

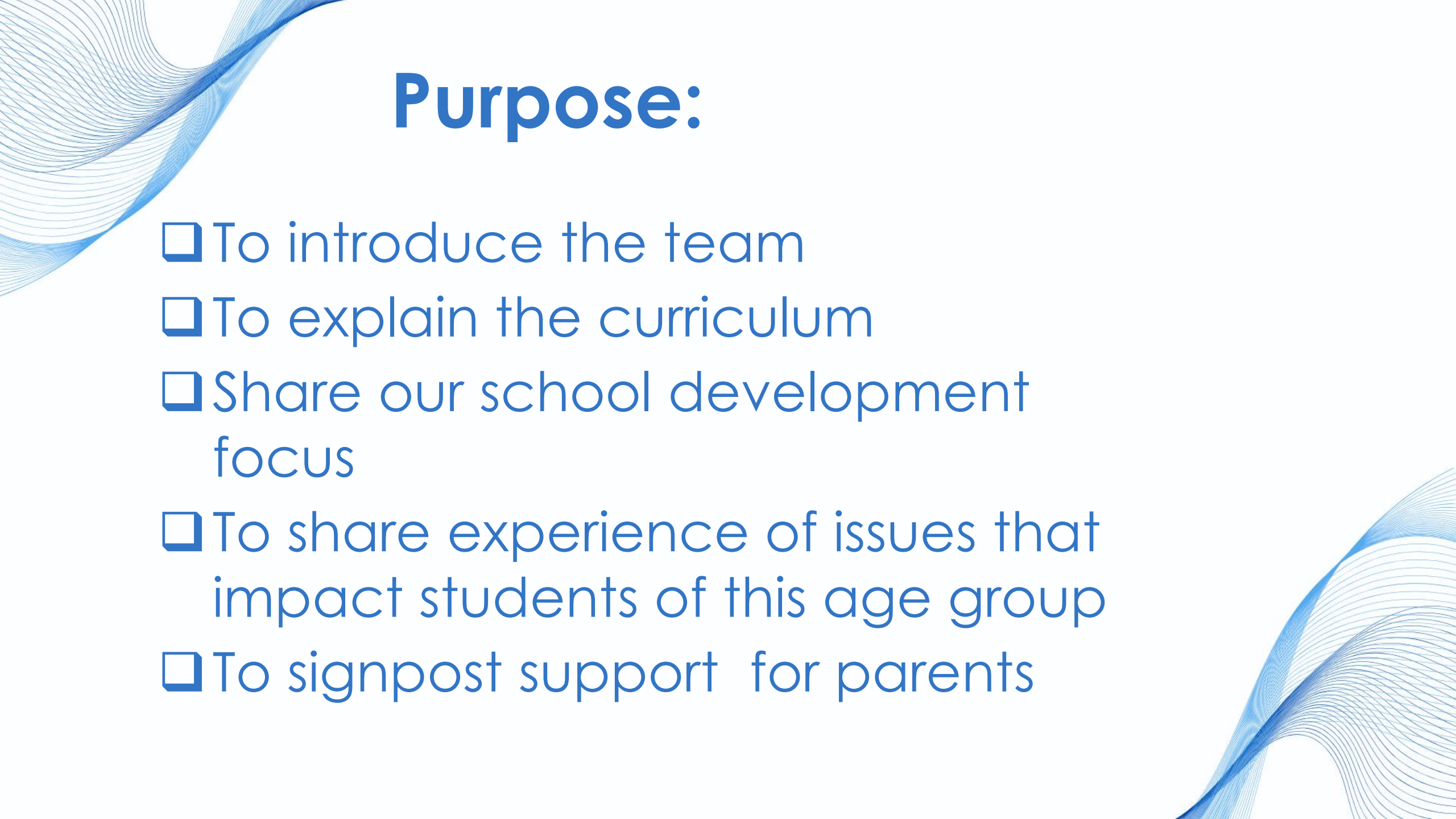
Welcome

To Year 8 and Beyond



Edgbarrow School

ENJOY - GROW - ACHIEVE



Purpose:

- ☐ To introduce the team
- ☐ To explain the curriculum
- ☐ Share our school development focus
- ☐ To share experience of issues that impact students of this age group
- ☐ To signpost support for parents

HOY: John
Macfarlane



SLT Link: Jack
Andrews



Team Year 8

The Tutors

P



Q



R



S



T



U



V



Engagement
Mentor: Vicky Rice



SEND Link: Fiona
Newlove



Edgbarrow Expectations

Your part to play

ON TIME, EVERY TIME

Be in your seat
and ready to
learn as soon as
the lesson begins

PACK YOUR EQUIPMENT

Pack your
equipment / kit
so you are
always prepared

TAKE PRIDE

Write or type
carefully, and
treat all school
resources with
respect

SILENT START

Remain silent
during the starter
activity so
everyone can
focus right away



Edgbarrow Essentials

Our vision is for you to Enjoy - Grow - Achieve.
Here is how we will help you get there:

LOCK-IN LEARNING

Memory checks to power up your
brain

HELP ON THE MOVE

Teachers check work to guide you
as you go

WATCH - SHARE - DO

Teacher demo - try together
- then you ace it

NO HANDS UP!

Anyone can be asked - stay sharp
- be ready

UPGRADE YOUR ANSWERS

Become an expert: practise and
polish your answers



The Year 8 Curriculum

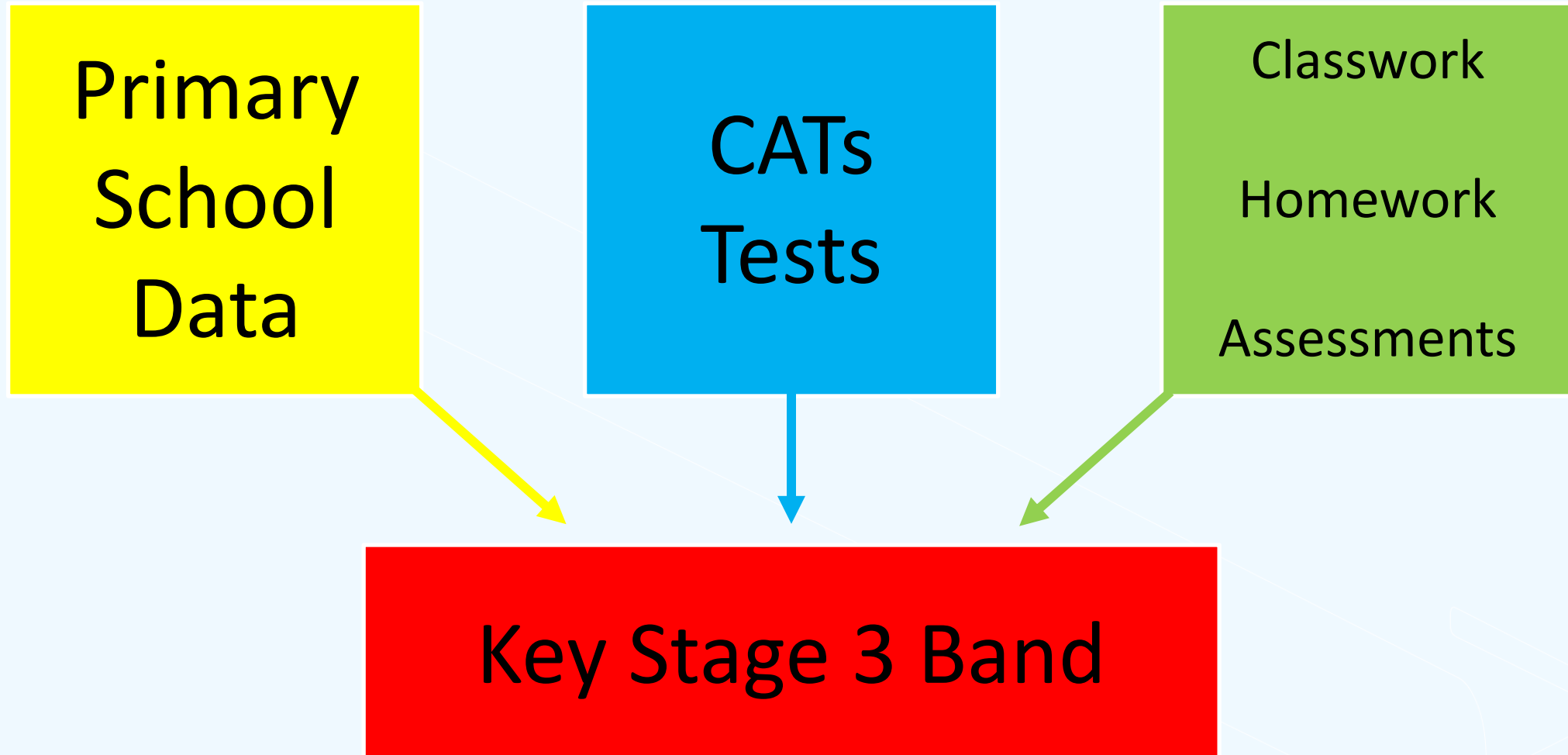
- **Spiral curriculum** – topics are revisited and developed in greater depth over time
- **Builds on Year 7 foundations** – strengthening and extending the skills already learnt
- **Reinforces and extends prior knowledge** – giving students the chance to consolidate and apply their learning in new contexts
- **Introduces new subject/topic areas** – ensuring a broad and balanced curriculum experience
- **Final year of KS3 Philosophy, Ethics and Religion** – preparing students for transition into GCSE study

The Year 8 Curriculum

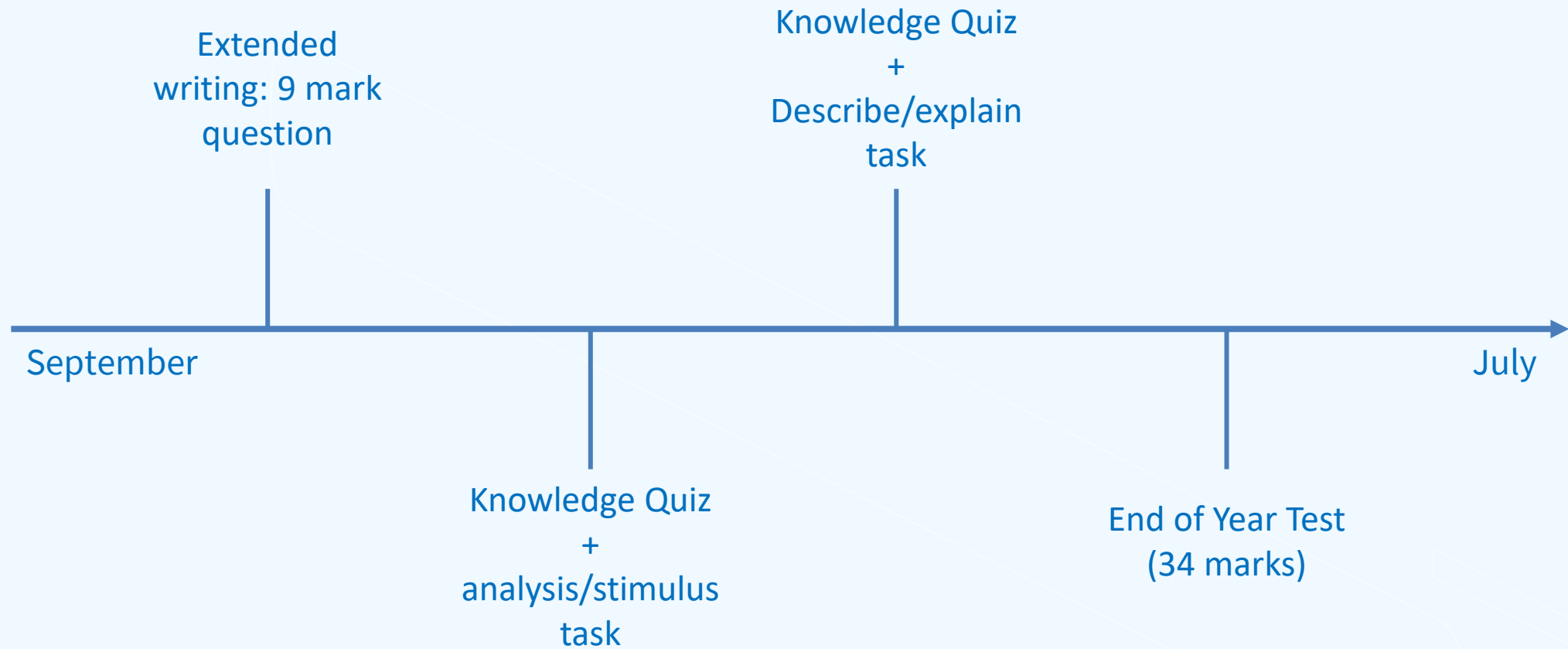
	Autumn	Spring	Summer
Year 7	Titanic (Baseline assessment)	Britain 1066 – 1500 (Medieval Realms)	
	<u>Meanwhile Elsewhere</u> Song Dynasty Inca Empire Mongol Empire Isabella of France Persecution of cats by the Pope		
Year 8	Britain 1500 – 1750 (Making of the UK)	Black People of the Americas, Industrial Revolution and the British Empire (Britain 1750-1900)	
	<u>Local Studies</u> Warfield Church – Religious change in the Tudor Period Legacy of the Slave Trade in Bracknell		
	<u>Meanwhile Elsewhere</u> French Civil War Pioneering Americans Colony of Roanoke British rule in America German peasants war		
Year 9	WW1 (The 20 th Century)	Interwar Years (The 20 th Century)	WW2 Including Nazi Germany and the Holocaust
	<u>Local Studies</u> Crowthorne during WW1 Crowthorne and Reading during WW2		
	<u>Meanwhile Elsewhere</u> Russian Revolution Ottoman Empire Spanish Civil War Internment camps		

Band	Year 7	Year 8	Year 9
Skills	1. Causation 2. Significance 3. Source enquiry	1. Causation 2. Significance 3. Source enquiry 4. Change and continuity	1. Causation 2. Significance 3. Source enquiry 4. Change and continuity 5. Historical interpretations
Higher	Written work: - Make 3+ relevant points about events in the past - Support points with detailed evidence from own knowledge Explain how your points and evidence answer the question - Consistently use the PEEL paragraph structure Verbal and written work: - Regularly use a range of key historical terms appropriately - Consistently make judgements on events and can explain this opinion Historical evidence: - Sources: consistently uses content and provenance to make inferences about historical sources	Written work: - Make 3+ relevant points/factors about events in the past Analyse evidence to support your points Fully explain how your points and evidence answer the question - Consistently use the PEEL paragraph structure Verbal and written work: - Begin to make links between factors, causes and events - Confidently use a range of historical terms in context - Always make judgements on events in past and explain your opinion, using supporting knowledge Historical evidence: - Sources: infer how the content and provenance of historical sources makes them useful, and support with relevant own knowledge	Written work: - Make 3+ relevant points/factors about events in the past Analyse evidence to support your points Fully explain how your points and evidence answer the question - Consistently use the PEEL paragraph structure Verbal and written work: - Consistently analyse links between factors, causes and events - Analyse the impact of events in the short/long term - Confidently use a range of historical terms in context - Always make judgements on events in past and explain your opinion, using supporting knowledge, and consider alternate views Historical evidence: - Sources: make a judgement on the usefulness of sources based on analysis of content and provenance, supported with relevant own knowledge - Interpretations: identify arguments from the interpretation; make a judgement on how convincing these are based on detailed own knowledge to support and challenge
Intermediate	Written work: - Make 2+ relevant points about events in the past - Support points with relevant evidence from own knowledge - Begin to explain how your points and evidence answer the question - Regularly use the PEEL paragraph structure Verbal and written work: - Use key historical terms appropriately - State your opinion in order to make judgements on events in the past Historical evidence: - Sources: uses content and/or provenance to make inferences about historical sources	Written work: - Make 3 relevant points about events in the past - Support points with detailed evidence from own knowledge - Begin to explain how your points and evidence answer the question - Regularly use the PEEL paragraph structure Verbal and written work: - Regularly use a range of key historical terms appropriately - Make some judgements on events and can explain this opinion Historical evidence: - Sources: uses content and provenance to make inferences about historical sources	Written work: - Make 3+ relevant points/factors about events in the past - Begin to analyse evidence to support your points - Mostly explain how your points and evidence answer the question - Consistently use the PEEL paragraph structure Verbal and written work: - Begin to make links between factors, causes and events - Confidently use a range of historical terms in context - Regularly make judgements on events in past and explain your opinion, using supporting knowledge Historical evidence: - Sources: infer how the content and provenance of historical sources makes them useful, and support with relevant own knowledge - Interpretations: identify an argument from the interpretation; support and challenge how convincing these are with relevant own knowledge
Foundation	Written work: - State one basic point about events in the past - Support point with own knowledge - Begin to use sentences and paragraphs to structure written work Verbal and written work: - Refer to key historical terms - Can state a personal view/opinion Historical evidence: - Sources: comment on the content of historical sources	Written work: - Make 2 relevant points about events in the past - Support points with relevant evidence from own knowledge - Begin to use the PEEL paragraph structure Verbal and written work: - Begin to use key historical terms appropriately - State your opinion and begin to make judgements on events in the past Historical evidence: - Sources: uses content and/or provenance to make limited inferences about historical sources	Written work: - Make 3 relevant points about events in the past - Support points with some detailed evidence from own knowledge - Begin to explain how your points and evidence answer the question - Sometimes use the PEEL paragraph structure Verbal and written work: - Use a range of key historical terms appropriately - Make some judgements on events and can support with own knowledge Historical evidence: - Sources: uses content and provenance to make inferences about historical sources - Interpretations: identify an argument from the interpretation; support it with own knowledge

Assessment in Year 8



Assessment and Reflection Points (ARP)



Assessment and Reflection Points (ARP)



Looking Ahead to Year 9

- Core subject exams (Summer Term)
- GCSE grade expected range conversion on reports
- Formal Year 9 PER mock exam



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Enjoy Grow Achieve



Welcome to the **PER** department



- ***Philosophy, Ethics and Religion***

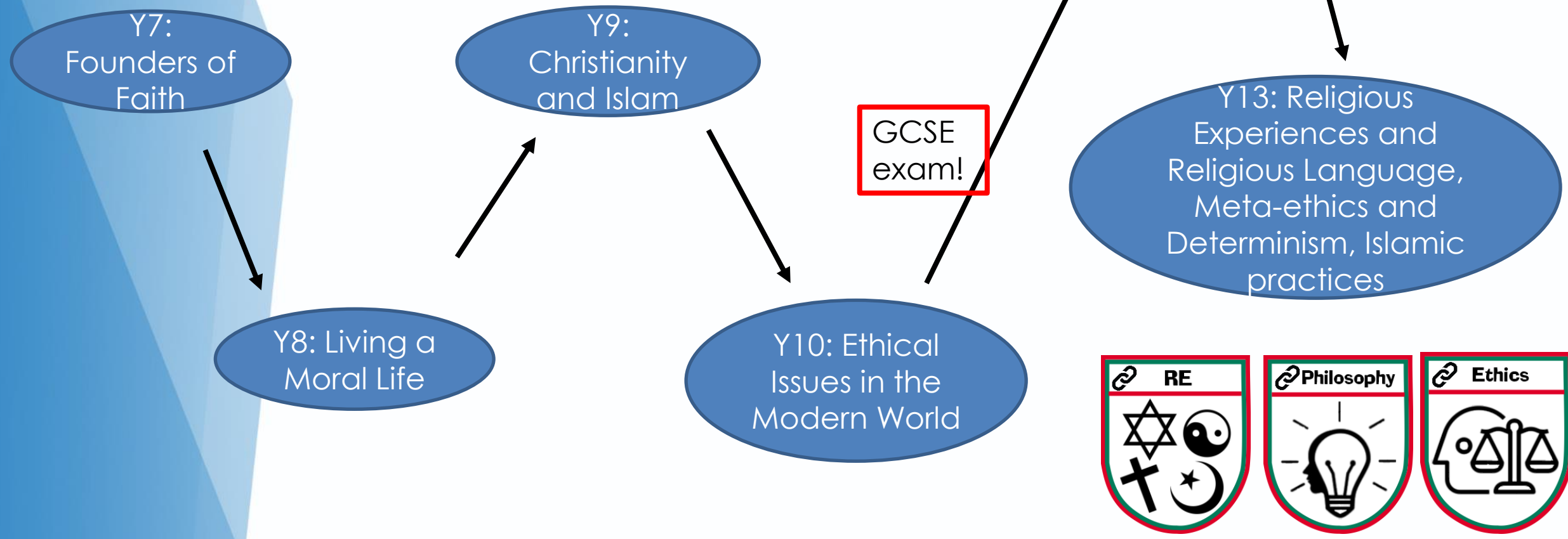
Our subject intent

In Philosophy, Ethics and Religion, we aim to inspire students to become independent critical thinkers who can communicate effectively with others. We examine a diverse range of spiritual, moral, philosophical and cultural beliefs and practices, which help our students to develop their own views and teaches them to respect the views of others.





Our learning journey





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• Year 8 curriculum

- Autumn Term:
 - How did prophet Muhammad teach Muslims to live a good life?
 - What does it mean to be a Humanist?
- Spring Term
 - What is morality and ethics?
- Summer Term
 - A study of the Holocaust

Preparin
g for
GCSE
study:

- > Christianity
- > Islam
- > Ethical Issues



PER GCSE Curriculum

50 % Religions:

Y9:

Islam: Beliefs & Practices
**Christian: Beliefs
& Practices**

50 % Philosophy & Ethics

Y9:

Issues of human rights

Y10:

Issues of good and evil
Issues of life and death
Issues of relationships

100% exam:

No coursework
1x 2hr exam
2x 1 hr exams



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Why an early GCSE?

Opportunity to develop
GCSE writing skills.

Providing students with an
additional qualification.

Reducing pressure and
anxiety around exams in Y11.

Chance to refine
revision skills.

Supporting students to
develop their personal
beliefs and values.

Developing literacy
and oracy skills.

Experience sitting an exam
before getting to Y11.

Supporting students in
understanding British Values.

Practice critical thinking skills.

Exploring different
cultures and worldviews.





• Summer 2026 GCSE results

Grade 4+	80%
Grade 5+	60%
Grade 7+	25%
Grade 9	10%



Student's pastoral journey



Common challenges

- Friendship/relationships & gossip
- Organisation
- Social media- whatsapp/ tiktok, snapchat etc.
- Emotional Wellbeing



Top Tips

Transition of friendship

Plan for the week

Boundaries to help them put in place

Sleep & devices routines

Homework

- Structured CORE
- Project – Foundation
- Independent pre-assessment tasks

From year 9 additionally : PER- setting weekly homework based on activities and information in the revision guide

Top Tips

- ☐ Help them to be organised without doing it for them.
- ☐ Don't leave it until the last minute/ plan ahead
- ☐ Check class charts and GC
- ☐ Be realistic and follow the guidance
- ☐ If in doubt, students should ask the teacher for help in advance
- ☐ Be creative
- ☐ Project work should be done weekly
- ☐ Read every day

Apps



Class Charts



Sparx



Sims (personal info)



Google classroom

Attendance

Why?

Legal requirement with a huge impact on your child's school experience

Who?

Team effort- everyone's responsibility, from the child to the parent to the school.

How you can help?

Always better to be in. Nipping things in the bud early, embed resilience, liaise with us to help.

Impact

Impact on attainment, friendship groups and wellbeing

What our support looks like?

Comprehensive- from tutor, to teacher, to HOY, to SLT, to Safeguarding and SEND and SS

77% of pupils achieved at least **5 GCSE's**, including Maths and English, when they attended **more than 95%**

43% of pupils achieved at least **5 GCSE's**, including Maths and English, when they attended **less than 90%**

32% of pupils achieved at least **5 GCSE's**, including Maths and English, when they attended **less than 80%**



Working together

Use the form tutors for early communication

Equipment

Uniform

Checking Class Charts regularly

Share with us their achievements

Places to get support

In school support

Tutor
Engagement Mentor
Peer mentors
SEND champions
The Hill – SEND and
Safeguarding

External places of support

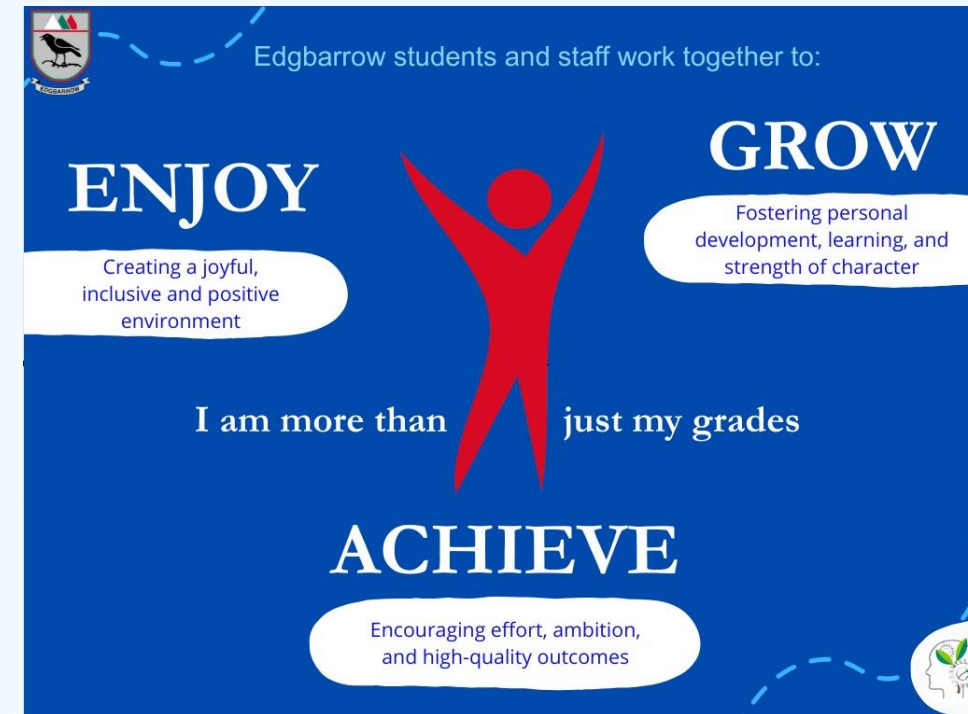
*BRYM
*CAMHS- MHST
*Bracknell Forest
Parenting
workshops – teenagers
Bracknell Forest IASS
*NSPCC
*Kooth
*Youthline

Enjoy Grow Achieve - Ambition

We want them to want to be the best version of themselves.

How can **WE ALL** support?

- Exposure to a range of role models and experiences
- Encourage them to try something new / be brave
- Each task at school/home to see the value in doing- look for the improvement.
- Share your own ambitions with them
- Read every day



Student opportunities



Production



Sponsored Walk



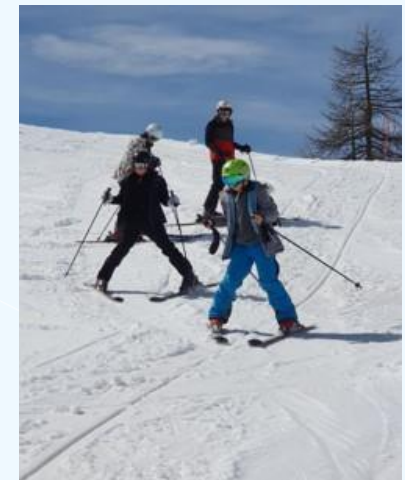
Enrichment Days



Sports Day



World Book Day



Year 10 Ski Trip

Enrichment Opportunities

Trips:

- ☐ **Year 8:** Land and Wave, Wellington College Days, Chessington, Woking Mosque, MFL Trips
- ☐ **Year 9:** Sports Tour, Disneyland Paris, Duke of Edinburgh
- ☐ **Year 10:** Ski Trip, Battlefields Trip

Co-Curricular Opportunities

- ☐ Sporting clubs and teams: football, netball, rugby, boxing, social sports
- ☐ Non-sporting clubs e.g. art, umbrella club, IT, science, tech and many more
- ☐ Academic - Sparx, homework projects and independent tasks etc
- ☐ School production and concerts

Leadership

- ☐ Form reps
- ☐ Sports reps
- ☐ Charity reps
- ☐ School council
- ☐ Student librarian



THANK YOU

www.edgbarrowschool.co.uk