



**Year 8 parent view survey 2025/26**

**An opportunity for parents to provide feedback on a range of school related areas**

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Year 8 Curriculum Evening  
Wednesday 12th November 2025

# Year 8 Curriculum Evening



**Mrs Adamson** - Deputy Headteacher (Quality of Education)

**Mrs Betty** - Deputy Headteacher (Pastoral and Behaviour)

**Miss Harper** - Head of Years 8 & 9 (Temp Head of Years 8 & 9 Mrs Clarke is here this afternoon)

**Ms Carriere** - Head of Department for MFL

**Miss Baker** - Head of Department for Geography

**Ms Rahim** - Head of Department for History

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# Year 8 Curriculum

English, mathematics and science groups are based upon attainment during Year 7.

Other subjects are less strictly grouped based on prior attainment and are agreed between subject groups.

Subject	Number of lessons (every 2 weeks)
English	8
Mathematics	8
Science	6
Art	2
Computing	2
Design Technology	2
Drama	2
Geography	3
History	3
Modern Foreign Language	4
Music	2
PE	4
PSHCE*	2
RE	2

\*Personal, Social, Health and Citizenship Education

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# Reading

- GL Reading assessments completed in September
- Compare reading age to chronological age
- Intervention for students who have a reading age below their chronological age
- Library lessons
- Guided reading
- DEAR (Drop Everything And Read)

# Homework

As a guide, pupils in Year 8 should spend 20-30 minutes per subject task.

Encourage your child to complete homework throughout the week so that they don't end up with lots of homework to do in one evening.

This also allows time for them to seek help before the deadline.

Homework is recorded on Classcharts.



# Year 8 - key dates

**Friday 28th November 2025** - Interim reports shared with parents

**Friday 20th March 2026** - Interim reports shared with parents

**Wednesday 25th March 2026**- Parents' evening with subject teachers (online)

**Week commencing Tuesday 2nd June 2026** - Examination Week for Year 8

**Friday 3rd July 2026** - Full subject report shared with parents

# Morning registration programme



**Monday** - Be Ready- key messages/ attendance/ positives/ equipment

**Tuesday** - Be Respectful-Assembly

**Wednesday** - Be Resilient- Form Reader

**Thursday** - Be Resilient- Form Reader

**Friday** - Building Relationships - form getting to know each other

Pastoral office (127) -Miss Harper and Pastoral team.

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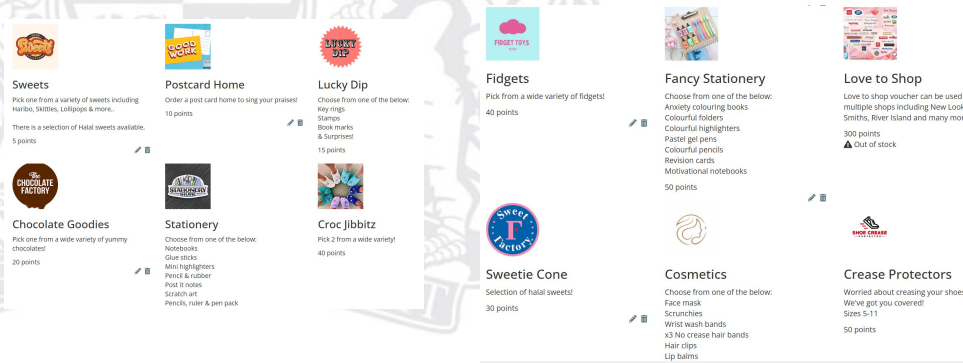


# Pastoral support

- Pastoral team on first floor, Review Tutor, SLT link
- Assemblies
- Kooth signposting
- Review time
- PSHCE
- Staff CPD
- Mental Health First Aiders signposting
- Place 2 Talk signposting
- Place 2 Be referral
- Referral to behaviour mentor or to an appropriate mentoring programme e.g. resilience, anxiety, self esteem etc...
- Personalised risk assessments and safety plans
- Access to a variety of external agencies

# Rewards and Recognition

- ClassCharts positive points - 8029 since September
- Points make prizes- Class Charts shop



Item	Points
Sweets	5 points
Postcard Home	10 points
Lucky Dip	15 points
Fidgets	40 points
Fancy Stationery	50 points
Love to Shop	300 points
Chocolate Goodies	20 points
Stationery	40 points
Croc Jibbitz	40 points
Sweetie Cone	30 points
Cosmetics	50 points
Crease Protectors	50 points

- Excellent attendance and excellent behaviour raffles
- 'Winter Wonderland' Rewards Day

# Academic support

**Breakfast club:** 8am every day in canteen

**Library:** 8.15 - 8.30am and lunchtime every day, after school 3.00 - 3.50pm  
Mon-Thurs

**Homework club:** Mon, Tues, Thurs- in the library after school until 3.55pm

**Extra Curricular Activities**

# Supporting your child at home

- Have a copy of the two week timetable visible at home
- Check your child packs their bag with the correct books and equipment the night before, including a DEAR book
- Check Class Charts information on your child's day- have discussions about positives and negative entries. Communication with school is vital. If you don't have your password, I can stay later this evening to issue it to you
- Provide your child with sanitary wear to keep in her bag
- Encourage them to be on time and at school every single day they can. 96% attendance is still 10 days absent in a school year. Report any absence via StudyBugs before school opens or as close to 9am as possible
- Speak to us if you need to

# Safeguarding

- Large and experienced DSL team
- Mental health and wellbeing
- Body sprays / perfumes
  - Not allowed. Causes significant harm to asthmatic staff and pupils.
- Vape pens
  - Illegal to buy and/or use. Report any shops that sell these to children to the police.
- Issues outside of school hours
  - including threatening behaviour, cyberbullying, harassment, please report to the police and inform school.

# E-safety

- Parental responsibility to monitor your child's phone
- [Use Parental Controls to Keep Your Child Safe | NSPCC](#)
- Develop a culture at home which deals with the consequences of irresponsible use of technology
- Students should understand that serious threats against other students could result in police action
- Closely monitor your child's use of mobile phones. Ensure that they are taken out of their room at night so that your child can sleep soundly. Check apps and messages regularly
- Be aware of your child's friendship groups - the influence of older students and developing an argumentative attitude to their peers
- Pupils should lock their phone in their locker or hand them to the receptionist in the morning. Phones should not be in bags or in blazer pockets





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# Modern Foreign Languages (MFL) French & Spanish

Ms Carriere

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# MFL- Our Year 8 curriculum

## French

### Module 1

where I live

### Module 2

My town

### Module 3

A visit to Paris

## Spanish

### Module 1

where I live

### Module 2

My town

### Module 3

Media and shopping

*As a department, we  
emphasise the  
importance of providing  
our students with  
meaningful and  
contextualised language  
experiences.*

# MFL

**We use Conti-style activities which are engaging language learning exercises that focus on real-life situations and context.**

**These activities aim to make language learning more practical and enjoyable for students by connecting language use to meaningful scenarios, helping them learn in a more natural and effective way.**

**SB 2** **Tu habites où ?** *Where do you live?*

<b>J'habite</b> <i>I live</i>		<b>à</b> <i>in</i>		<b>Birmingham</b> <b>Aberdeen</b> <b>Belfast</b> <b>Cardiff</b>		<b>en Angleterre.</b> <i>in England.</i> <b>en Écosse.</b> <i>in Scotland.</i> <b>en Irlande du Nord.</b> <i>in Northern Ireland.</i> <b>au pays de Galles.</b> <i>in Wales.</i>					
<b>J'adore</b> <i>I love</i>		<b>habiter</b> <i>living</i>	<b>ici</b> <i>here</i>	<b>parce que/qu'</b> <i>because</i>		<b>c'est</b> <i>it is</i>		<b>très</b> <i>very</i>		<b>joli.</b> <i>pretty.</i>	
<b>J'aime</b> <i>I like</i>				<b>car</b> <i>because</i>		<b>ce n'est pas</b> <i>it is not</i>		<b>trop</b> <i>too</i>		<b>animé.</b> <i>busy.</i>	
<b>Je n'aime pas</b> <i>I don't like</i>				<b>vu que/qu'</b> <i>as</i>				<b>assez</b> <i>quite</i>		<b>diverse.</b> <i>diverse.</i>	
<b>Je déteste</b> <i>I hate</i>				<b>puisque/puisqu'</b> <i>as</i>		<b>il y a</b> <i>there is</i>		<b>plutôt</b> <i>rather</i>		<b>tranquille.</b> <i>peaceful.</i>	
				<b>étant donné que/qu'</b> <i>given that</i>		<b>il n'y a pas</b> <i>there is not</i>		<b>un peu</b> <i>a bit</i>		<b>pollué.</b> <i>polluted.</i>	
								<b>beaucoup de</b> <i>a lot of</i>		<b>moche.</b> <i>ugly.</i>	
										<b>place</b> <i>space</i>	
										<b>monde</b> <i>people</i>	
										<b>bruit</b> <i>noise</i>	
										<b>choses à faire</b> <i>things to do</i>	

**Superpower tense!****Conditional ....****Si c'était possible, je préférerais habiter à Belfast en Irlande du Nord***If it was possible, I would prefer to live in Belfast in Northern Ireland.***Je préférerais habiter ici car c'est assez tranquille et il y a beaucoup de choses à faire.***I would prefer to live here because it is quite peaceful and there is a lot of things to do.*





# Independent learning & assessment cycle

Students are expected to **learn vocabulary weekly** from their **sentence builders**.

They will have **regular quizzes and tests** to check progress and reinforce learning.

Our assessment cycle ensures steady language development:

- 1: Dictation + Translation (*French/Spanish* → *English*)
- 2: Dictation + Translation (English to French or Spanish/ French or Spanish to English)
- 3: Dictation + Translation (*English* → *French/Spanish*)
- 4: Extended writing task

**Regular practice helps students build strong vocabulary and confidence in using the language.**



## Tu habites où exactement ? (Where do you live exactly?)

In-class activity



Classic Live



Checkpoint

Self-study activity



Flashcards



Learn



Test



Match



Q-Chat

🔍 Get a hint



Where do you live exactly?



Hello! Quizlet is now using the power of AI to help you study more effectively.

Looks like you're studying Tu habites où exactement ? (Where do you live exactly?). Let's begin with Quiz me!



Where would you like to live one day?

I don't know

Give me a hint

Next question

Your AI tutor is ready to help. Just start typing.

0/300



## Activities



Practice with sentences



Quiz me



Teach me



Story mode



Ask a question



# Geography

Miss Baker

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# Geography at LSG

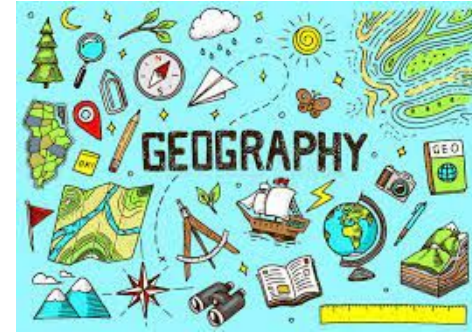
We study geography in order to:

- Understand the world in which we live
- Become global citizens, empowered to discuss and participate in global debates
- Develop the skills to think critically and assess sources of information



# Geography in Year 8

- Topics build upon foundational knowledge from Year 7.
- Students are taught a range of human and physical geography, with links between them in every topic.
- Case studies from a range of countries and environments e.g. China's Three Gorges Dam, urbanisation in Brazil, The Beast from the East, UK.





# Geography Topic Overview

When taught	Topic Title
Autumn Term	<ul style="list-style-type: none"><li>● Resourceful Rivers</li><li>● The Built World (Settlements)</li></ul>
Spring Term	<ul style="list-style-type: none"><li>● Extreme Weather</li></ul>
Summer Term	<ul style="list-style-type: none"><li>● Planet People (Population)</li><li>● Glaciers</li></ul>



# How will topics in Year 8 geography help to prepare students for the rest of KS3 and KS4?

Topic	Year 9	Year 10 and 11
<b>Resourceful Rivers</b>	Coasts (processes of erosion, transportation)	Rivers and Coasts
<b>The Built World</b>	Development ( reasons for uneven development)	Urbanisation and Population Structures
<b>Extreme Weather</b>	Natural Hazards, Map Skills	UK Environmental Challenges
<b>Planet People</b>	Development (population distributions)	Urbanisation and Population Structures
<b>Glaciers</b>	Map Skills	Evidence for Climate Change
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# What does assessment look like in Year 8?

- Low stakes assessment in lessons - quizzes, questioning, fact tests
- A range of high-stakes assessments each term, followed by whole-class feedback

Topic	Assessments
Resourceful Rivers	Waterfalls storyboard, Three Gorges Dam essay, end of unit assessment
The Built World	Decision making exercise, end of unit assessment
Extreme Weather	Newspaper article, Hurricane Irma essay, end of unit assessment
Planet People	One Child Policy essay, end of unit assessment
Glaciers	Assessed question, end of unit assessment

# How can you support your child in geography?

- Encourage an interest in geography and the wider world - watching the news, watching documentaries about different countries and environments, reading for pleasure.
- Check ClassCharts to see if your child has completed their homework and to help with organisation.
- Encourage your child to use websites such as BBC Bitesize and Seneca Learning to improve their understanding.





# History

Ms Rahim

1

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# History at LSG

2



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## We study history in order to:

- Develop our own understanding of how the past has brought us to the present day and therefore know that we can shape the future
- Become critical thinkers, who analyse and weigh up evidence
- Evaluate interpretations, because history is a series of arguments, is ever changing and often contested
- Empathise with different groups of people in different periods but also to see ourselves in the past and therefore develop our sense

## In history we investigate:

- Declining power of the monarchy, rising power of parliament and to what extent power has transferred to the people
- How people began to group themselves beyond their villages (economic, religious, social/political status) and once grouped, how people challenged their positions

# Year 7: How did the monarch's authority change over time?



Middle Ages

How did the Reformation disrupt the British monarchy?

Was Elizabethan England a 'Golden Age'?

410

1400s

Industrial

1700s

1900s

How was the monarchy established?

How did society develop during the Middle Ages?

How was the power of the monarchy challenged during the Middle Ages?

Early Modern

How and why did Parliament challenge the King?

Modern



**Year 8: How and why do people demand change? (Are some methods more successful than others? Are some reasons more significant than others?)**

Middle Ages

410

1400s

Industrial

1700s

Early Modern

Modern

1900s

What impact did the industrial revolution have on British life?

Why were some women enfranchised in 1918?

What impact did the British Empire have around the world?

How and why did the transatlantic slave trade end?

What was the most effective way in which black Americans fought injustice?



# History at LSG

5



KING EDWARD VI

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**What impact did the industrial revolution have on British life?**

Students need to know the Industrial Revolution took place and problems it caused for the people of the UK, and how these problems were addressed over the course of the 19th century

**How did the British Empire impact different parts of the world?**

Students need to know what the British Empire was, key factors that motivated empire-building by the British, and how the British Empire impacted different countries and colonies around the world.

**How and why did the transatlantic slave trade end?**

Students need to know how the trans-Atlantic slave trade functioned, key details of the treatment of chattel slaves, how and why slavery was abolished, and the way in which slavery impacts life today.

**How did black Americans protest for their rights in the twentieth century?**

Students need to know how different protest movements emerged in the USA to tackle the inequalities faced by black Americans, and how these protest movements compared to one another, especially in terms of their methods and tactics.

**Why were some women enfranchised in 1918?**

Students need to know why women campaigned for voting rights beginning from the late 19th century, how and why the suffrage campaign branched into two wings (suffragists and suffragettes), and the impacts of these two major protest groups.

# History at LSG

7



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- How people began to group themselves beyond their villages (economic, religious, social/political status) and once grouped, how people challenged their positions



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# History at LSG

9



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# How will topics in Y8 help prepare students for KS4&5?



- **Our curriculum is a 7-year journey** and our A Level topics complement the topics explored at KS3 and A Level but also broaden our students' prior knowledge. **For example, students study 'From Pitt to Peel' which covers reform in Britain during the eighteenth and nineteenth centuries, this links with a recurring theme on how and why people demand change. We call this 'assumed knowledge'**
- We have chosen topics that speak to **the diversity of our students and community**. We have chosen topics at GCSE that enable students to develop both political and social history and both depth and breadth studies.
- Our KS3 curriculum is largely in chronological order as this enables students to **develop their 'mental timelines'** and deepen their understanding of chronology in order to study GCSE and A Level History
- BUT half of students will finish their history education in Y9 and so we aim for students to **develop their view of the world** by seeing that all types of people have changed our world and therefore they themselves can shape the future.

# What does assessment look like?

Our assessments aim to enable students to develop:

‘mental timelines’ (aka chronology); analysis of change, causation and significance of different events; writing own claims, arguments and accounts; the use of primary sources; evaluating historical interpretations; developing an understanding of how and why historical interpretations change over time.

Ultimately, students develop and deepen their knowledge of how historians investigate the past, construct claims, arguments and accounts.

# What do historians do? They know facts!

Ultimately,  
students  
develop and  
deepen their  
knowledge of  
how historians  
investigate the  
past, construct  
claims,  
arguments  
and accounts.



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A. When did the British parliament become more powerful than the British Monarchy?

☐ 1534

☐ 1688

☐ 1381

☐ 1215

☐ 1095

☐ 1642

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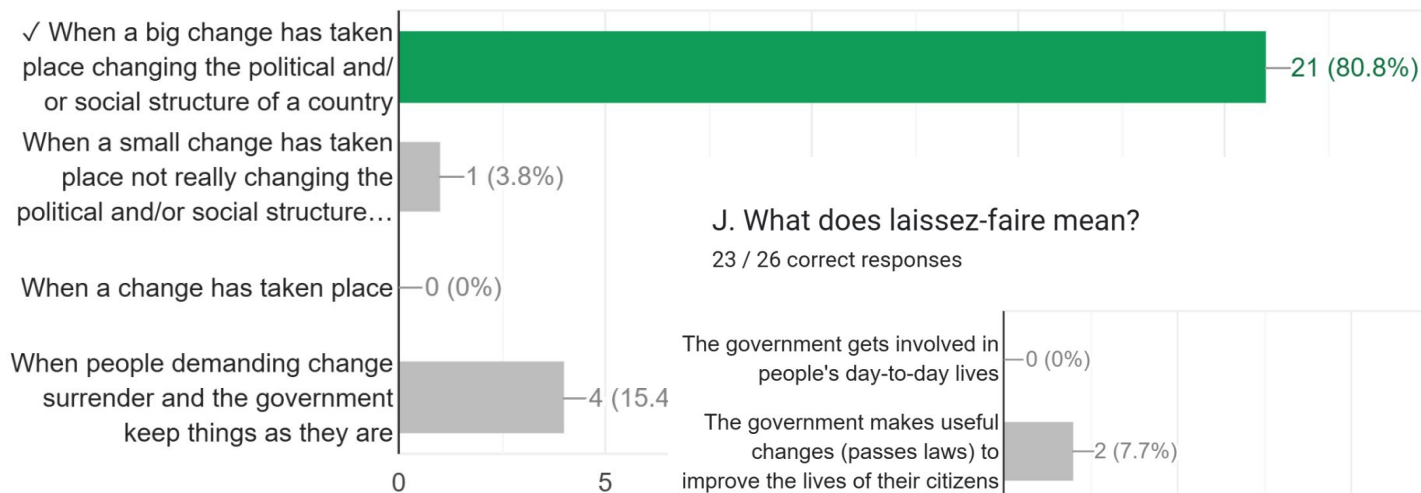
B. What was the name of the historical event which made British Parliament more powerful than the British Monarchy?

☐ The Glorious Revolution

☐

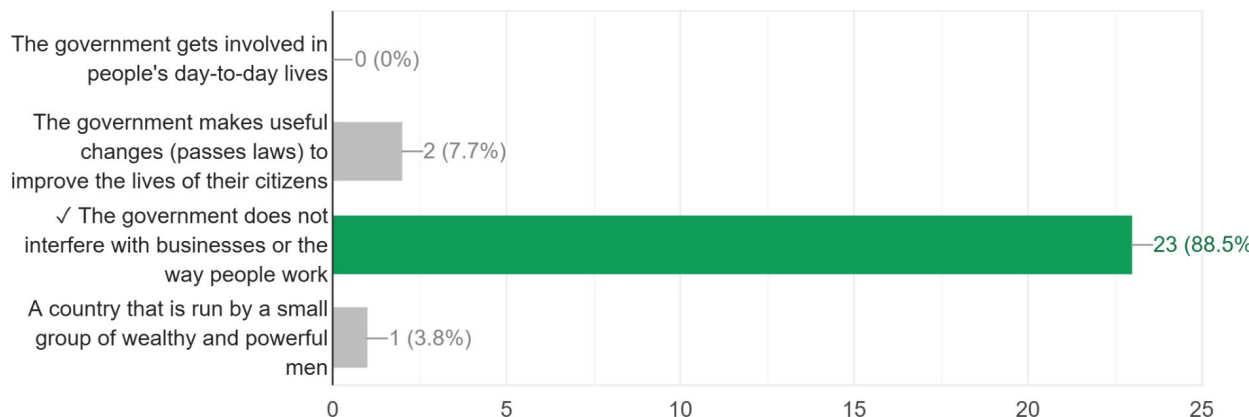
## F. What does revolution mean?

21 / 26 correct responses



## J. What does laissez-faire mean?

23 / 26 correct responses



# What do historians do? They use sources!

Ultimately,  
students  
develop and  
deepen their  
knowledge of  
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investigate the  
past, construct  
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**Provenance of Source A:** British cartoon published in a political magazine in 1848 (below). (**think about why cartoons were used**)

**Content of source A:** The cartoon shows Edwin Chadwick promoting his **Public Health Act (law)** in 1848. He is surrounded by pigs who represent the local politicians of the new industrial cities. You will need to refer to the poor living conditions people faced in the cities and towns in your answer and what you know about the 'Health Heroes' of the time.





Use your answers to the fact questions and any other contextual knowledge (CK) that you can remember to answer the question below:

**Question:** *How is Source A useful to a historian studying reform of public health during the industrial revolution? Use the source and your own knowledge in your answer.*

Answer:

*Paragraph one: The source shows* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Therefore, the source suggests* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*This links to my knowledge because I know that* \_\_\_\_\_



# How can you support your child?

**CBBC**



Shows



Games



Quizzes



Watch



Join In



Puzzles



Newsround



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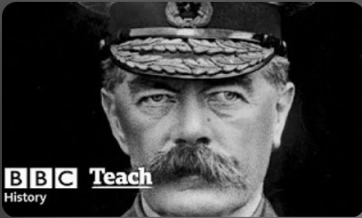
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# How can you support your child?



Search



**Secondary History**

BBC Teach

204 videos 156,385 views Last updated on 14 Jul...

≡ ↻ ⋮

▶ Play all ⌵ Shuffle

These videos are suitable for teaching History to 11-16s in secondary education at Key Stage 3 and 4 and GCSE in England, Wales and

72



Revolt and resistance after 1066 (6/6) | History - The Norman Conquest

BBC Teach • 386K views • 7 years ago

73



Abolitionism and why it was opposed | History - Britain's Forgotten Slave Owners

BBC Teach • 65K views • 7 years ago

74



British slave owners in the 1830's | History - Britain's Forgotten Slave Owners

BBC Teach • 20K views • 7 years ago

75



How Barbados became the first slave society | History - Britain's Forgotten Slave Owners

BBC Teach • 20K views • 7 years ago

76



How wealthy slave owners entered British aristocracy | History - Britain's Forgotten Slave Owners

BBC Teach • 21K views • 7 years ago

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# How can you support your child?



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## BITESIZE

Change language ▾

Home

Learn

Support

Careers

My Bitesize

☰ All Bitesize

KS3

## History

Part of [Learn & revise](#)



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# How can you support your child?

## Books / history / ks3

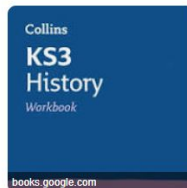
From sources across the web

- |  |   |   |
|--|---|---|
|  <p>Ks3 History<br/>2002</p>                                  |  <p>KS3 History: Technology ...<br/>Aaron Wilkes, 2014</p>     |  <p>Collins KS3 History<br/>Dave Martin, 2010</p>          |
|  <p>KS3 History 4th Edition: R...<br/>Aaron Wilkes, 2020</p>  |  <p>KS3 History 4th Edition: T...<br/>Aaron Wilkes, 2020</p>   |  <p>KS3 History by Aaron Wil...<br/>Aaron Wilkes, 2008</p> |
|  <p>Ks3 History: The Study G...<br/>Richard Parsons, 2008</p> |  <p>Collins Key Stage 3 Histor...<br/>Derrick Murphy, 2021</p> |  <p>KS3 History by Aaron Wil...<br/>Aaron Wilkes, 2009</p> |
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|  <p>KS3 History Workbook: Id...<br/>2020</p>                  |  <p>Renaissance, Revolution ...<br/>Aaron Wilkes</p>           |  <p>Understanding History K...<br/>Michael Riley, 2020</p> |

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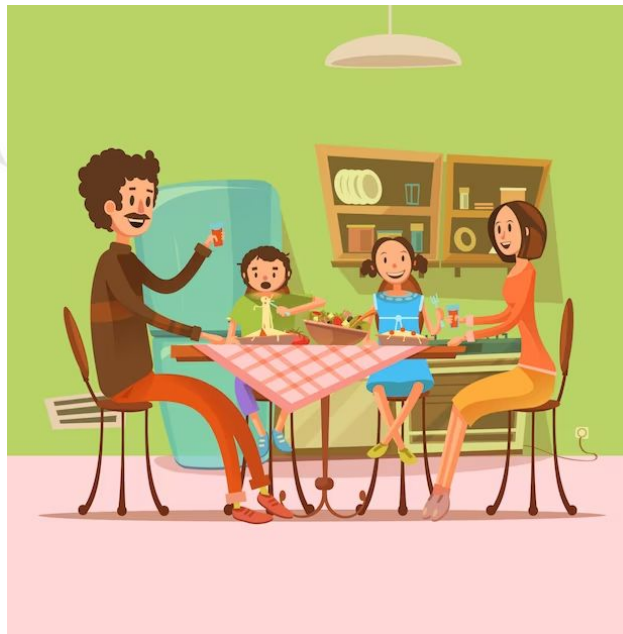


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