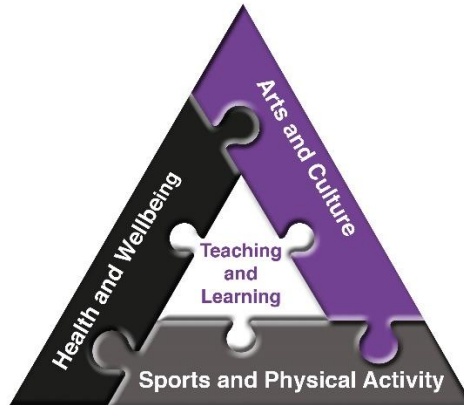


Year 8 Curriculum Booklet

2024-25



We offer a rich and inspiring curriculum enabling each individual to explore their potential, build on their strengths and discover their passion.

We do this by embedding a culture of respect, responsibility, resourcefulness and resilience.

Our curriculum journey empowers students to make successful life choices and meaningful contributions to society.



Year 8 Curriculum

Welcome to Year 8. This booklet outlines what you should expect to learn during Year 8.

For more information about what you should know at the end of each topic, please refer to our website: <https://www.newcollege.leicester.sch.uk/>

The following table shows the subjects that you will take in Year 8 and the number of lessons a fortnight you have for each subject:

| Subject | |
|-----------------------------------|---|
| English | 5 |
| Mathematics | 4 |
| Science | 4 |
| Art | 1 |
| Computer Science | 2 |
| Performing Arts (Drama and Dance) | 1 |
| Design & Technology | 2 |
| French | 2 |
| Geography | 2 |
| History | 2 |
| Music | 1 |
| PE (practical and theory) | 3 |
| Religious Education | 1 |

**Citizenship is taught through humanities*

** Personal development is taught during tutor time*



Year 8 Tutor Team

The Year 8 tutor team is here to support you throughout your time at New College Leicester.

Our email addresses are here, so that your parents can contact us if they need to:

| | | |
|--------------|---------------|--|
| 8DBR | Mrs Bryce | Dbryce@newcollege.leicester.sch.uk |
| 8DVI | Mr Vijay | DVjay@newcollege.leicester.sch.uk |
| 8EWO | Mrs Wood | ewood@newcollege.leicester.sch.uk |
| 8KHO | Mrs Howes | KHowes@newcollege.leicester.sch.uk |
| 8KNI | Miss Nikols | KNikols@newcollege.leicester.sch.uk |
| 8LTA | Mrs Tapsell | ltapsell@newcollege.leicester.sch.uk |
| 8SES | Mrs Shortland | sshortland@newcollege.leicester.sch.uk |
| 8TLH | Mrs Laming | tlaming@newcollege.leicester.sch.uk |
| Head of Year | Mrs Haynes | jHaynes@newcollege.leicester.sch.uk |
| SLT Link | Mrs Simpson | ksimpson@newcollege.leicester.sch.uk |

Year 8 Homework

2024 – 2025

Homework **develops positive study habits and independent learning.**

Research shows that homework has a positive impact on progress. Homework has an impact by enabling pupils to undertake independent learning to practice and consolidate skills, conduct in depth inquiry, prepare for lessons or revise for exams. In addition, homework gives your parents a chance to see what is being studied in school and teaches you how to take responsibility for your part in the educational process.

- You should expect to receive homework weekly for Mathematics, English and Science
- You should expect to receive homework fortnightly for Computer Science, History, Geography, French and DT.
- Other subjects may set homework as appropriate
- You are also expected to read for 20 minutes each day
- You would usually be given a full week to complete your homework.
- Each homework should take you between 30 minutes and 45 minutes

Oracy at New College Leicester

'Oracy is to speaking what numeracy is to mathematics or literacy to reading and writing'

In Partnership with Voice 21, we are passionate about embedding a culture where students and staff feel empowered to use their voices through building a culture that celebrates linguistic diversity. Our vision is to develop students verbal and non-verbal communication skills to ensure all students are able to formally articulate themselves correctly in different contexts. Using their voice as a powerful tool to ensure they strive and have the best life chances.

Throughout the curriculum, at New college Leicester, oracy is used to drive progress by advancing students' knowledge and understanding. Oracy throughout the curriculum is used as a pillar to enable students to learn through talk, ensuring opportunities for students to develop their vocabulary parallel to their knowledge and understanding.

Alongside the curriculum, students have opportunities to develop their communication and linguistic diversity. Examples include: Poetry slam, Aspire programme, Presentational talks, Quote of the day, key words and Diana award.

Follow our social media accounts to see the variety of opportunities for talk happening across New College Leicester.



English

Our year 8 course continues to build upon the foundations laid in year 7. Students begin the year by developing their narrative writing skills, focusing specifically on how writers' craft their language and structure to manipulate and influence readers. These skills are continually shaped and honed throughout the year. As with year 7, our threshold and thematic concepts are embedded throughout, designed to deepen and broadens students' expertise in English.

To assist students on their journey to becoming an expert reader, we continue to use the reading programme 'Accelerated Reader'. Throughout year 8 students will read a variety of books that are linked to their reading ages which enables students to develop their explicit reading skills, inference and comprehension.

For further information, please contact Mrs Geraghty ageraghty@newcollege.leicester.sch.uk



Mathematics

At New College Leicester, we believe that all students can achieve in mathematics. However, it is important to recognise that some students take longer than others to acquire new skills. We allow some flexibility in the curriculum for students to progress at an appropriate pace. This means that the content will not be covered at the same time for each group.

| Term | Unit | Threshold Concepts: |
|----------|--|--|
| Autumn 1 | Creating Tension: Manipulating the reader | Context informs interpretation |
| | | Writers use language and structure to convey meanings |
| | | Standard English is vital in conveying confidence. |
| Autumn 2 | The Gothic Novel: The Woman in Black | Writers use language and structure to convey meanings. |
| | | Texts and content are selected and sequenced for specific meaning. |
| | | Etymology, morphology and phonology is vital in decoding new material. |
| Spring 1 | Voices of Conflict: Individual Perspectives in Conflict Poetry | Standard English is vital in conveying confidence. |
| | | Writers use language and structure to convey meanings. |
| | | Texts and content are selected and sequenced for specific meaning. |
| Spring 2 | Finding your voice: Spark Speeches | Context informs interpretation |
| | | Writers use language and structure to convey meanings |
| | | Texts and content are selected and sequenced for specific meaning. |
| Summer 1 | Exploring Shakespeare's Language: Titus Andronicus/ A Winter's Tale | Context informs interpretation |
| | | Writers use language and structure to convey meanings |
| | | Texts and content are selected and sequenced for specific meaning. |
| | | Etymology, morphology and phonology is vital in decoding new material. |
| Summer 2 | Synoptic Unit: Expectations of Gender | Context informs interpretation |
| | | Writers use language and structure to convey meanings |
| | | Texts and content are selected and sequenced for specific meaning. |
| | | Standard English is vital in conveying confidence. |

| Topic | Key content |
|--------------------------------|---|
| Number Sense Multiplication | <ul style="list-style-type: none"> Standard algorithms for multiplication and division The Distributive Law Negative numbers |

| | |
|-----------------------------|---|
| Number Sense Indices | <ul style="list-style-type: none"> • Multiplication and division of fractions and decimals • Estimation • Area of rectilinear shapes • Algebraic representation • Powers and roots • Prime factor decomposition • Hierarchies of operation • Rational and irrational numbers • Surds • Laws of indices • Standard form |
| Number Sense Percentages | <ul style="list-style-type: none"> • Fractions, decimals and percentages • Percentage calculations • Percentage increase and decrease • Simple and compound interest • Reverse Percentages |
| Into the Unknown | <ul style="list-style-type: none"> • Substitution • Rearranging formulae • Solving linear equations • Functions • Linear graphs |
| Sequences | <ul style="list-style-type: none"> • Arithmetic Sequences • Geometric Sequences • Quadratic Sequences • Fibonacci Sequences |



| | |
|-------------|--|
| Ratio | <ul style="list-style-type: none">• The unitary method• Maps and scales• Conversion between metric units• Best buys• Proportion |
| Probability | <ul style="list-style-type: none">• The probability scale• Listing outcomes• Fractions, decimals and percentages• Sample space diagrams• Independent and mutually exclusive events• Tree diagrams• Relative frequency• Two-way tables• Venn diagrams |
| Geometry | <ul style="list-style-type: none">• Angles and lines• Parallel lines• Angles in triangles• Special quadrilaterals• Angles in polygons• Bearings |

For further information, please contact Mr Anyon at manyon@newcollege.leicester.sch.uk



Science

In year 8, students will build on the foundations of knowledge from year 7. Students will focus on the building blocks for all scientific disciplines during the course of year 8. Students are encouraged to build on their practical ability fostered in year 7 to look at effective ways of analysing and using data and extracting information in a range of scenarios.

| | Learning Cycle | Key Concepts |
|----------|---|---|
| Autumn 1 | Gas Exchange Heart and Respiration | <ul style="list-style-type: none"> • Inhalation, exhalation and gas exchange • Lung disease • Blood and blood vessels • Heart, aerobic and anaerobic respiration • Effect of exercise • Respiration in yeast |
| Autumn 2 | Photosynthesis | <ul style="list-style-type: none"> • Structure of the leaf and transport systems • Diffusion and active transport • Fertiliser |
| Spring 1 | Chemical Reactions Periodic table | <ul style="list-style-type: none"> • Structure of the atom and atoms in a chemical reaction • Conservation of mass practical • Combustion and thermal decomposition • Group 1, 7 and 0 • Properties of metals and non-metals |
| Spring 2 | Rocks | <ul style="list-style-type: none"> • Structure of the Earth • Sedimentary, igneous and metamorphic rocks • Rock cycle • Ceramics |
| Summer 1 | Force and Motion Forces | <ul style="list-style-type: none"> • Contact and Non-Contact Forces • Resultant forces and Newton's laws • Distance-time graphs and velocity-time graphs • Gravity, weight and Mass • Friction, drag, stretching and squashing • Moments and centre of mass • Pressure |
| Summer 2 | Electricity and Magnetism | <ul style="list-style-type: none"> • Circuits and symbols • Current, potential difference and resistance • Series and parallel circuits • Everyday electricity • Magnet, magnetic fields and electromagnets |

For further information, please contact Mrs Bradley at sbradley@newcollege.leicester.sch.uk



Art

In Year 8, students will build on their foundations of knowledge and skills from year 7. Students will focus on Colour Theory to understand how manipulating this element can impact on their work. Students are encouraged to build on their practical ability, to take risks and experiment with a range of media both 2D and 3D. They will develop effective ways of analysing the work of others by comparing and contrasting different creative forms from diverse historical periods, cultures and times.

| Term | Topic | Key Content | What you will know at the end of this term |
|--------|---|--|---|
| Autumn | Colour Theory Painting techniques | <ul style="list-style-type: none">• Identify primary, secondary and tertiary colours.• Contrasting, harmonising, hue, saturation, neutral, monochromatic. | How to select and mix different colours, and apply these colour media to express different ideas. identify the key colour theory terms. |
| Spring | Fauvism landscapes | <ul style="list-style-type: none">• Comparing old and contemporary Artists | How to interpret, compare and respond to different creative forms from diverse historical periods, cultures and times e.g. artists, |
| Summer | The Greenman 3D construction/modelling | <ul style="list-style-type: none">• Cultural awareness and understanding• Making and modelling process including health and safety | The difference between 2D and 3D media, Construction and modelling techniques |

For further information, please contact Mr Thomas at jthomas@newcollege.leicester.sch.uk

Citizenship

In Year 8 Citizenship is taught through the Personal Development Curriculum. Other departments are also building citizenship knowledge through their curriculums.

The National Curriculum requirements for citizenship can be found here: <http://https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study>

| Topic | Key content | What you will know at the end of this term |
|---|---|---|
| Democracy and Government: <i>The operation of Parliament, including voting and elections, and the role of political parties</i> | <ul style="list-style-type: none">• How does the political system work?• Who runs the country• How is the government organised? | <ul style="list-style-type: none">• I can describe what a political system is and a key difference between parliament and government• I know who runs the country and could say what the Queen and the Prime Minister does• I can explain the term 'budget' and describe the role of the government |

Through Citizenship at New College Leicester, you have many opportunities to get involved with active projects and campaigns that benefit others. Our students have made a real difference to the lives of others, we support national charities, actively engage with calendared events such as Parliament Week and Human Rights Day. We have built strong relationships with our MP and local councillors who visit the school and we organise visits to learn more about our democracy and place in the world.

We have a strong Student Parliament leadership team that anyone may join. The Student Parliament represents student voice at our school and works for positive change. They have taken part in Select Committee sessions, gathering evidence with members of the House of Lords. They have appeared on BBC East Midlands, worked with Universities of Leicester and Middlesex to help to drive forward issues that concern our community. Our Student Parliament is recognised and members have consistently been short listed for the Lord Lieutenant Leicestershire Award.

For further information, please contact Mrs Shortland at sshortland@newcollege.leicester.sch.uk



Computer Science

In Year 8, students are re-introduced to the school systems alongside a comprehensive module on E-Safety, with a particular emphasis on digital literacy tools. We then transition onto the cybersecurity unit, this allows students understand the threats and danger that oppose our computer systems every day.

The spring term curriculum commences with an exploration of Data Representation, where students investigate the utilization of binary code for communication with computers, focusing on the storage mediums for images and sound. In Spring 2, attention is directed towards the Computational Thinking unit, in this unit, students engage with the software application 'Flowol' to conceive and refine computer programs tailored for real-world systems.

During Summer 1, students embark of exploring Operating Systems, Application Software, and Hardware, culminating in a comprehensive understanding of these foundational components. The term concludes with a focus on Python Programming, where students are introduced to fundamental programming constructs such as Sequence, Selection, and Iteration.

| Term | Topic | Key content |
|--------|---|--|
| Autumn | <u>E-Safety, Using Computers & AI</u> | <ul style="list-style-type: none">• What to trust online• Search Engines• Copyright• Online dangers• Cyber abuse• Artificial Intelligence |
| | <u>Cybersecurity</u> | <ul style="list-style-type: none">• What is a Computer Network• Social Engineering• Malicious Software• Hacking & Other Types of Attack• Preventing Network Threats• Cryptography |
| Spring | <u>Data Representation</u> | <ul style="list-style-type: none">• Binary what is it – conversion• Adding binary numbers• ASCII Characters and Code• How images are stored• How is sound played on a computer. |
| | <u>Flowol</u> | <ul style="list-style-type: none">• Algorithms & Flowchart Symbols• Real World Systems• Selection• Iteration• Subroutines |
| Summer | <u>Hardware and Software</u> | <ul style="list-style-type: none">• System Software - Operating system• Application Software• Hardware• Digital Footprint• The Impact of Technology |

| | | |
|--|----------------------------|---|
| | <u>Python PRIMM</u> | <ul style="list-style-type: none"> • Input, Output Sequencing & Variables • Data Types & Operators • IF, ELIF & ELSE - Selection • WHILE loops - Iteration • FOR loops - Iteration |
|--|----------------------------|---|



For further information, please contact Mr Immins at mimmins@newcollege.leicester.sch.uk



Design and Technology

The teaching of Design and Technology at Key Stage 3 (Years 7, 8 and 9) allows students to gain vital skills in all aspects of Design and Technology. Each year students rotate around all three Design and Technology subject areas: Textiles, Hospitality and Design Technology. Students spend 6 weeks in each area, 1 lesson every 2 weeks.

During practical lessons students are taught a wide range of both traditional craft skills and use of specialist equipment and machinery. As well as practical lessons students will take part in theory lessons giving them the opportunity to develop their knowledge of materials and design processes.

Below are the projects students will complete in year 8:

| Year 8 | Topic | Key content |
|----------------|-----------------------------|---|
| Food | Intermediate Cookery Skills | <ul style="list-style-type: none">• Health and safety in the kitchen• Knife skills, including different cuts• Kneading and shaping• Handling raw meat• Time management |
| Textiles | Artist inspired Pencil case | <ul style="list-style-type: none">• Health and safety in a textiles room• Using a sewing machine• Decorative Techniques• Seams, Hems and seam allowances• Paper patterns |
| Product Design | Super Dog | <ul style="list-style-type: none">• Health and safety in the workshop• Timber• Using different machinery in the workshop safety• Exploring wood joints and Joints which allow a product to move• Reading an engineering orthographic drawing and producing a product from it. |

For further information, please contact Mrs Bryce at dbryce@newcollege.leicester.sch.uk



French

In Year 8, we continue with a curriculum designed around Extensive Processing Instruction. We build on the skills acquired in Year 7 and work towards fluency in three new themes that are appealing and relevant to our students. Students who particularly enjoy MFL lessons are also able to choose Spanish as an expressive arts pathway option going into Year 9.

| Term | Topic | Key content |
|--------|--------------------------------|---|
| Autumn | Local Area | <ul style="list-style-type: none">• What is and isn't in your local area?• What can you do in your local area?• Opinion on your local area. <p>By the end of this term, students will be able to: give a detailed description of where they live using modal verbs and opinions to communicate with increasing fluency.</p> |
| Spring | Media | <ul style="list-style-type: none">• Digital Life (near future)• Film & TV <p>By the end of this term, students will be able to: discuss film and TV viewing habits with reference to the future.</p> |
| Summer | Future Plans & Work | <ul style="list-style-type: none">• What you eat & drink• What you have eaten and drunk recently• Eating Habits <p>By the end of this term, students will be able to: talk about food and drink including their dietary requirements.</p> |

For further information,

please contact Mrs Mary Foreman at mforeman@newcollege.leicester.sch.uk



| Term | Topic | Key content |
|----------|---|--|
| Autumn 1 | Brilliant Biomes | <p>What local and global factors determine where biomes are distributed?</p> <ul style="list-style-type: none"> • Climate and weather • Local and Global influences. • Climate graphs • Biome distribution • Africa • Russia • The Middle East |
| Autumn 2 | Land of Ice – Glaciers | <p>How do glaciers impact on our world?</p> <ul style="list-style-type: none"> • Ice age • Glaciers distribution • Line graph – glacial retreat • Challenges • Processes TED • Glacial landforms • Interpreting OS maps • Solutions to reduce GHGs |
| Spring 1 | Supply and Demand – Fuelling the Planet | <p>Why should countries diversify their energy mix?</p> <ul style="list-style-type: none"> • Energy categories • Distribution and consumption • Water Scarcity • FITE Vs VASO • Sustainable communities |
| Spring 2 | Local Fieldwork Study | <p>Where does information come from and is it useful?</p> <ul style="list-style-type: none"> • Types of fieldwork • Primary vs Secondary • Quantitative vs Qualitative • GIS • Classifying data • Bipolar survey NCL • Data presentation • Risk Assessment • Designing an investigation |
| Summer 1 | Interconnected World – TNC's and Globalisation | <p>Why am I part of a global community?</p> <ul style="list-style-type: none"> • Globalisation • Compound graph • TNCs |



| | | |
|----------|--------------------|---|
| | | <ul style="list-style-type: none"> • Advantages & Disadvantages • Mining and Mobile phones • Nike • Sustainable practice |
| Summer 2 | Oceans on the Edge | <p>Why does the coastline change?</p> <ul style="list-style-type: none"> • Beaches – Multipurpose • Human and Physical processes • Advance & retreat • Conflict of interest • The Environment Agency • Oil Spills • Plastic Pollution • Conservation of the ocean |

For further information, please contact Miss Smith at jsmith1@newcollege.leicester.sch.uk

History

Year 8 history focuses on the international aspects of our History and how these events are still relevant to our lives today. Students will already have practised in key historical skills and these will be continued to be built upon through the year.

| Term | Topic | Key content |
|--------|-------------------------------------|--|
| Autumn | Empire | <ul style="list-style-type: none"> • Why were empires founded? • Case study – India under the British Empire. |
| | Slavery | <ul style="list-style-type: none"> • What was Africa like before Europeans arrived? • How was Britain involved in the slave trade and how was slavery abolished? |
| Spring | Protest | <ul style="list-style-type: none"> • What is protest and how have people protested throughout history e.g. the French Revolution, Death Penalty, Apartheid? |
| | Ideas that changed the world | <ul style="list-style-type: none"> • How have key ideas and technology changed the world around us e.g. algebra, communism, the internet |
| Summer | World War One | <ul style="list-style-type: none"> • Was WW1 inevitable? • How was it fought and why is it remembered as the Great War? |

For further information, please contact Mr Creissen at

lcreissen@newcollege.leicester.sch.uk ter.sch.uk



Music

In Year 8 students are exposed to ensembles and different instruments that ensures the key skills and knowledge are secure and ready to progress into year 9. Students develop their understanding and knowledge of world music

Technology skills are built on from year 8 and further band work is looked at through reggae understanding how melody and harmony work together. They will appraise the music and by the end of year 8 produce 3 performances or productions.

| | Topic | Key content |
|--------|------------------|--|
| Autumn | House production | <ul style="list-style-type: none">• Explore a DAW (Digital Audio Workstation) by working on an electronic dance music arrangement• Understand the key features of a DAW.• How to input midi, mix and present a final piece of music using a computer. |
| Spring | Reggae | <ul style="list-style-type: none">• Build on ensemble skills through reggae music• Understand Reggae music and the context• Explore the rhythmic elements found in the different instrumental parts |
| Summer | Sounds of India | <ul style="list-style-type: none">• Develop composition and improvisation skills through Hindustani• Recognise and use different timbres through listening and production• Explore melody, rhythm and ornamentation through improvisation and Bhangra production |

In addition to their school Music lessons, students are also able to sign up for instrumental lessons. These lessons are free of charge. We are offering instrumental lessons in: Piano, Violin, viola, Guitar, Bass Guitar, Clarinet, Flute, Percussion and vocals.

For further information, please contact Miss Robinson at jrobinson@newcollege.leicester.sch.uk



Performing Arts (Dance and Drama)

Students continue to study both Dance and Drama in year 8. Students have one lesson a fortnight. Students rotate between subjects at three points during the year: (approximately) October half term, Christmas and Easter.

| | Topic | Key content |
|---------------------|---|--|
| Autumn Term | Dance Jazz Dance | <ul style="list-style-type: none">• Learn repertoire from a music video• Develop and practice rehearsal techniques• Learn about the development of the Jazz dance style• Explore, select and develop appropriate content for a Jazz dance• Understanding, developing and apply key performance skills |
| | Drama West Side Story The Musical | <ul style="list-style-type: none">• Learn scripted extracts from repertoire• Analyse relationships and conflicts to represent on stage.• Explore vocal skills to develop characterisation• Understanding, developing and applying key performance skills• Develop stage combat to create realistic action moments• - Perform and appreciate performances in the style of musicals |
| Spring/ Summer Term | Dance Contemporary Dance | <ul style="list-style-type: none">• Analyse Matthew Bourne's The Car Man• Learn repertoire from The Car Man• Explore and create content that communicates meaning• Develop content using a range of dynamic qualities, spatial designs and dance relationships |
| | Drama Devising theatre | <ul style="list-style-type: none">• Learn steps to take when devising a performance• Explore dramatic techniques: tableaux, slow motion, passing the focus and thought tracking• Explore how to use improvisation to develop creative performance ideas• Develop performance using a range of techniques |

For further information please contact Mrs Poxon at epoxon@newcollege.leicester.sch.uk or Ms Brown at kbrown@newcollege.leicester.sch.uk



Personal Development

In Year 8 Personal Development is taught during tutor time.

| | Key content |
|--------|---|
| Autumn | Relationships, sex and health education <ul style="list-style-type: none">• The similarities, differences and diversity among people.• The impact of stereotyping, prejudice and discrimination on individuals• Consent is freely given, that being pressurised, coerced or manipulated is not giving consent.• The law relating to sexual consent |
| Spring | Drugs, alcohol and associated risks <ul style="list-style-type: none">• The personal, social risks and consequences of substance use and misuse including occasional use H27• Manage the influence of drugs and alcohol on decision making within relationships and social situations• The concepts of dependence and addiction including awareness of help to overcome addictions |
| | Media Literacy and Digital resilience <ul style="list-style-type: none">• Make decisions on different media and digital content• To recognise the influence of extreme views on people's attitudes and behaviours• Strategies for protecting and enhancing their reputation online• How online and social media outlets can exaggerate or share inaccurate information |
| Summer | Relationships <ul style="list-style-type: none">• Similarities, differences and diversity among people• Develop conflict management skills and strategies• Recognise bullying and its impact in all forms• How to maintain and manage positive relationships including online• Qualities and behaviours exhibited in wider society Citizenship <ul style="list-style-type: none">• What are the British Values and where have they come from?• How does the political system work?• Who runs the country? |

For Further information, please contact Mrs Kopicki at skopicki@newcollege.leicester.sch.uk



Practical PE

In Year 8 students will develop their knowledge, understanding and application of the core and advanced skills in a variety of sports. Students will spend 4 lessons on each activity.

In Year 8 students will have the opportunity to participate in swimming, handball, football, netball, rugby, gymnastics, trampolining, badminton, tennis and rounders.

Theory / BTEC Sport

In Year 8 students will have 1 theory lesson a fortnight. Across the year students will learn about nutrition, benefits of exercise and barriers to participation and fitness and training. Students will also be able to make links between practical and theory lessons such as when learning about sports leadership.

Please see the table below of the KS3 BTEC Sport curriculum (please note dates/terms are approximate).

| Term | Topic | Key content |
|--------|---|--|
| Autumn | Nutrition | <ul style="list-style-type: none">• Carbohydrates• Fats• Protein• Athletes' diets |
| | Components of Fitness, Training and Testing | <ul style="list-style-type: none">• Muscular endurance• Aerobic endurance• Muscular strength• Speed• Flexibility• Power |
| Spring | Benefits to exercise and barriers to participation | <ul style="list-style-type: none">• Physical, social and mental benefits to exercise• Barriers to participation (cost, time, access, cultural barriers)• Methods to address the barriers |
| Summer | Leadership | <ul style="list-style-type: none">• Skills of a leader• Qualities of a leader• Practical leadership |
| | Celebrating Leicester | <ul style="list-style-type: none">• Sport in Leicester• Racial equality in Sport |

For further information, please contact Miss Clark at eclark@newcollege.leicester.sch.uk



Religious Education

Our curriculum is taught with a mixture of linear and thematic learning, giving students the chance to learn, use and compare new concepts as well as enhance their understanding and skills in the wider world. These transferable skills will support at Key Stage 4.

| | Year 8 | Key content |
|-------------|--|---|
| Autumn Term | Religious views to creation and God | <ul style="list-style-type: none"> • Introduction • What is cosmological revolution • Arguments for and against God • Religious views to creation |
| Spring Term | Exploring Islam | <ul style="list-style-type: none"> • Introduction to Islam • Origins of Islam • Life of Muhammad • The Quran and 5 pillars • Muslim prayers • Mosque • Ramadan and Eid • Hajj |
| Summer Term | Meaning of life/ early life | <ul style="list-style-type: none"> • What is` sanctity of life? • What is euthanasia? • What is IVF? • What is genetic engineering? • What is the purpose of families? |

For further information, please contact Mr Mistry at amistry@newcollege.leicester.sch.uk

Wider Curriculum

We also have lots of exciting additional activities that students can get involved with this year.

Year 8 are activities are as follows:

- Archery
- Art Club
- Badminton
- Band
- Choir
- Cooking
- Curve Young Company
- DIY
- Dodgeball
- Drama
- Football
- Freestyle Gymnastics
- Just Dance
- Moving Together Dance
- Netball
- Production
- Rounders
- Rugby
- School Show
- Textiles
- Trampolining

For further information, including days and times, please refer to our website <https://www.newcollege.leicester.sch.uk/wider-curriculum/609.html>