if” scenarios presented in dystopian fiction, pupils understand how easily our society might change for the better or worse if one radical ideology takes hold. In doing so, we comprehend the significance of global citizenship and the power of a voice arguing their perspective. This links back to previous units on post-colonial identity (Y7 T3) We explore why we continue to be enthralled by dystopian stories, and whether dystopian ‘heroes’ can ever be more than just political constructs.	Dystopian Fiction: Blog and news article about jobs of the future: Jobs of the future News article
Term 3	<i>Lord of the Flies</i> The World We Live In	Continuing the theme of the potentially corrupting influence of power, the Year 8 curriculum concludes with the study of <i>Lord of the Flies</i>. As we reach the end of the year, there is a concerted focus on precise selection of evidence in language analysis so that future work will allow for specific and greater depth of comments on writers’ craft. Our final unit in Year 8 is a focus on debate on contemporary issues in our country and world today. Pupils will learn how to express themselves in writing and verbally so that they are best able to convey passion and knowledge on given topics in ways that suit different audiences.	Lord of the Flies: Employability skills: listening to the opinions of others respectfully, including note-taking The World We Live In: 60-minute lesson on the work of an editor: Editor 60 minute lesson (click on English button on website to download)

What enrichment opportunities are available and how do these support learning?

Pupils in KS3 have a regular reading lesson in our school's LRC once a week, giving them the opportunity to read independently for pleasure and explore a fabulous range of classic and current trailblazing fiction and up-to-date non-fiction.

Where can I visit to help with my learning?

- Oak National Academy continue to offer worthwhile lessons on a range of complementary topics.
- SenecaLearning.com
- BBC Bitesize

Ethics, Philosophy and Religion Curriculum Vision / Intent:

Curriculum Leader: Miss Guiste

At The Hollins we study Ethics Philosophy and Religion in order to nurture the natural human need to enquire and ask questions about our existence and the meaning of life. Within the subject we aim to enable students to apply historical, philosophical and theistic ideology to an ever evolving world. Therefore enabling students to leave The Hollins as global citizens who embrace debate on all belief systems without prejudice. Scholars in Religious Studies are expected to describe, explain and evaluate, forming their own judgements about current affairs and moral issues. Successful students are able develop arguments from more than one point of view and refer to religious teachings within this, equipping them with the ability to evaluate, a key skill in life. Regardless of whichever belief a student holds, including those without any belief, religious studies can provide students with the aptitude of acceptance of all members of society. Students will be able to make informed decisions about their own beliefs within a safe and supportive environment. At The Hollins we accept all cultures and faiths and aim to instil this quality within our learners, a skill which will in turn be beneficial for anyone aiming to live in modern day Britain.

Curriculum Aims:

At KS3 we consult the agreed syllabus to ensure the main themes are covered.

Year 8 EPR Curriculum	Topics	Key Knowledge	Careers link
	<i>Ethical decision making</i>	• Utilitarianism and Deontology • Hedonic Calculus • Divine Command Theory • Christianity and Ethics • Islam and Ethics • Laws of the land	• Through the study of utilitarianism and hedonism any career where one is required to weigh up the correct way to behave would be relevant here. Specifically, political careers, law and governance.
	<i>Dharmic faiths</i>	• Four Noble Truths of Buddhism • Eightfold path of Buddhism • Hindu Dharma • Hindu Pilgrimage • The 5K's of Sikhism	• As with ethical decision making this topic heavily refers back to questioning what is the right way to act i.e., a

		• Sikhs in Britain	belief if non-violence is key amongst these faiths. Therefore, any career that involves working with other, from peace keeping forces to humanitarian work.
	<i>Genesis</i>	• Genesis story • Genesis scripture • Covenant • Perspectives • Stewardship • Genesis 2 and equality • Genesis and Science • Islam and Creation	• The environment plays a key role when looking at what Genesis teaches us. The idea of stewardship and dominion could be a gateway to careers involving animal conservation or climate awareness.
	<i>Old Testament</i>	• How to use the Bible • Samson and Delilah • Daniel and the Lion • Leviticus • Tower of Babel • Story of job	• Stories of the Old Testament enlighten students of the beliefs of those who follow the Abrahamic faiths. This awareness would be useful in any career where one has to work with different cultures and beliefs and promotes tolerance to ideologies that can otherwise seem in opposition to secular thought.

	<i>Prophets and Covenants</i>	• Adam • Noah • Abraham • Moses • David • Jesus • Mohammad	• This is not linked to a specific career but would be useful for the types of jobs where an understanding of the Islamic faith would be necessary. We have seen in the past conflict arise when a lack of respect has been shown towards Islamic prophets and so this would act as a way of understanding their importance in the Islamic faith.
	<i>Parables of Jesus</i>	• What is a parable? • The Unmerciful Servant • The Rich Fool • The Good Samaritan • The Lost Sheep • The Prodigal Son	• Student examine the morals that Jesus tried to teach during his life. These morals are transferable to any career where decisions regarding right and wrong would be considered. Additional further exploration into the Christian faith such as working for the Church would be relevant here.

What resources can my child access for additional support?

BBC Bitesize

The Bible

The Qur'an

Teams

What enrichment opportunities are there and how do they support learning?

Geography Curriculum Vision / Intent:

Curriculum Leader: Mr Dunne

The study of geography by our pupils is undoubtedly the key to unlocking and extending their understanding and appreciation of their world. This ranges from the study of global physical features such as mountain ranges, deserts and rainforests, to the locations and characteristics of different countries and the people who live there. Studying geography provides a unique insight into the interactions – both positive and negative, intentional and unintentional – between us and the living world in which we live, which are crucial for pupils today to be aware of.

Geography is a highly dynamic and living subject, and geography teaching at The Hollins aims to embrace this quality. Through the use of a wide range of sources and adapting our curriculum to incorporate significant global and national events as they occur, our geography students are actively encouraged to work independently and within groups to engage with and pursuing the big geographical questions of ‘Who...?’, ‘What...?’, ‘Where...?’ and, perhaps most importantly, ‘Why...?’. Our pupils are encouraged to think critically about the information they are given and to present and justify their own views as balanced arguments.

Whilst geography can be taught in the classroom, it is our belief that it best experienced beyond it. We aim to allow all students the opportunity to experience geography beyond the classroom, through fieldwork activities and educational visits both within the UK and internationally. Through this, we aim to support and enrich classroom learning whilst developing the sense of awe and wonder which can only be obtained by physical experiences.

Curriculum Aims:

The year 8 curriculum builds on knowledge and skills developed in year 7. Pupils will be challenged to develop their understanding of the human and physical world and the interactions between these two at different scales, from local to international. During lessons, links will increasingly be drawn between current and previous topics, and through retrieval practice pupils will strengthen their prior knowledge in order to develop holistic understanding of their geographical knowledge as a whole.

Year 8 Geography Curriculum	Topics	Key Knowledge
Resources and sustainability	<i>A unit which introduces pupils to food, water and energy as resources. Pupils will look at how we use these resources and whether they can be</i>	• What <i>are</i> resources? • Why are resources so important? • How is our changing demand for food creating opportunities and challenges? • Do we have ‘food’ security? • Does the UK have enough water for everyone? • Why are energy demands increasing? • Can energy supply be made sustainable?

	<i>used in a sustainable way.</i>	Should the government allow 'fracking' in the UK?
Coastal change and challenges	<i>Pupils will look at how coastlines change over time, the impacts this can have on humans and how they can be sustainably managed.</i>	- What is the difference between constructive and destructive waves? - What is the difference between waves and tides? - How do erosion processes create landforms such as stacks and wave-cut platforms? - How do transportation processes create landforms such as spits and bars? - How can coastal processes affect people living along the coastline? - How can we protect coastal areas from erosion? - How can coasts be managed in a sustainable way?
Investigating Russia	<i>We will look at Russia, it's physical characteristics and some of the challenges and opportunities faced by this country in the 21st Century.</i>	- Just how big is Russia? - What are Russia's key physical characteristics? - How can a single country have such a diverse range of climates and biomes? - What challenges does Russia face in the 21st Century? - What opportunities does Russia have in the 21st Century? - Is Russia a rich country or a poor country?
River Landscapes	<i>This unit follows the River Severn from it's source in Wales to it's mouth on in The Bristol Channel, looking at the physical landforms and human activity along it's course.</i>	- What are the characteristics of the Severn and its drainage basin? - Why do distinctive landforms develop in each stage of a river's course through erosion and deposition? - Why do rivers create waterfalls and Meanders? - What is flooding and how does it impact humans?
Globalisation	<i>In this unit, pupils will consider how their lives are increasingly connected to places around the world, and</i>	- What is globalisation? - How has globalisation changed over the last 50 years? - How has globalisation affected employment patterns in the UK? - What is containerisation and how has it impacted our lives? - How has globalisation resulted in the rise of transnational companies? - Where do our clothes really come from?

	<i>the impacts this has at different scales.</i>	• What can we find out about the clothing supply chain? • Is Fairtrade a more sustainable approach to a globalised economy?
Fieldwork study Environmental quality will decline the closer you are the town centre	<i>Pupils will study theory behind Burgess' land-use model and plan and undertake an investigation to establish whether it is true of Accrington</i>	• What is a 'land use model'? • Who was Ernest Burgess, and what did he propose? • What is the difference between a hypothesis and a key question? • How can we investigate Burgess' theory? • How can we make sure we will be safe when completing fieldwork? • What would be the best way to present our findings? • To what extent does Burgess' model fit what we found out? • Having done the investigation, what would you change to improve it if you did it again in the future?

What enrichment opportunities are available and how do these support learning?

- Visit to Iceland (Y9/10) – Supports cultural capital and a wide range of knowledge required for GCSE geography
- Fieldwork within the local area – supporting the development of geographical skills learned in the classroom
- Local visits and walks – pupils should be familiar with their immediate surroundings

What resources can my child access for support?

www.bbcbitesize.com

www.teachitgeography.co.uk/ks3

www.geography.learnontheinternet.co.uk/ks3/index.htm

www.nationalgeographic.com

<https://timeforgeography.co.uk/>

www.rgs.org<https://www.oxfam.org.uk>

<https://www.internetgeography.net/>

History Curriculum Vision / Intent:

Curriculum Leader: Mr Watson

History aims to provide all pupils with a high-quality education that will help them gain a broad, balanced & coherent understanding of the rich vibrancy of Britain's past and its unique interconnections with the wider world. It has at its heart a desire to fire pupils' curiosity and give them an increasing thirst for learning about the past.

To this end pupils, are progressively challenged to understand the complexity of people's lives in the past, the significance of key events and the process of change overtime, all within the context of their own lives. The history curriculum is designed to equip all pupils with an increasingly sophisticated ability to ask perceptive questions, think critically, weigh evidence, sift arguments & refine their perspective and judgement. In this way it is intended to support the development of the whole child and furnish them with a range of key concepts and key skills that enable them to reach their full potential.

Curriculum Aims:

Year 8 History Curriculum	Topics	Key Knowledge	Careers link
Theme: Revolution & People	'A world turned upside down' Is this an accurate description of what happened to UK during 17th & 18th C?	Why Here & Now: This unit has been <u>specifically chosen/ sequenced</u> here since it further develops many of the strands of the Power & People theme covered in Year 7 by focusing on the fortunes of another controversial royal family (Stuarts) & allows pupils to investigate how their aims, ideas & actions <u>revolutionised the country</u> in 17 th 18 th C. By the end of this unit pupils will know: 1. the causes of the English Civil War & the factors which led to Parliaments victory/ Kings execution. 2. the key changes that occurred in Britain during the Interregnum & Restoration, including interpretations of Cromwell & Charles II. 3. why some parts of Britain were gripped by a 'witch-craze' during 17th C. 4. how united the United Kingdom was from the Glorious Revolution 1688 to the Jacobite Rebellions 1715 & 1745.	Career Links: Can be made to jobs that require: • a strong sense of national pride & an ability to follow orders using your own initiative like a police officer. • a keen interest in politics & an ability to interpret complex data like a political analyst. • a passionate desire to preserve historic sites so people can enjoy them for years to come like a heritage manager.

Theme: Revolution & People	‘A world turned upside down’ Is this an accurate description of what happened to UK during 17th & 18th C?	<u>Why Here & Now:</u> This unit <u>continues to broaden & refine</u> the Revolution & People theme by analysing <u>one of the momentous revolutions in world history</u> & gives pupils the opportunity to assess how far it lived up to its own grand ideals of liberty, equality & fraternity before descending into the senseless slaughter/ death of the Terror <u>By the end of this unit pupils will know:</u> 1. the long/ short term causes of the French Revolution & why 1789 was such a critical turning point. 2. the reasons why the King was executed in 1794 (not 1789!) & how his death sparked intense debate about how the country should be run. 3. why the grand ideals of the Revolution metamorphose into The Terror. 4. about controversial revolutionary leaders like Robespierre & Napoleon	• a keen interest in working abroad & an ability to empathize with people from different countries like in the diplomatic service. • a strong desire to champion the rights of less fortunate people in society like working for the citizens’ advice bureau. • an ability to carry out high-level original research that generates new knowledge like an academic researcher.
	Progress, Poverty & Protest: Does this accurately sum up what happened to Britain during the Industrial Revolution?	<u>Why Here & Now:</u> This unit <u>adds further complexity/ refinement</u> to the Revolution & People theme by exploring the causes/ consequences of <u>another equally ground breaking revolution</u> & challenges pupils to assess the pros/ cons of Britain’s transformation into The First Industrial Nation & Workshop of the World. <u>By the end of this unit pupils will know:</u> 1. the key changes that occurred in Britain during the Industrial Revolution. 2. similarities/ differences between local and national patterns (Saltaire) 3. how different groups reacted to these changes & how effective their different forms of protest were (Luddites) 4. the consequences of Britain’s rapid industrialisation/ urbanisation by 1900 (case study Jack the Ripper)	

What enrichment opportunities are available and how do these support learning?

- **Wider Reading Tasks:** Pupils will be challenged to review a number of articles from leading historical publications in a way that builds on/ extends their knowledge of the topics mentioned above (e.g. '*Charles Henri Sanson: Royal Executioner during French Revolution*' All About History Magazine)
- **Design a 'recruitment poster' for the English Civil War competition:** Pupils will research the different ways in which the English Civil War divided the country & drum up support for the side they would most like to be on – Cavalier or Roundhead?
- **Research Project:** Pupils will research the key characteristics of Werewolf trials in Europe in 16th Century by comparing them to witch trials in Britain during the same period.
- **Trip to Saltaire:** Pupils will investigate this unique example of an industrial village & decide to what extent Titus Salt was a different kind of factory owner during the Industrial Revolution.

Where can I go for more information?

www.bbc.co.uk/bitesize/topics/zk4cwmn/articles/zxxgg7h#z7fxxbk

Check out the video clip by *BBC Bitesize* for a good overall view of the English Civil Wars.

<https://m.youtube.com/watch?v=FA5abHKvUBQ>

This clip by *Horrible Histories* notes some the things Charles IIs is renowned for in history - in the best song ever, King of Bling!

<https://www.bbc.co.uk/programmes/p00w4p7y>

This clip by *BBC Curriculum Bites* details some of key players involved in the Pendle Witch Trail 1612.

<https://m.youtube.com/watch?v=VEZqarUnVpo>

This short animation by *Nutshell* explores the major causes, events & effects of the French Revolution.

<https://m.youtube.com/watch?v=x9BdVHCuNPs>

In this video by *BBC Teach*, historian Ander Marr tells the story of Britain's Industrial Revolution.

Curriculum Intent:

Our mathematics curriculum is designed to develop pupils' fluency, reasoning, and problem-solving skills, enabling them to think mathematically and apply their knowledge with confidence. Through a mastery approach, we promote deep and adaptable understanding of mathematical concepts, moving beyond surface-level learning. Pupils are encouraged to embrace challenge, learn from mistakes, and build resilience in a supportive environment that nurtures self-belief. A strong foundation in early number sense is prioritised, equipping younger learners with the tools to reason and solve problems effectively. The curriculum emphasises the development of rich mathematical vocabulary to support clear and precise communication. Concepts are introduced gradually and revisited through interleaving to strengthen retention and deepen connections across topics. We are committed to ensuring that mathematics is accessible and ambitious for all learners, with teaching tailored to meet diverse needs. High-quality, research-informed resources underpin our approach, and real-world applications are embedded throughout to demonstrate the relevance and power of mathematics in everyday life.

What resources can my child access for additional support.

All Year 8 students will have access to Dr Frost Maths, an online platform that supports independent learning through practice questions and instructional videos. As part of their weekly routine, students will be set homework tasks on Dr Frost Maths to help consolidate their classroom learning.

In addition, some students who are identified as needing extra support with numerical fluency will also be given access to Times Tables Rock Stars, a fun and engaging platform designed to build confidence and speed with multiplication and division facts.

The Hollins – Scheme Work: Year 8

Unit NP9 - Estimation & Use of the Calculator • Using the calculator effectively • timetables - with and without the time button on the calculator. Solving problems with time accurately and by estimating. Converting units of time with/without calculator • approximating the position of numbers on a number line, approximate metric/imperial conversions (with a calculator) • approximating powers and roots • error intervals for rounded numbers, including representing on a number line • estimating the answer to calculations • related calculations • truncation and error intervals • rounding to sf	Careers: Engineer, Logistics Coordinator, Data Analyst Skills: Estimation, calculator fluency, time management, unit conversion, interpreting time and data
Unit NP10 - Proportional Reasoning • direct and inverse proportion • Comparing quantities (value for money, exchange rates, etc) • Scaling up/down - recipes, shapes (simple enlargements), etc	Careers: Chef, Architect, Economist Skills: Scaling, comparing quantities, proportional thinking, real-world problem solving
Unit NP8 - Percentages, Fractions and Decimals • recurring and terminating decimals • multiple representations of % - shading shapes, bars • % of an amount; percentages greater than 100% • percentage of an amount with decimal multipliers • expressing one number as a % of another • percentage increase and decrease (finding the % and adding/subtracting), fraction increase and decrease • the effect of multiplying by numbers between 0 and 1 compared with numbers greater than 1 • percentage increase and decrease, decimal multipliers • finding a percentage change	Careers: Banker, Retail Analyst, Statistician Skills: Financial literacy, data interpretation, decision-making, understanding change and growth

Unit A4 - Linear Equations • understanding equality and balancing • simple one-step solutions (four rules) • two-step solutions (four rules), including with brackets • solving equations with the unknown on both sides • simple equations with the unknown in the denominator • applications and problems, including forming and solving equations in a geometric or “real-life” context	Careers: Engineer, Software Developer, Mathematician Skills: Algebraic reasoning, problem-solving, applying maths to real-life contexts
Unit NP11 - Ratio • Ratio notation, expressing relationships as ratios • Simplifying ratios, including those using fractions scaled up to make integers • Unit ratios, applications to scale drawings and maps • Fractions from ratios - expressing each part as a fraction of the whole and writing equivalent ratios as equivalent fractions • Finding the value of parts of a ratio given other parts or the whole	Careers: Designer, Surveyor, Pharmacist Skills: Ratio reasoning, scaling, interpreting relationships, converting between forms
Unit GM1 - Drawing, Measuring and Constructing • Points, lines, rays and segments, using a ruler to measure lines, labelling segments correctly • Using a protractor to measure angles, labelling angles correctly, type of angles, estimating angles • Using a compass to draw circles and arcs; construct and equilateral triangle and a hexagon (60/120 degree angles) • Constructing triangles given SSS, SAS, ASA	Careers: Architect, Engineer, Designer Skills: Precision, technical drawing, spatial awareness, use of tools
Unit GM2 - Polygons & Angles • Naming and recognising the features of other polygons, including interior angles increasing by 180 • Angles in parallel lines (alternate, corresponding, co-interior) • Bearings	Careers: Architect, Civil Engineer, Surveyor Skills: Understanding geometric properties, spatial reasoning, interpreting diagrams

Unit NP4 - Powers, Roots and Primes • addition and subtraction rules with positive indices • Prime numbers, product of primes, using the primes as building blocks (Fundamental Theorem of Arithmetic), applying the prime factorisation to find the factors of (large) numbers; intro to HCF with primes	Careers: Cryptographer, Mathematician, Computer Scientist Skills: Prime factorisation, exponent rules, analytical thinking, problem decomposition
Unit GM3 - Area • Defining area, counting squares, rectilinear area • Area of triangles and quadrilaterals (incl. kite, parallelogram, trapezium) • Area of a circle, answers rounded • More complex areas of compound shapes, problems involving area • volume of cubes and cuboids	Careers: Builder, Architect, Engineer Skills: Area and volume calculation, spatial reasoning, practical problem-solving
Unit A5 - Formulae • evaluating expressions and formulae by substitution, including inputs and outputs (function machines where necessary) • Writing formulae in words and letters, including SDT/DMV/PFA • generating sequences from formulae • rearranging linear formulae • rearranging non-linear formulae (involving powers and roots)	Careers: Engineer, Data Analyst, Scientist Skills: Substitution, formula manipulation, sequence generation, algebraic thinking
Unit A6 - The Cartesian Grid • drawing an accurate Cartesian grid and plotting 2D coordinates in four quadrants • introduction to two-dimensional vectors • finding the midpoint of a line segment • expressing number relationships algebraically • expressing number relationships graphically, as a means of picturing the relationship • plotting quadratic number relationships on a Cartesian grid given the algebraic form of the relationship • reading values of variables from a graph (including quadratic, piecewise linear, exponential and reciprocal graphs) • drawing and recognising graphs of $y=n$ and $x=n$	Careers: Game Developer, Engineer, Data Scientist Skills: Graph interpretation, coordinate geometry, algebraic and graphical relationships

• finding integer gradients using 1 across, 'm' up/down • use the gradient and y-intercept of a line to write the equation in the form $y = mx + c$; is a point on a line? • Identify parallel lines from their equations	
Unit A7 - Introduction to Sequences • generate terms of a sequence from term-to-term and position to term rules; find missing terms in a sequence • find and use the nth term of an arithmetic (linear) sequence • recognise common sequences (triangular numbers, square numbers, cube numbers, Fibonacci-style sequences) • working with visual and algebraic representations of arithmetic sequences	Careers: Mathematician, Software Developer, Economist Skills: Pattern recognition, sequence generation, algebraic thinking

MFL Curriculum Vision / Intent:

Curriculum Leader: Miss King

Modern Foreign Language teaching at The Hollins is interactive, challenging and enables students to become resilient, independent and confident communicators, which are invaluable skills that they will need throughout their school careers and beyond. The aim of MFL at The Hollins is to introduce pupils to language learning skills that they can apply to learning other foreign languages in the future. Our aim is to spark curiosity and we always encourage our pupils to ask questions. We believe in the importance of making links with different languages and especially with their native one, English.

Curriculum Aims:

We want to develop pupils with the ability to speak spontaneously and with confidence in French or Spanish. In addition, we also teach students about the culture of French/ Spanish speaking countries around the globe both in lessons and during our extra-curricular activities, encouraging understanding and acceptance of other beliefs and cultures reflecting our diverse intake with a view to breaking down preconceptions or stereotypes. To further promote cultural understanding in lessons, the use of authentic videos and songs capture students' imaginations as they piece language together to decode meaning and become independent and resilient linguists.

MFL students are challenged from the minute they walk in to their language lessons. MFL teachers use the target language as much as possible to immerse students into Foreign Language worlds. Pupils are encouraged to speak as much French or Spanish as possible and interact with the teacher and each other in the target language.

MFL at the Hollins equips pupils for lifelong language learning and we echo the Hollins' ethos that our pupils deserve nothing less than the best education - each and every one of our pupils deserves this. We seek to create characters who breed tolerance, empathy and respect within our local community, the wider world and in life to become responsible citizens who can make a positive contribution to society.

In Year 8, pupils will study French or Spanish for 4 hours a fortnight. They will continue with the language they started in Year 7.

Year 8 French Curriculum	Topics	Key Knowledge	Careers link
Term 1	-er verbs Town	• To know a list of common, high frequency ER verbs in French • To say where pupils live, being able to say the country, town and area of town. • To be able to conjugate –er verbs in the present tense. • To describe their town by explaining what there is and there is not.	• GCHQ • Employability skills: mental

		• To describe activities that can be done in the region. • To link grammar structures together ('il y a' and 'on peut'). • To start to conjugate 'pouvoir' in the present tense. • To be able to give opinions about their town and other towns. In the first term, pupils will be re-immersed in the target language and a lot of work will be done around the interaction language. Some of the support will be removed to promote memory and independent learning. Pupils will practise the knowledge in reading, listening, writing, speaking and with translation. Pupils will also be able to manipulate the grammar. Pupils will be exposed to more French culture.	flexibility and memory skills
Term 2	House	• To be able to describe their house (rooms in the house, description using a range of adjectives). • To describe activities that can be done in the house (recap of 'pouvoir'). • To be able to give a description of their bedroom. • To be able to talk about the main furniture in the house. • To learn the prepositions in French. • To recap adjectival agreement. • To be able to tell the time in French. • To be able to describe their daily routine and to learn the reflexive verbs linked to that topic. • To be able to describe their ideal house. • To start to learn the conditional in French. Pupils will practise the knowledge in reading, listening, writing, speaking and with translation. Pupils will also be able to manipulate the grammar. Pupils will be exposed to more French culture.	• British Council • Employability skills: verbal and spatial abilities, increase reading comprehension, using logic and cultivating cultural awareness
Term 3	Film study - 'Le Petit Nicolas'	• To be able to describe characters from the film. • To learn the comparatives. • To learn about chores in the house. • To learn the verb 'faire' in the present tense using all subject pronouns. • To be able to reproduce an extract from the film (cross curricular with Drama).	• Working overseas • Employability skills: curiosity, higher order thinking skills and

		• To start learning the past tense in French. • Pupils will be able to complete one cross-curricular activity linked with the film. Pupils will practise the knowledge in reading, listening, writing, speaking and with translation. They will practise how to describe a photo. Pupils will also be able to manipulate the grammar. Through the film, pupils will exposed to life before at school in France and how it is nowadays.	higher self-esteem. • Listening skills and cognitive skills
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Year 8 Spanish Curriculum	Topics	Key Knowledge	Careers link
Term 1	- AR verbs - School	• To know a list of common, high frequency AR verbs in Spanish • To be able to conjugate –ar verbs in the present tense. • To describe their school by explaining what there is and there is not. • To describe activities that can be done in the school • To link grammar structures together ('hay' and 'se puede'). • To start to conjugate 'estudiar' in the present tense. • To be able to give opinions about their school • To learn key conditional phrases • To be able to describe teachers using a range of adjectives (& revise adjectival agreement) • In the first term, pupils will be re-immersed in the target language and a lot of work will be done around the interaction language. Some of the support will be removed to promote memory and independent learning. • Pupils will practise the knowledge in reading, listening, writing, speaking and with translation. Pupils will also be able to manipulate the grammar. Pupils will be exposed to more Spanish culture.	• GCHQ • Employability skills: mental flexibility skills and memory

Term 2	Free Time Activities Sports	• To talk about sports in Spanish. • To work on sounds to be able to say and spell words in Spanish. • To be able to give an opinion and a reason for that opinion in Spanish. • To learn the verbs 'hacer' and 'jugar' in the present tense. • To learn adverbs of frequency to say how often we do something • 1st person preterite tense	• British Council • Employability skills: verbal and spatial abilities, increase reading comprehension, using logic and cultivating cultural awareness
Term 3	Film study – Zipi y Zape	• To watch a real film trailer in Spanish • Revise physical descriptions / personality adjectives • Revise school vocabulary and use it in new contexts • To learn the rest of the preterite tense to describe what happened in the film Pupils will continue learning about the Spanish culture.	• Working overseas • Employability skills: curiosity, higher order thinking skills and higher self-esteem. • Factfile – why Spanish is useful in the world of work

What resources can my child access for additional support?

- Pupils have access to www.languagehut.com where they can play a range of games to practise the language learnt in class.
- Knowledge organisers for each topic can be found on Teams so that could help your child learning and revising the vocabulary covered in class.
- Pupils can access the online dictionary www.wordreference.com
- www.languagesonline.org.uk will help pupils with vocabulary and grammar.
- www.quizlet.com Quizlet tasks/games to do online competitions and vocabulary consolidation.

What enrichment opportunities are there and how do they support learning?

- Opportunity to read French / Spanish magazines e.g. Mary Glasgow to aid reading for pleasure.
- Pupils are exposed to authentic materials in both languages.
- Video clips of Spanish schools so that students can have a better understanding of the Spanish school system and how it differs from ours.
- Film study in Spanish / French.

Music Curriculum Vision / Intent:

Music teacher: Mrs A McManus

Music can be both a very communal or personal experience and it is our intent to give students the opportunity to explore their curiosities with an exciting and vibrant curriculum. At The Hollins, students will be able to explore the world of music through performing, singing, composing, listening, reviewing and evaluating a wide range of musical genres, traditions and styles that are reflective of the cultural diversity that is shared by our school and town. They will get the opportunity to explore work from some of the world's greatest composers and musicians. We want students to become engaged and inspired to develop a love of music and showcase their talent as musicians.

It is important that there is an opportunity for students to participate in music beyond that of curriculum lessons, to allow them to develop and nurture their own interests and talents. All students have the opportunity to learn to play a musical instrument and they will be able to access this at any stage of their education. Students will also have the opportunity to explore music through a variety of extra-curricular clubs.

Music is one of the very core fabrics of life; a universal language that allows all human beings to interact. Students at The Hollins, therefore, are in prime position to be able to create what will for them become a deeply personal experience.

Curriculum Aims:

In Year 8, students will be in receipt of one hour's music tuition per week. Students will build the core concepts of musicianship introduced at Year 7 and continue explore the role of music in a variety of contexts. Over the course of the year, they will

- Build on the skills of notation reading (tab, drum notation, traditional notation and chord symbols) acquired in year 7.
- Develop their instrumental skills through the focus on rock band instruments and engage in ensemble performance.
- Learn about song writing and composition through areas of study on hooks, riffs, the blues and reggae.

Year 8 Music Curriculum	Topics	Key Knowledge	Careers link
Topic 1	Notation of melodies (treble clef with bass clef accompaniment	• Retrieval and consolidation of work done in year 7 on reading of treble and bass clef • Extension of pitches read on treble and bass clef • Use of guitar tablature for reading melodies • Position of the open strings/ fret numbers	• Skills linked to professional musicianship

Topic 2	and guitar tablature) Notation of and structure of chords (treble/bass clef and guitar tab)	• Notation of chords using treble clef/bass clef and chord symbols (keyboard) • Formation of triad chords (major/minor) • Reading of chords both as symbols and tablature notation (guitar)	• Music editing and publishing
Topic 3	Hooks and riffs	• The difference between a hook and a riff • The importance of hooks and riffs to the success of a pop song • Performance of well-known songs with hooks/riffs (keyboard) • Composing a hook/riff (guitar or keyboard)	• Song writer/composer • Music historian • Professional musicianship skills
Topic 4	Blues	• The history of the Blues and links to slavery • Learning of 12 bar blues chord progression • Learning of the blues scale • Improvisation using blues scale layered over 12 bar blues • Learning the features of typical blues lyrics followed by composing a blues song	• Session musician • Professional musicianship skills • Music events manager • Music journalism
Topic 5	Reggae	• The history of Reggae and links to Jamaican culture/politics • Off-beat rhythms/skanking/quavers/chords • Musical layers of reggae • Analysis and class performance of ‘Three Little Birds’ by Bob Marley	
Topic 6	Rock Band/ensemble skills	• Reading of bass tab, guitar tab, drum notation and keyboard chords • Students choose individual focus instrument • Individual and class performances of ‘Songbird’ by Oasis	

What enrichment opportunities are available and how do these support learning?

- All students have an opportunity to learn to play an instrument through extra-curricular provision, giving students the opportunity to further enhance their musicianship.
- All students are able to develop their musical palate through such extra-curricular clubs as samba band, ukulele group, choir and a rock band. Students can apply their curriculum knowledge whilst exploring music in a wide range of genres from some of the world's most prolific composers and musicians.
- School productions, allowing students to express themselves through several performing arts including acting, singing, and dancing
- Extra-curricular visits to concert performances and places of musical interest in order to further interact with live performance and the history of classical and popular music from around the world.

Where can I visit to help with my learning?

• The Beatles Story <i>Britannia Vaults, Albert Dock, Liverpool L3 4AD</i> https://www.beatlesstory.com/ • British Music Experience <i>Cunard Building, Liverpool, L3 1DS</i> https://www.britishmusicexperience.com/ • The Palace Theatre, Manchester <i>97 Oxford Street, Manchester, M1 6FT</i> https://www.atgtickets.com/venues/palace-theatre-manchester/	• The Lowry <i>Pier 8, the quays, Salford, M50 3AZ</i> https://thelowry.com/ • YouTube/Spotify <i>Playlists to explore a wide range of genres</i> • BBC iPlayer <i>Documentaries and performances to support curriculum learning</i>
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Physical Education Curriculum Vision / Intent:

Curriculum Leader: Mrs Murray

The Physical Education department is committed to providing opportunity for participation, enjoyment and performance in a range of physical activities with active, challenging and dynamic learning situations. Lessons are designed to cater for each individual pupil in respect of promoting the development of movement co-ordination and the acquisition of motor skills. Pupils will be taught concepts that are designed to create a positive and meaningful environment that better nurtures physical literacy. By shifting the focus of the curriculum and the success criteria of each lesson, we are doing so much more than getting students active, we are delivering meaningful learning that truly harnesses the learning potential of physical activity and sport, whilst improving the experiences within PE for every child.

Curriculum Aims:

The concept curriculum is designed to be accessible and all students are entitled to have the opportunity to progress and reach appropriate levels of attainment in order to realise their potential. This involves teachers matching tasks to the needs, interests and abilities of the students in a learning situation which is challenging and stimulating. Ultimately, teaching and learning strategies are designed to stimulate, enthuse and enable students to gain personal satisfaction from their participation. At the Hollins our aim in physical education is to encourage all pupils to actively engage in lifelong physical activity.

Year 8 PE Personal Development		Activities	Key Knowledge	Careers link (Employability skills)
Half term 1	Communication	Girls -Volleyball, Netball and Fitness runs.	Know This lesson objective will focus on the cognitive domain. Students will focus on the ' Rules, tactics and compositional ideas '.	Importance of verbal communication. How non-verbal communication can be used effectively. Conflict resolution. Importance of questioning when communicating. How to give and receive feedback.
		Boys - basketball, Football and Fitness runs.	Show This lesson objective will focus on the physical domain. What movement or skills will students practice and develop with a focus on ' Motor competence '.	
Half term 2	Resilience	Girls -basketball, Football and Fitness runs	Grow This lesson objective will focus on student's ability to develop, demonstrate and learn to transfer skills, attitudes and values with a focus on ' healthy participation '.	Why resilience is important. How to embrace failure. Applying marginal gains. Why persistence is important. What being proactive look like. Applying a growth mindset
		Boys -Volleyball, rugby and fitness.		

Half term 3	Emotional Intelligence	Girls- Dance and Fitness	Pupils will experience competition in the following activities: • Cross Country • Netball • Football. • Handball • Basketball • Athletics	Why emotional intelligence is important. How emotions impact your decision making. Expressing your emotions appropriately
		Boys-Table tennis and Fitness		
Half term 4	Emotional Intelligence	Girls-Handball and Football		Being able to show empathy. Understand the concept of patience. To understand what adaptability is. Coping with pressure.
		Boys-Table tennis Rugby		
Half term 5	Intra personal skills	Girls-Strike and field and Athletics		
		Boys- Strike and field and Athletics		
Half term 6	Intra personal skills	Girls Strike and field and Athletics		
		Boys-Handball and Athletics		

What resources can my child access for additional support?

Information and resources for different sports can be found in the relevant National Governing Body websites. The BBC Sports Academy website is also a useful resource: <http://news.bbc.co.uk/sport1/hi/academy/default.stm>

What enrichment opportunities are there and how do they support learning?

There is an extra-curricular programme run by the PE department. Clubs are open to all students and (where applicable) competitive teams are selected from those students who attend the clubs. The department also runs a regular inter-house competition, giving all students the opportunity to represent their house in an organised competition.

PSHE Vision / Intent:

Curriculum Leader: Miss Guiste

At The Hollins we will teach your children how to be safe and healthy in all aspects of school life. The development of the whole child is at the heart of PSHE. We aim to remove barriers to learning, raise aspirations and prepare them for life after school. In PSHE, students will explore the three core themes for successful living which are, health and wellbeing, relationships and living in the wider world (including economic wellbeing, finances, enterprise and career education).

The true emotional development of our students will be shown through their empathy for others and self-awareness. We explore topics relevant to young people growing up in Accrington, specifically and overall, in Britain in the 21st Century. Through the delivery of our PSHE curriculum we aim to address issues such as teenage pregnancy, substance misuse, unhealthy eating and lack of physical activity. Our aim is to produce 'Mentally Healthy' students who have emotional and physical coping mechanisms for life. We are continuously developing the curriculum to keep our students up to date with relevant issues in our ever-evolving society, for example the addition of lessons that address knife crime, county lines and image sharing.

Our PSHE curriculum will prepare our students for the plethora of situations life may offer any individual. Students have opportunities to meet and work with people from different backgrounds including the Police, NHS staff, Ministry of Defence, ex-drug addicts, Gambling agencies and Hyndburn and Ribble Valley (HARV) Domestic Abuse Team. Ultimately, we ensure that all pupils at every level receive a rich and fulfilling Citizenship/PSHE curriculum to ensure that they are valuable members of our school and local communities.

Curriculum Aims:

At KS3 we consult the agreed syllabus to ensure the main themes are covered.

Year 8 PSHE Curriculum	Topics	Key Knowledge	Careers link
	<i>Health and Wellbeing</i>	• Self esteem • Impact of social media • Mental health stigma • Coping Strategies • Personal safety • Emotional Literacy • The dangers of vaping, smoking and drugs • Healthy Lifestyles	• Health care worker • Mental Health advisor • Police

	<i>Relationships and Sex Education</i>	• Healthy Relationships • Marriage • Break up • Peer Pressure • Challenging relationships: Gangs • Sex and Discrimination • Attraction, Intimacy and Consent • Gender Roles	• Police • Counselling services
	<i>Living in the Wider World</i>	• Racism • Extremism • Radicalisation • Cult Leaders • Radical groups • Laws • Disability and the media • LGBTQ+ Rights • Hate crimes • Homelessness • Discrimination • Financial choices	• Diversity and Inclusion Officers/Managers • Human Rights Lawyers/Activists • Community Organisers • Civil Rights Investigators • Journalists and Media Professionals • Psychologists and Counsellors • Policy Analysts and Advocates • Activists • Journalists and media professionals • Counsellors and Mental Health Professionals • Youth workers • Policy Analysts and Advocates • Media and Communications Professionals

			• Interfaith and Intercommunity Leaders • Civil Society Organisations
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What resources can my child access for additional support?

Current affairs:

BBC Newsround (website): <https://www.bbc.co.uk/newsround>

BBC bitesize (website): <https://www.bbc.co.uk/bitesize/subjects/ztv9j6>

Charity

Christian Aid (website) <https://www.christianaid.org.uk/our-work/what-we-do/gender-power-and-inclusion>

Islamic relief (website): <https://www.islamic-relief.org.uk/about-us/what-we-do/funding-futures/>

Health

NHS (website): <https://www.nhs.uk/>

LGBT:

Stonewall (website): <https://www.stonewall.org.uk/>

What enrichment opportunities are there and how do they support learning?

Please see the whole school PSHE calendar

Science Curriculum Vision / Intent:

Curriculum Leader: Mr Carassale

Here at The Hollins our science staff aim to equip young people with the knowledge and skills they need to become ‘science thinkers’.

We want to empower students to develop a hungry curiosity about the world around them and value their own contribution – be it big or small.

Students need to firmly believe that science is important and relevant to all their lives and that the skills they develop are transferrable and far-reaching.

Science attainment and engagement are important considerations of good science teaching but the seeing the ‘bigger picture’ requires more diverse skill integration.

We want our students to ask questions, hunt for clues, gather information and develop ideas that lead to possible solutions. They shouldn’t be afraid to take charge, set goals and become resilient learners. Mistakes should be welcomed and accepted as a way to overcome problems and move forward.

Our school leavers need to feel that their science journey has been meaningful and had purpose for them as individuals, wherever their future path takes them.

Curriculum Aims:

The curriculum is designed to be accessible to all students with opportunities to progress and reach appropriate levels of attainment which realise their potential. Teaching staff match tasks to the needs and abilities of students and create a learning environment which is challenging and stimulating.

Ultimately, teaching and learning strategies are designed to equip students with the knowledge and skills needed to confidently proceed to the next level.

Year 8 Science Curriculum	Topics (covered by specialist science staff)	Key Knowledge	Careers link https://nationalcareers.service.gov.uk/job-categories/science-and-research . Career skills developed: planning, observation, analysis and evaluation. Examples of careers ...
Term1-3	<i>Biology</i>	• Health and lifestyle • Ecosystem processes • Adaptation and inheritance	Medical careers e.g., nursing, medicine and psychology. Environmental scientist, conservationist, zoologist and geneticist.

Term 1-3	<i>Chemistry.</i>	• The Periodic Table • Separation techniques • Metals and acids • The Earth	Chemists (laboratory, industrial and analytical). Materials scientists and chemical engineers Geologist and climate scientists.
Term 1-3	<i>Physics</i>	• Electricity and magnetism • Energy • Motion and pressure	Electrician and electrical engineer. Nuclear physicist. R & D and product/device design. Automotive scientist.

All students will have covered all the above topics by the end of year 8.

What resources can my child access for additional support?

What resources can my child access for support? Your child will have access to online resources through Kerboodle, www.bbcbitessize.com, Learning by Questions (LbQ), Seneca learning and other links (made accessible as required; some through Teams and Synergy).

What enrichment opportunities are there and how do they support learning? A range of enhancement activities have been used to support and develop wider application of scientific principles and increase awareness of the wider impact of science. These include visits (internal and external), science week activities, STEM activities and access to up to date virtual resources and experiences.