



YEAR 8

Curriculum Overview: September 2026 – February 2027

What will my child be learning up to February Half Term?

A guide for parents and carers to curriculum topics, learning questions and the knowledge and skills students develop.

Where half terms are specified, these indicate planned timing. Other entries describe unit sequences or projects; classes may move through them at different rates. DT Graphics, Resistant Materials and Food & Nutrition are taught through rotations, and PE activities depend on timetables, facilities and conditions.

The March to July 2027 overview will follow in January 2027.

Core subjects

English

Learning Journey to February

Questions students will be learning to answer

Mathematics

Learning Journey to February

- Decimals, mental calculation, money and estimation
- Positive and negative numbers; powers, roots and index notation
- Prime factors, HCF/LCM and area/volume
- Applying mathematics: unit conversion and interpreting distance-time and line graphs, as the sequence progresses.

Questions students will be learning to answer

- How do I use written methods to add and subtract with decimals?
- How do I calculate with money and estimate answers?
- How do I add, subtract, multiply and divide positive and negative numbers?
- How do I calculate using squares, square roots, cubes and cube roots?
- How do I use index notation for powers of numbers?
- How do I use prime factor decomposition to find the HCF and LCM?
- How do I derive and use the formula for the area of a triangle?
- How do I calculate the volume of cubes and cuboids?
- How do I convert between units to solve a problem?
- How do I interpret line graphs and describe a journey using a distance-time graph?

What this develops: Fluency, reasoning, calculation, estimation and application.

Religious Studies

Learning Journey to February

- Unit 1: Jesus – incarnation, the Trinity, temptation, salvation, the Law of Moses, the Kingdom of God, Holy Week, crucifixion, resurrection and the Stations of the Cross.
- Unit 2: Jewish identity – covenant and responsibility, deliverance, Pesach and Sukkot, commandments, Jerusalem, Hanukkah, persecution and Shabbat.
- Unit 3: Sikh beliefs and practices – equality, Guru Nanak, the 5 Ks, the Khalsa, the Gurdwara, langar, worship and the Guru Granth Sahib; questions about truth in the Bible.

Questions students will be learning to answer

- Who do Christians believe Jesus is, and what do incarnation and the Trinity mean?
- How and why was Jesus tempted, and how might these temptations relate to life today?
- How did views of salvation at the time of Jesus compare with his teachings?
- What did Jesus teach about the Law of Moses?
- What do the parables teach Christians about the Kingdom of God?
- How did Jesus challenge people's expectations?
- Why are Holy Week and Maundy Thursday important to Christians?
- What do the death and resurrection of Jesus mean to Christians?
- How do the Stations of the Cross communicate beliefs about Jesus' suffering and death?
- What does being the chosen people mean in terms of covenant, commandments and responsibility?
- How do Jewish history and the idea of deliverance contribute to Jewish identity?
- What do Pesach, the Seder plate and Sukkot express about deliverance and happiness?
- How do Orthodox, Reform and secular Jewish approaches to the commandments differ?
- Why are Jerusalem, the Temple and the Western Wall important to Jewish identity?
- How does Hanukkah relate to religious persecution and Jewish identity?
- Why is Shabbat important, and how does it connect Jewish people with holiness?
- What did Guru Nanak teach about equality and the caste system?
- How do the 5 Ks and the Khalsa express Sikh values?
- How do the langar hall and the sharing of food demonstrate equality and service?
- How do worship in the diwan hall and the Guru Granth Sahib express Sikh beliefs?
- What different functions does a Gurdwara fulfil?
- What might it mean to say that the Bible contains different kinds of truth?

What this develops: Religious and biblical literacy, interpretation of texts and symbols, comparison of beliefs and practices, explanation of identity and values, respectful discussion, evaluation and evidence-based judgement.

Learning Journey to February

- Physics: energy values of foods and fuels, fossil fuels and energy resources, energy stores and transfers, energy and temperature, and energy transfer by particles during conduction.
- Chemistry: reactions of metals with acids, oxygen and water, the reactivity series, displacement, extracting metals, ceramics, polymers and composites; the Earth and its atmosphere, rocks, the rock cycle, carbon cycle and global heating.
- Chemistry: elements and the Periodic Table, physical and chemical properties of metals and non-metals, groups and periods, Group 1, Group 7 and Group 0, pure substances, mixtures, solutions, solubility and separation techniques.
- Biology: photosynthesis, testing leaves for starch, leaf adaptations, transport of water in plants, plant minerals and fertilisers, respiration, variation, inheritance, natural selection and extinction.
- Biology: food chains and food webs, interdependence, bioaccumulation, ecosystems, competition, predator-prey relationships, adaptation and environmental change.
- Working scientifically: planning fair and reliable investigations, accurate and precise data, presenting data, analysing graphs and relationships, communicating scientific information, evaluating evidence and understanding how scientific knowledge develops.

Questions students will be learning to answer

- What are the energy stores involved in everyday energy transfers?
- How are the materials in rocks recycled through the rock cycle?
- Why are ceramics, polymers and composites suitable for particular uses?
- How can patterns in the reactivity series help predict reactions?
- What does pure mean in science and how are mixtures and solutions separated?
- What are the physical properties of Group 1, Group 7 and Group 0 elements?
- How do I use the Periodic Table to identify groups and periods?
- What are the properties of elements, metals and non-metals?
- What is natural selection and how do organisms become extinct?
- What are DNA, chromosomes and genes?
- What is variation and what is the difference between continuous and discontinuous variation?
- What is aerobic respiration and how does it compare with anaerobic respiration?
- What is a balanced diet and what are the effects of an unhealthy diet?
- How are leaves adapted to function and how is water transported through a plant?
- Why is photosynthesis important and how do we test a leaf for starch?
- How do organisms adapt to changes in their environment to survive?
- What kinds of competition happen between organisms in the wild?
- What is an ecosystem and how do organisms coexist within it?
- How can human activity disrupt food webs and affect ecosystems?
- How do food webs show feeding relationships between organisms?
- What is a food chain and how do energy and nutrients move through it?
- How good is the evidence and why is peer review important in science?
- What is the best way to explain science ideas clearly to others?
- How do I identify a linear relationship and use graphs to spot patterns and make conclusions?
- How can we show scientific data clearly using charts and graphs?
- What is the difference between accurate and precise data?
- How do I plan a fair and reliable scientific investigation?

What this develops: Working scientifically, practical investigation, data handling, scientific communication, biological, chemical and physical knowledge, and application of scientific ideas.

Humanities

Geography

Learning Journey to February

- Weather and climate: atmospheric pressure, air masses, the jet stream, ocean currents, rainfall, cyclones and anticyclones, local weather, extreme weather and climate change.
- Ecosystems and extreme environments: relationships between climate, environmental conditions and living things, and how ecosystems respond to change.
- Urbanisation and migration: settlement types, patterns and functions; housing demand, greenbelt and urban growth; migration, London, Windrush, refugees and asylum seekers.
- Dynamic economies and globalisation: global connections, transport and technology, economic sectors, changing employment in the UK and China, global brands, glocalisation and fair trade.

Questions students will be learning to answer

- What is the difference between weather and climate?
- How does air pressure influence weather and rainfall?
- How do air masses and the jet stream affect the UK's weather?
- How do ocean currents affect the climate of the UK?
- Why is the west of the UK wetter than the east?
- What are relief, convectional and frontal rainfall?
- What are cyclones and anticyclones, and how do they affect our weather?
- How do local factors create an urban heat island?
- Why did the UK experience a heatwave in 2022, and why does it experience extreme storms?
- What evidence shows that the climate is changing, and how can people adapt?
- How do ecosystems respond to environmental conditions?
- How are climate, plants and animals connected within an ecosystem?
- What makes an environment extreme, and how do living things cope with its conditions?
- How can environmental change affect an ecosystem?
- What are settlements, and how do their sizes, patterns and functions differ?
- What is the difference between settlement site and situation?
- Why is housing demand growing, and should we build on brownfield, greenfield or greenbelt land?
- How do cities grow, and what are suburbanisation and counterurbanisation?
- Why do people migrate, and what are push and pull factors?
- How has London grown and changed, and who are the Windrush generation?
- What is the difference between refugees and asylum seekers?
- What is globalisation, and how have transport and technology accelerated it?
- What are the primary, secondary, tertiary and quaternary economic sectors?
- How have jobs in the UK changed, and how does the Clark-Fisher model show economic change?
- How has industrialisation affected people and the environment in China?
- How do global brands such as McDonald's grow, and what is glocalisation?
- What are the advantages and disadvantages of globalisation, and how can fair trade reduce its negative impacts?

What this develops: Geographical vocabulary, understanding of physical and human processes, interpretation of weather charts, rainfall diagrams and economic models, use of named examples, explanation of change, evaluation of evidence and geographical judgement.

History

Learning Journey to February

- Empires: Inca, Ottoman and Mali
- England and the Islamic world in the 16th century
- The trans-Atlantic slave trade and experiences of enslaved people

Questions students will be learning to answer

- What are empires and how are they formed?
- Who were the Inca, Ottomans and Mali and how did they build their empires?
- How did trade and conflict link England with the Ottoman Empire?
- How did migrants from the Islamic world change Britain?
- How were West Africans captured and what were the experiences of enslaved people?
- How did enslaved people resist?
- How valuable are historical sources for learning about the past?

What this develops: Causation, consequence, source evaluation and historical judgement.

Creative Arts and Physical Education

Art

Learning Journey to February • Unit 1: Landscapes: students study landscape art through Vincent van Gogh and explore line, mark-making, pen and ink, pen and wash, collage, acrylic painting and watercolour. • Unit 2: Appliqué: students draw from nature using British birds, simplify shapes and markings, and move from drawing and paper collage towards textile construction.	Questions students will be learning to answer • How does Van Gogh use line and mark making to create a successful drawing? • How do I use pen and ink successfully like Van Gogh? • How can I create a successful drawing using pen and water? • How do I use a paintbrush correctly? • How will I use torn paper to create a successful landscape? • How would I extend a piece of work by David Hockney? • How would I approach painting a flower with watercolours? • How do I draw from nature? • What do British birds actually look like and how do you distinguish one from another? • How do I simplify a bird and decide what to leave out and what to include? • How do I cut fabric accurately? • How do I use needle and thread to sew pieces of fabric together? • How do I sew neatly? • How could I utilise the ideas of the designers studied to embellish your final piece?
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What this develops: drawing, mark-making, painting, colour theory, mixed media, composition, artist research, textile construction, sewing, safe use of tools and materials, experimentation and evaluation.

Drama

Learning Journey to February • Detectives • Guernica • Stereotypes and Storytelling • Melodrama	Questions students will be learning to answer • What makes a detective and how can evidence be used in performance? • How can flashback and interrogation develop a dramatic case? • How can drama communicate the impact of conflict in Guernica? • How can physical theatre and abstract techniques communicate ideas? • What is a stereotype and how can it be presented responsibly? • What techniques make storytelling effective? • What are the characteristics of melodrama?
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What this develops: Characterisation, vocal and physical skills, audience awareness, confidence, devising and performance.

Music

Learning Journey to February

- Pop music structure and C major scale
- Cubase and digital music production
- Drum kit, notation and syncopation

Questions students will be learning to answer

- What is the structure of pop music?
- How do I set up a Cubase project?
- How do I use the notes of the C major scale in practical music-making?
- How do I organise musical ideas into sections using pop song structure?
- What are the different parts of the drum kit?
- What is drum notation?
- What is syncopation?
- How do I use Cubase to organise and refine a piece of digital music for assessment?

What this develops: Musical vocabulary, performance, notation, composition and digital production.

Physical Education

Learning Journey to February

- Football: varied passing, dribbling and turning, shooting, movement off the ball, attacking width, overloads and defensive techniques.
- Netball: passing and catching under pressure, footwork, timing and support play, dodging, shooting, marking and interceptions.
- Gymnastics: rotations, jumps, individual and partner balances, counterbalance and counter-tension, controlled low-level flight movements and fluent group sequences.
- Handball: ball retention, support angles, attacking space, fast breaks, shooting under pressure, marking and interceptions.
- Badminton: ready position, overhead clear, smash, disguised drop and flick shots, shuttle placement, singles and doubles tactics and scoring.
- Rounders: throwing and catching, fielding under pressure, batting placement, legal bowling, team tactics and officiating.
- Basketball: triple threat, jump shots and lay-ups, rebounding, cutting to create space, pass denial and defensive positioning.

Questions students will be learning to answer

- Football: How can I select an effective pass and move into space to help my team retain possession?
- Football: How can turns, attacking width and timed runs help my team outwit defenders?
- Football: How do I choose an appropriate shot and use jockeying and tackling effectively in defence?
- Netball: How do I time my movement and pass to support an attack while following footwork rules?
- Netball: How can dodging and circle movement create shooting opportunities?
- Netball: How do I mark and intercept effectively while following contact and obstruction rules?
- Gymnastics: How do body tension, counterbalance and counter-tension improve individual and partner balances?
- Gymnastics: How do I perform controlled take-offs and landings and link rotations, jumps and balances into a fluent sequence?
- Handball: How do width, support angles and overloads create space and maintain possession?
- Handball: When should we use a fast break, and how do we select an effective shot under pressure?
- Badminton: How do I prepare and recover to play an accurate overhead clear or smash?
- Badminton: How can disguised shots and shuttle placement exploit an opponent's position?
- Badminton: How do tactics, scoring and court markings differ between singles and doubles?
- Rounders: How do I place a controlled shot into space and bowl legally and consistently?
- Rounders: How do communication, backing-up and fielding decisions help prevent opponents from scoring?
- Basketball: How does the triple-threat position help me decide whether to pass, dribble or shoot?
- Basketball: How do I perform a jump shot or lay-up and gain possession through rebounding?
- Basketball: How do cutting movements and active defence help create or deny space?
- How do I apply rules, officiate fairly and use feedback to improve my own and my team's performance?

What this develops: More accurate and controlled physical skills, tactical decision-making under pressure, teamwork, communication, safe performance, leadership, officiating and evaluation of individual and team performance.

Modern Foreign Languages

French

Learning Journey to February

- Half Term 1: Media and leisure – television, films, books, magazines, Internet activities, weather and hobbies; expressing opinions and frequency, present-tense verbs and an introduction to the perfect tense.
- Half Term 2: Visiting Paris – what visitors can and cannot do, likes and dislikes, tourist questions, opening times and prices; describing past visits using the perfect tense and c'était.
- Half Term 3: Friends, music and clothes – personality, friendships and leisure, musical preferences, clothing, colours, patterns and materials; adjectival agreement and more detailed descriptions.

Questions students will be learning to answer

- How do I describe television programmes and films and give opinions with reasons?
- How do I use regarder in the present tense to say what different people watch?
- How do I describe my favourite actor or actress and explain my choice?
- How do I describe books and magazines and say how often I read, using frequency words and negatives?
- How do I describe Internet activities, how often I do them and which I prefer?
- How do I link weather and hobbies using on and quand?
- How do I say what I did online yesterday using the perfect tense?
- How do I explain what visitors can and cannot do in Paris using on peut and on ne peut pas with infinitives?
- How do I express likes and dislikes about activities and say who I do them with?
- How do I ask for tourist information and understand opening times and prices in euros?
- How do I describe what I and other people visited or did using the perfect tense?
- How do I give opinions about a past visit using c'était and adjectives?
- How do I describe my personality and my friends using adjective agreement and intensifiers?
- How do I describe what I do and discuss with friends, including activities in different weather?
- How do I explain my musical preferences and name my favourite singers?
- How do I describe clothing colours, patterns and materials accurately?
- How do I explain problems with clothes using c'est trop and say what I wear on different occasions?

What this develops: Listening, speaking, reading, translation and extended writing; expressing and justifying opinions, asking practical questions, accurate adjective agreement and using present and perfect tenses.

Spanish

Learning Journey to February

- This section covers the opening holidays module.
- Half Term 1: Holidays – destinations, transport, companions, activities, weather and opinions about a past holiday.
- Grammar: the preterite tense, including fui, fue and fuimos; regular -ar, -er and -ir verbs; sequencers, time expressions and connectives.
- Combining present and past tenses to describe usual holiday activities alongside a past holiday.

Questions students will be learning to answer

- How do I say where you went on holiday, how you travelled and who you went with?
- How do I use fui, fue and fuimos to describe a past holiday?
- How do I describe holiday activities using the preterite tense?
- How can sequencers and connectives link your ideas together?
- How do I describe the last day of a holiday using morning, afternoon and evening time expressions?
- How do I use adjectives to explain what your holiday was like?
- How do I describe what the weather was like during your holiday?
- How do I conjugate regular -ar, -er and -ir verbs in the preterite tense?
- How do I describe what you normally do on holiday using the present tense?
- How do I write a detailed holiday paragraph combining present and past tenses?

What this develops: Listening, speaking, reading, translation and extended writing; holiday vocabulary, accurate verb conjugation, expressing opinions and linking ideas across present and past tenses.

Design & Technology

DT Graphics

Learning Journey to February

- Approximately eight-week rotation: designing a drink brand, packaging/label and an A3 billboard advertisement for a chosen flavour and target audience.
- Research and planning: design briefs, audience profiles, initial specifications, colour theory, mood boards and analysis of existing logos, packaging and adverts.
- Design development: annotated thumbnail sketches, logo design and refinement in Adobe Illustrator, packaging/label design and Photoshop skills.
- Typography and advertising: research into Alex Trochut, stylised lettering, Photoshop layer effects and development of a slogan or drink name.
- Final outcomes: completed packaging/label and billboard designs, presented in context for assessment.

Questions students will be learning to answer

- What is a design brief, and how do I identify a drink flavour and target audience?
- How do I write an audience profile and a design specification that responds to users' needs?
- How does colour theory influence a design, and how can a mood board communicate a drink concept?
- What makes an effective logo, and what can I learn from existing drink brands?
- How do I use research to develop and annotate several thumbnail design ideas?
- How do I use Adobe Illustrator to create and refine an original drink logo?
- What information and visual features appear on drink packaging, and how do I analyse them?
- How do I combine Photoshop and Illustrator skills to design a drink label or package?
- What is stylised typography, and how can Alex Trochut's work inform my ideas?
- How can Photoshop layer effects communicate the meaning of a drink name, flavour or slogan?
- How do I use advertising research to develop a billboard or street poster?
- How do I complete an A3 billboard and present my packaging and advertising designs in context?

What this develops: Understanding of audience and design requirements, visual research, colour theory, annotated sketching, digital design in Photoshop and Illustrator, typography, branding, refinement and presentation.

Food & Nutrition

Learning Journey to February

- Food hygiene and safety, preventing cross-contamination, safe knife skills and increasing independence in the kitchen.
- The Eatwell Guide, balanced diets, energy intake and expenditure, and the sources and functions of macro- and micronutrients.
- Practical cooking: couscous salad, chicken fajitas, cheese and onion spring rolls, egg fried rice and cinnamon rolls.
- Practical techniques: accurate weighing and measuring, controlled cutting, hydrating couscous, preparing fillings, folding wrappers, cooking safely, and mixing, kneading, rolling and shaping dough.
- Sustainable diets, seasonal and locally produced foods, plant-based choices and reducing food waste; factors affecting food choices, including culture, religion, health, allergies, cost and lifestyle.

Questions students will be learning to answer

- How do I demonstrate food hygiene and safety when preparing and cooking food?
- How can the Eatwell Guide help me make balanced food choices?
- How do I use boiling water safely to prepare couscous and cut vegetables accurately?
- How do I prepare and cook chicken fajitas safely and prevent cross-contamination?
- How can I explain how a practical dish contributes to a balanced meal?
- What are energy intake and energy expenditure, and how does energy balance affect health?
- How do I prepare a filling and fold spring roll wrappers to produce the intended texture and appearance?
- What is the difference between macro- and micronutrients, and what do they do in the body?
- How do I prepare vegetables, cook egg thoroughly and combine ingredients safely to make egg fried rice?
- How can seasonal, locally produced and plant-based foods help make diets more sustainable?
- How can reducing food waste reduce environmental impact?
- How do taste, cost, culture, religion, allergies and health influence food choices?
- How do I measure, mix, knead, roll and shape dough to make cinnamon rolls?
- How do I evaluate the appearance, texture and success of my finished dishes and identify skills to improve?

What this develops: Food hygiene and safety, nutritional understanding, accurate preparation and cooking techniques, independence, sensory evaluation, informed food choices and awareness of sustainability.

DT Resistant Materials

Learning Journey to February

- Approximately eight-week Mechanical Toy project: designing and manufacturing a working cam-based toy using timber, dowel and MDF.
- Workshop routines and safety; research into existing mechanical toys, cam shapes and the movement they produce.
- Design specifications based on research and user needs; generating, annotating, selecting and developing ideas.
- Practical manufacture: accurate measuring and marking out, cutting and shaping timber, finger joints, dry fitting, gluing, squaring and sanding the frame.
- Mechanical assembly: drilling for shafts, fitting dowel shafts, cams and followers, testing movement, making adjustments and finishing.
- Evaluation: testing function and reliability, reviewing the finished toy against the specification and using peer feedback to identify improvements.

Questions students will be learning to answer

- How do I work safely in the workshop and select suitable materials for a mechanical toy?
- Where are cam mechanisms used, and how can they convert rotary motion into reciprocating motion?
- How do different cam shapes, including snail, pear, heart, drop and circular cams, affect movement?
- How do I analyse an existing toy and explain how its mechanism works?
- How do I write a design specification linked to research and user needs?
- How do I sketch and annotate different ideas to show how a cam will create movement?
- How do I select and develop the design that best meets the brief?
- How do I measure, mark out, cut and shape timber accurately using tools safely?
- How do finger joints help construct a stable framework?
- Why do I dry fit, square and check components before final assembly?
- How do I drill accurately and fit the shaft, cam and follower so the mechanism works?
- How do I test movement, identify problems and adjust the mechanism?
- How do sanding and finishing improve safety, appearance and function?
- How do I evaluate reliability and success against the specification and suggest improvements?

What this develops: Workshop safety, material knowledge, understanding of mechanical systems and input/output movement, research, design specification, annotated drawing, accurate timber construction, practical problem-solving, testing and evaluation.

Learning Journey to February

- Autumn 1: Computer crime and cyber security – consolidating independent use of school accounts and Teams, recognising scams and protecting personal data.
- Autumn 2: Understanding computers – hardware and software, input-process-output, CPU and the fetch-decode-execute cycle, RAM and ROM, permanent storage, binary and ASCII.
- Spring 1: Binary addition and storage – binary number patterns, carrying and shifts; storage capacity, optical media and the strengths and limitations of storage devices.

Questions students will be learning to answer

- How do I organise and submit work independently and communicate appropriately using school systems?
- How do I recognise phishing, suspicious links and other email scams and explain how to respond?
- Who collects personal data, and how can privacy settings and careful sharing reduce risk?
- How do hardware, software, input, output and storage work together?
- What happens during the fetch-decode-execute cycle?
- How do RAM, ROM and permanent storage differ?
- How does processor speed relate to computer performance?
- Why do computers use binary, and how do I convert between binary and denary?
- What are bits and bytes, and how does ASCII represent text?
- How do I add binary numbers using carrying and explain simple binary shifts?
- How do optical storage devices store and read digital data?
- How do I compare storage devices for capacity, strengths and limitations?

What this develops: Independent digital working, informed online safety decisions, understanding of computer architecture, binary calculation, data representation and evaluating storage choices.

Personal, Social, Health, Citizenship and Economic Education (PSHCE)

PSHCE supports health, safety, relationships, belonging and informed choices. The table covers the three half terms before February half term. UNCRC means the United Nations Convention on the Rights of the Child.

Half term	Unit	PSHE strand	UNCRC / rights anchor	Lesson sequence / focus
Autumn 1	Health and wellbeing	Health and Wellbeing	Articles 24, 31	L1 Making healthier choices; L2 physical health; L3 sleep; L4 climate change and wellbeing; L5 navigating different views; L6 vaccinations
Autumn 2	Personal safety and managing risk	Health and Wellbeing	Articles 19, 24, 33	L7 firework safety; L8 road safety; L9 water safety; L10 first aid/getting help; L11 choking; L12–13 basic life support; L14 drugs; L15 tobacco/nicotine; L16 alcohol/risk; L17 vaping
Spring 1	Belonging and community	Relationships / Living in the Wider World	Articles 2, 12, 13, 29, 30	L18 identity and community; L19 bias and stereotypes; L20 discrimination/protected characteristics; L21 values and constructive disagreement; L22 diverse/supportive communities

Pastoral Programme

Regular registration activities connect reading, worship, wellbeing, current affairs, student voice and the school's values.

Session	Typical placement	Value / theme
Uniform & Equipment Checks	Morning registration	Integrity
Reading for Joy	Morning/afternoon	Joy
British Sign Language	Morning	Inclusion
Collective Worship	Morning	Joy
Topical Talk	Morning	Curiosity
Work-related learning and culture	Morning	Wisdom
Year Group Assembly / Student Voice	Afternoon, Week A	Courage
Theme of the Week and Collective Worship follow-up	Afternoon	Wisdom
Wellbeing & Self-Regulation	Afternoon	Perseverance

How families can support Year 8 learning

- Ask your child to explain a learning question and give examples or evidence for their answer.
- Encourage regular reading and discussion of characters, ideas, unfamiliar vocabulary and writers' choices.
- For French and Spanish, use short, frequent vocabulary practice. Encourage complete spoken and written sentences and regular practice of verb forms.
- In practical subjects, ask why your child chose a material, technique or tactic, how well it worked and what they would improve.
- Use Microsoft Teams and the school's usual communication channels to support homework and organisation.
- Encourage your child to revisit difficult topics and use feedback to improve earlier work.