The New Beacon
EX FUMO DARE LUCEM

The New Beacon
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GUIDE TO YEAR 8

2025-2026

YEAR 8 FORMS

There are four Year 8 forms: 8A, 8B, 8C and 8D. The composition of these classes is decided ultimately by the Head of Senior School after consultation with other relevant staff members and the Head.

Decisions on sets and classes will be made after exams, and parents will be informed towards the end of term, possibly the penultimate Friday of term, by e-mail.

The Year 8 form teachers are Mrs Yeats-Brown (8A), Messrs Knipe (8C), Yarrow (8D) and Ribbans-Opara (8B)

Teachers in Y8: -

Head of Senior School: Mr Knipe

Assistant Head of Senior School: Mr Ribbans-Opara

Mathematics: Mrs Yeats-Brown (8A and 8D); Mr Knipe (Sets 1 and 2)	joanna.yeats-brown@newbeacon.org.uk eddie.knipe@newbeacon.org.uk
English: Mr Yarrow	brian.yarrow@newbeacon.org.uk
French: Mr Ribbans-Opara	andrew.ribbans-opara@newbeacon.org.uk
Latin: Mr Swann	tom.swann@newbeacon.org.uk
Science: Mr Burton	david.burton@newbeacon.org.uk
History: Mr Vincent	james.vincent@newbeacon.org.uk
Geography: Mr Ryde	steve.ryde@newbeacon.org.uk
TPR: Mrs Bridges and Mr Yeats-Brown	pauline.bridges@newbeacon.org.uk
Art: Mrs Jackson	emily.jackson@newbeacon.org.uk
Design and Technology: Mr Barratt	tony.barratt@newbeacon.org.uk

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Computer Science: Mr O'Prey mark.OPrey@newbeacon.org.uk

PE: Mr Herbert owen.herbert@newbeacon.org.uk

Music: Mrs Down rachael.down@newbeacon.org.uk

CPSHE: Mr Bromwich james.bromwich@newbeacon.org.uk

YEAR 8 LEAVING CERTIFICATE CURRICULUM *(8B, C AND D ONLY)*

8B, 8C and 8D will follow the Year 8 Leaving Certificate curriculum which was launched in 2019.

This curriculum has proved to be remarkably successful, providing a more stimulating content, whilst retaining high academic standards and rigour, as well as formal assessments and examinations to help us track and monitor the boys' progress.

Although most subjects continue to follow the CE syllabus, not being bound to CE has enabled us to modernise and enhance our curriculum. 8BC will be a hybrid CE, whereas 8D will be closely following the CE syllabus.

A copy of each boy's Final Year 8 Leaving Certificate will be sent to his senior school.

Senior Schools usually request references for their new pupils in the Autumn or Spring terms, and these references will be accompanied by boys' interim Year 8 Leaving Certificates (November and/or March).

Teaching is differentiated within each group / set / form.

This year there are various sets/groupings in 8B and 8C.

Year 8 are mixed (to include 8A) in groups for Music, DT and ICT. Year 8 are taught as a year group in CPSHE as well as in Games.

The current 8B and 8C are taught in sets (sets 1 and 2) in the following subjects:

Mathematics and English

Latin and Classical Civilisation

These paired subjects are taught simultaneously, so a boy who is in set one for Mathematics will also be in set one for English.

A boy might be in a different Mathematics/English set from his Latin/Classical Civilisation set.

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The sets are fluid, and boys can be moved up or down as appropriate.

Parents sometimes worry that a boy who moves from 7C to 8D or 8B/C might not be stretched enough. In many years of teaching boys, we have never found this to be the case. Being at the top end of a bright group is motivating, and bright boys tend to be extremely competitive, which presents a challenge in itself. We would expect the top end of 8B/C/D to be achieving an average in the region of 75-85% in the Year 8 Leaving Certificate.

Setting enables us to teach the boys at a higher level, and also to include some scholarship content. This stimulates, stretches and challenges the top group.

8B AND 8C LATIN / LITERACY AND STUDY SKILLS

Boys who did Latin this year will continue to do so next year. Very occasionally we make an exception to this for a boy who has really struggled with Latin. Boys who do not study Latin, study Literacy Skills to support their English lessons and to hone oral and written communication skills with a particular focus on spelling, grammar, comprehension and creative writing hotspots. The texts used encompass Irish Myths and Legends to help inspire and motivate learning. Part of these lessons focus on learning how to study effectively, specifically learning exam techniques such as exploring different ways to revise and to manage time within exams.

All Year 8 boys are taught by the Head of Department in all subjects except in Mathematics (Mrs Yeats-Brown and Mr Knipe share the teaching in Year 8).

8A

8A is the scholarship form and consists of boys who are sitting an academic scholarship in their final year. (Occasionally, in exceptional circumstances, we may have a boy in 8A who is not going to sit an academic scholarship.) Scholarship is a competition. It is not a qualifying exam. It should be borne in mind that no matter how strong a boy is in the New Beacon context; he is competing against the absolute best from a vast number of other schools. **A child cannot be put forward for a scholarship (this applies to non-academic / co-curricular scholarships too) without the recommendation of the school.** Senior schools will not accept scholarship applications that do not have the school's endorsement.

A boy cannot go into 8A unless the teachers recommend it. We advise that parents listen to the advice of the teachers who teach them and understand the stresses and strains that go hand in hand with being in the scholarship class.

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Tonbridge School expect that all Junior Foundation Scholars will sit the Tonbridge Academic Scholarship examinations.

Boys in 8A are taught to the scholarship exams of the senior schools to which they are applying. The exams vary from subject to subject and from school to school. Information and past papers are available on some of the schools' websites.

The standard and depth expected at scholarship level is high, well on the way to GCSE and even beyond. The pace is fast, and the learning is intense. Scholarship requires innate intelligence and flair, an ability to apply knowledge and to think creatively.

It is essential that a scholarship candidate meets the following criteria:

- He must be of a high level of ability. He must have teachers' recommendation for scholarship in most subjects, particularly the core subjects.
- He must have strong recommendations for scholarship in at least two of the subjects which form the scholarship optional papers (e.g., for Tonbridge candidates would be required to offer 2 or 3 from French 2, Mathematics 2, Latin 2 and Divinity). If a candidate is not significantly strong in these optional subjects, he will not have any optional papers to offer. The optional paper 2 is harder than the paper 1.
- He must have a genuine appetite for work and a thirst for knowledge.
- He must have an excellent work ethic. He must be well organised, highly motivated, conscientious, reliable, and independent in his learning.
- He needs to be self-motivated, resilient and determined. He must have a genuine interest in academic studies and a natural inclination to read around a subject, without it being suggested by an adult .
- He must be willing to devote considerable time to studies, both in term time and in the holidays.
- He must have a genuine desire to commit to scholarship in every way. Achieving high marks in 7C does not mean a boy is suited to a scholarship. It is not a question of being a good learner and having a good memory (although that does help of course).

If your son is offered the opportunity of a place in 8A, you are not obliged to take it. Scholarship is a journey, and requires full commitment, often from the family as well as the child. The pace in 8A is such that we cannot afford to be held back by boys who are not really interested, or boys who are not able to keep up with the pace. A boy who is not up to scholarship will find it exceedingly difficult to make academic progress if the standard is beyond his level of maturity and ability.

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Scholarship boys are expected to put in some work over the summer holiday before starting in 8A.

Non-Academic Scholarships: - Most senior schools offer co-curricular scholarships, exhibitions, or bursaries to a number of children. These can be offered for excellence in Art, Design Technology, Music, Drama and Sport. Some schools also offer awards to boys who have potential in a number of areas of school life. These awards are often described as all-rounder awards. Each school is entitled to set whatever assessment they wish, and to set appropriate criteria for giving awards. There is a wide range of awards, and the value can vary enormously.

The majority of senior schools will give a small percentage remission, with the possibility of being topped up based on a means test. All awards require a standard well above the average for the independent school system. For a sporting award the minimum standard required would usually be performance at County level in at least one sport.

Music awards usually require the candidate to have passed Grade 5, or more, usually Grade 6, on one instrument and to have reached at least Grade 3, or sometimes 4, on a second instrument.

Art and Design awards require an extensive portfolio reflecting originality and skill.

Drama awards may require completion of a written paper, improvised group tasks and the performance of two contrasting monologues. Candidates are usually asked to bring along a portfolio of drama experience to discuss in interview and a passion for the subject as well as notable talent are essential. A considerable time commitment, genuine talent, and a profound intent are prerequisites for co-curricular / non-academic scholarship preparation.

The non-academic scholarship exams can take place any time between January and May. Children need to be registered for the relevant school. If The New Beacon has agreed to support a scholarship application, parents will receive details and an application from The New Beacon in the second half of the Autumn Term.

All administration regarding scholarships, i.e. Academic and Non-academic Scholarships will be administered by Mr Ribbans-Opara.

Parents are usually required to complete this application form, which is then endorsed by The New Beacon and then sent to the senior school by the given deadline. The final decision on whether a child should be entered for any type of scholarship must rest with the prep school, as the entry will not be accepted without our support, our report, and our signature on the application form.

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Entrance Exams: -Many Years 8 boys will already have secured a place at their chosen senior school. Some schools have their own entrance exams in Year 8, for example Lingfield College and Caterham School.

Candidates with specific learning difficulties: - Candidates with dyslexia or any other specific learning difficulty may be allowed extra time in exams. Word processors and laptop computers may be used by candidates certified as having specific learning difficulties. The New Beacon makes these arrangements on behalf of the boy concerned.

Extra time / use of laptops is usually only granted if it is a recommendation in an up-to-date psychologist's assessment. The psychologist's report and latest IEP are sent to the senior school, who decide whether to grant permission for extra time or lap top use. The amount of extra time awarded can vary from school to school.

Year 8 Leaving Certificate of Achievement: - The Year 8 Leaving Certificate is a Gold-standard certificate. Throughout the year, each Year 8 boy will work towards The New Beacon Leaving Certificate of Achievement. There will be interim certificates of achievement in November and March.

The final Leaving Certificate will be sent to the boys' future schools. The context of grades is across the entire year group. For the Certificate to hold gravitas and value, any grade inflation has been avoided. A high grade is prestigious.

Our intention is to give the boys something to aim for. For interim certificates, grades will be awarded according to the projection of a boy's current work, e.g., if a boy's work demonstrates that he is on track for an extremely high standard in CE (or equivalent), e.g., 85%, he will have a '7' for achievement. A 9 is exceptional, therefore rare. An 8 is excellent, therefore will only be used if a boy's standard and work are genuinely excellent in the context of the entire year group.

THE YEAR 8 LEAVING CERTIFICATE OF ACHIEVEMENT – CURRICULUM FOR 8B, 8C AND 8D *(this may be subject to minor changes for 2025-2026)*

Changes to senior school entry procedures, with many decisions made by the end of Year 7, and many schools no longer requiring CE, gave us the opportunity to review the Year 8 curriculum.

We have continued to promote academic rigour, in particular the process of developing boys' exam techniques, which Common Entrance has done effectively over many years. Two criticisms of CE, however, are that it makes Y8 too exam-driven, and the content can be quite restrictive. We have had the stimulating opportunity to build on our strengths while adding a broader perspective for the boys' longer-term education.

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The new curriculum facilitates: -

- mature, independent work habits
- independent study
- research
- critical thinking
- problem-solving
- group work
- discussion and debate as a way of learning how to think philosophically
- an extended essay

Below, you will find information about the curriculum in the examined subjects. Where references to Common Entrance are made, full details can be found on the ISEB website.

YEAR 8 MATHEMATICS SYLLABUS

The mathematics syllabus in Year 8 will be based on the CE Mathematics syllabus level 3, now renamed "Additional Mathematics". The syllabus can be viewed here or on the ISEB Website We will be aiming to give all boys access to the Additional Mathematics syllabus, even if they take the Core or Foundation papers at the end of the year. This will mean that all boys will have covered many topics which will be in the Year 9 syllabus in their senior schools.

We will also have more time to prepare boys for the UKMT Junior Mathematics Challenge with the aim of improving problem solving skills and logical thinking skills. We will continue to prepare boys for specific entry exams, for example Caterham 13+ entry in November.

ASSESSMENT

Autumn: - All boys in will take an exam; this will be a CE non-calculator paper Spring: - All boys will take a CE calculator and a non-calculator exam Summer: All boys will take the UKMT Junior Mathematics challenge in late April/Early May and a CE calculator and a non-calculator exam in June.

ADDITIONAL INFORMATION

Boys will be tested on a regular basis throughout the year, using CE or CE style papers. The syllabus will be divided between non-calculator work in the autumn term and calculator work in the Spring Term and revision of all topics in the summer term.

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YEAR 8 SCIENCE SYLLABUS

The Science syllabus will be based on the current CE Level 2 syllabus with a greater emphasis on developing key laboratory skills, practical science and planning and implementing experimental work to test hypotheses. The latter will relate to a hypothesis-based project.

The current CE syllabus topics will be used as a framework for accruing these key skills rather than as the actual focus of the units with the aim being to develop a more dynamic, practical led curriculum.

The Y7 (Summer Term) Biology field work will have been central to the Y8 Biology syllabus with a further (pupil planned) Y8 science field trip building on skills learnt in Y7. There will also be a (science) practical element to the Y8 French trip and the Geography Field Trip.

ASSESSMENT

Physics, Chemistry and Biology will all be assessed throughout the year. Autumn: - 1 overall 60-minute science exam has replaced the 3 x 40-minute (Biology, Chemistry, Physics exam) Spring: - 'CE' mock examination including a practical assessment Summer: - Internally marked CE exam (including a practical assessment), with written paper results forwarded to senior schools.

ADDITIONAL INFORMATION

End of topic assessment will continue throughout Y8 and there will be a greater emphasis on project work, linking into national initiatives such as Healthy Living Week. The added resources and science areas around the school will be utilized throughout the syllabus.

- The kitchen garden area
- Beehives
- Outdoor Classroom
- Wildlife Garden
- Pond area.

POST CE

It is hoped to introduce Junior Beekeeping to the syllabus, with Y8s hopefully producing and selling a batch of New Beacon honey and other auxiliary products (beeswax, super food pollen, and propolis)

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YEAR 8 ENGLISH SYLLABUS

The English syllabus in Year 8 will continue to follow the current Common Entrance syllabus as devised by the ISEB. In extension to the CE baseline exam, there will also be a prescribed reading question which will take the form of an essay written on a novel studied during lessons. In addition to this there will be formal testing in grammar and punctuation. It is important to note that this area of study and examination is currently outside of the Common Entrance exam. However, it is deemed an important part of a well-rounded English syllabus by the New Beacon English Department.

ASSESSMENT

Each exam will focus closely on two aspects of the syllabus providing a readily demarcated area of study which provides a close focus of study for each term. Autumn: Exam format: - 1 Exam Paper: Section A- Prose Comprehension. Section B- Non-Fiction Essay.

Spring: Exam Format: - 1 Exam Paper: Section A- Poetry Comprehension. Section B- Creative writing.

Summer: - Exam format: 1 Exam Paper: Section A- Comprehension based on either prose or poetry. Section B- Creative writing.

ADDITIONAL INFORMATION

Two novels will be read during lessons over the course of the academic year. The two novels in question will be made clear to the boys at the beginning of the academic year. Themes for consideration might include: - Conflict, Friendship and structural devices of the novel: Characterisation, Physical setting Development of atmosphere. English Speaking and Listening Board: each Year 8 class will receive a 20-minute lesson per week in preparation for an externally moderated exam based on a prepared oral presentation. The assessment will be completed within the Spring Term. However, similar in-house assessments will continue throughout the year on presentations of a varied nature.

YEAR 8 MODERN LANGUAGES SYLLABUS

The French programme of study in Year 8 will be loosely based on the CE French level 2 syllabus, which can be found on the ISEB website. However, rather than teaching solely to exam, the programme of study will incorporate a variety of authentic materials as a base for learning. For example: plays, songs, poems, menus, blogs, films, YouTube, theme park maps, newspapers and magazines, children's books. These materials will provide a breadth of vocabulary, and a realistic and meaningful use of the language.

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Without the restrictions of having to adhere strictly to the CE exam, boys will also be able to learn through more motivational, entertaining, realistic tasks, e.g., create a French TV advert, perform a play, reporting an incident as a journalist, a French coffee morning, a video interview etc

ASSESSMENT

Each of the 4 skills, reading, writing, speaking, listening will be assessed. Some CE materials will be used to test reading, writing and listening. The oral exam will become conversation, rather than extensive, pre-learnt monologues. It will also continue include role-play situations.

Autumn: exams in reading comprehension, writing, listening comprehension.

Spring: exams in reading comprehension, writing, listening comprehension, speaking.

Summer: exams in reading comprehension, writing, grammar and vocabulary, listening comprehension, speaking.

YEAR 8 GEOGRAPHY SYLLABUS

The Year 8 Geography syllabus will continue to have the Common Entrance/ KS3 syllabus at its core. However, further enhancements can be made, where time used to be spent in preparation for the Common entrance exam, which will stand the boys in good stead for their GCSE preparation at their senior schools. The topics of Coasts, Population, and Economic activities (Globalisation) will be taught as normal. Further additional topics can also be added such as Glaciation, which will be strongly linked to the Iceland trip. Included within this topic issues such as climate change and renewable energy can be covered. The Year 8 leaver's trip to Cornwall brings in an array of coastal features, particularly where we stay at Newquay, as headlands, bays, caves, arches, stacks and stumps can be observed first hand. The boys also get to visit the Eden project, which ties in their studies of microclimates and climate change.

A disasters management topic can also be studied including events such as hurricanes, tsunamis, and coastal flooding. These will enhance the topics of Weather and Climate, Earthquakes and Volcanoes, and Coasts previously covered.

The boys have enjoyed the Explorers topic over the last couple of years. In this we study Shackleton/ Ranulph Fiennes and then the boys choose their own explorer to research. We focus on the Geographical aspects the explorers must contend with, linking in a sense of adventure, curiosity and resilience.

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Also, as and when relevant current affairs crop up the boys can spend time researching, analysing and discussing the information. Further topics, given the availability of time, may be looked at such as, Deserts and National parks. Enhancements using the latest technology can be made to some topics such as Map skills where the use of digimaps and mastering map skills CDROM can be incorporated. Similarly, boys can do advanced work on the high- and low-pressure system project using the remote weather station. iPad can be used to collect data when doing project work. Useful and fun websites are always incorporated, such as: 'City guesser' and 'global'.

Project work will continue to be an important aspect of the syllabus, and the Rivers CE project will be undertaken in the Autumn term as usual with the boys going on the River Tillingbourne trip to collect the data. Project work delivers a whole host of skills: group work, critical thinking, organisation and so on. The process of writing up the project also allows the boys to put into practice a whole array of ICT skills.

The Common entrance/KS3 syllabus ideally hopes that over the course 3 projects are completed, and this is now made possible with the extra time the boys have. So, in the summer term a microclimate project will complete the picture of projects: Year 7- High- and Low-pressure systems, Year 8 Rivers and Y6 Microclimates. In terms of teaching/ learning methods, given the relaxation of time constraints a wider variety may be employed, such as debates, quizzes and presentations.

The boys will also be given a flavour of scholarship style questions where they will be able to tackle the analytical style questions as seen on the section A of a Tonbridge paper. As well as the usual general style essay question seen on the section B of a Tonbridge paper, there are also the more philosophical type essays to promote the boys' thinking skills. Guest speakers will also be invited.

ASSESSMENT The rigour of assessment will still be maintained by oral responses in lessons, weekly exercise book marking, quizzes, project work performances, global location tests, debating and presenting skills, end of topic tests and general exams. When revising for exams boys, as well as the usual resources, *Quizlet* may be of help. Similarly, *doddlelearn* Geography may prove a useful online resource.

YEAR 8 HISTORY SYLLABUS

The History programme of study in Year 8, for non-scholars, will be divided into Common Entrance for 8D and 8BC following a course on 20th century history.

<u>8D</u>

- The Third Battle of Ypres (in preparation for the Year 8 Battlefields trip)

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- Medieval Realms

Medieval Realms specified topics for 2024-2025

Autumn specified topics: Battle of Bannockburn; William I; Village life and agriculture
Spring specified topics: Battle of Bosworth; Thomas Becket; Women in the Middle Ages

The Summer examination will be made up of either:

War or rebellion: Battle of Bannockburn or Battle of Bosworth

Leadership: William I or Thomas Becket

Life and Change: Village life and agriculture or Women in the Middle Ages

The boys who have pursued a course of study based on CE specifications and assessments will:

- be equipped not only for the next stage of their education, but for life-long learning based on a secure foundation of subject knowledge, concepts and skills and be able to apply what they know to new situations
- be enthusiastic learners who are open to new ideas and experiences, curious, questioning, and keen to experiment.
- learn how to present clear, logical arguments
- develop research and historical skills – interpretation, analysis, critical thinking and discernment

They will:

- enjoy reading and be able to articulate clearly orally and in writing
- have the confidence to think, weigh up evidence and make up their own minds, and the resilience to learn from their mistakes
- have the skills to work independently and collaboratively
- understand how subjects connect with each other
- demonstrate cultural and environmental awareness and empathy, developing an understanding of their place in the world.

ASSESSMENT

The CE history examination is divided into two sections and will be 60 minutes in length.

Section A: Unseen Evidence Question (20 Marks) 20-25 minutes

Section B: Essay Question (30 Marks) 35-40 minutes

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8BC

- The Third Battle of Ypres
- The Rise of Nazi Germany (Autumn term)
- World War Two (Spring and 1st half of the summer term)

There is more flexibility for developing a range of teaching and learning activities and opportunities. Some source work and essay writing will still form part of the history curriculum and syllabus for 8BC, which will be used for formative and summative assessment(s).

We have decided to do an in-depth study, including project work, for the second topic, World War Two. Year 8 History offers the opportunity to study world history from post WWI to the end of WW2. It encourages the boys to raise questions and to develop and use historical skills, knowledge and understanding to provide historical explanations. The boys will explore history from different perspectives (social, economic, cultural and political), and be given the opportunity to: -

- develop an interest in and enthusiasm for learning about and understanding the past
- explore historical concepts such as cause and consequence, change and continuity, and similarity and difference
- appreciate historical evidence and how to use it
- gain a greater understanding of international issues and inter-relationships
- learn how to present clear, logical arguments
- develop research and historical skills – interpretation, analysis, critical thinking and discernment.

ASSESSMENT

Autumn: Exam: Source work and factual recall – Nazi Germany Spring: Exam: WW2 source and factual recall. Summer: In depth study: independent project work (2250 words) on an aspect from WWII, due before summer half term holiday. Exam: Source Work on WWII. Short Essay/ Extended answers. Factual Recall. Project (60%) and Exam (40%) form Summer Term report percentage.

ADDITIONAL INFORMATION

There will be a Battlefields Study Trip to Belgium and France, based in Ypres, in the Autumn Term, which will be cross-curricular. Boys will visit WW1 historical sites, such Thiepval, Vimy Ridge, Tyne Cot, the Wellington Quarry. Possible early summer term (mid-May) 8BC visit to the Churchill War Rooms.

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Cross curricular links: ICT – Project work; English – Essay writing; Science – Rocketry/ weaponry; Geography – world locations; Philosophy and Critical Thinking – War and Conflict

YEAR 8 LATIN SYLLABUS

The Latin programme of study in Year 8 will loosely follow Common Entrance at either level 1, 2 or 3, depending upon whether boys have done one or two years of study thus far. On the linguistic side, the curriculum will continue to cover more in-depth aspects of Latin grammar with rigour while continuing to develop broader skills such as grammatical and vocabulary links with other languages; the ongoing formative nature of the subject which encourages logical and methodical thinking, accuracy, patience and attention to detail; demonstrating the historical and ongoing influence of Latin upon our cultural heritage. The language work will itself be based upon two key Classical myths: the Trojan War and the Odyssey. This will also give boys the opportunity to engage in drama, storytelling and philosophy alongside translations of parts of the myths.

ASSESSMENT

Vocabulary will be continually assessed to maintain long-term retention, likewise with the grammatical paradigms. The ability to read and translate the language will also be assessed more formally each term, culminating in an end of year assessment.

YEAR 8 TPR SYLLABUS

In Year 8, RS (Religious Studies) has become TPR – Theology, Philosophy and Religion. This is in line with the Common Entrance approach, but also with the broader picture of the subject for those who will be taking it to a higher a level at their next schools. It is important for the boys to cover core biblical texts and to understand some of the basic beliefs of the main world religions but equally there is now more time for discussion and debate without the need to cover a fixed syllabus to pass an exam at a set date.

There is a much greater emphasis now on general topics of an ethical or philosophical nature. The boys continue to study key Old Testament texts in Year 6, but Year 7 has seen the boys studying ‘Inspirational People’ such as Nelson Mandela, Martin Luther King or Mother Theresa.

Year 8 will see the boys study several themes across the year, with each theme being explored from different religious and philosophical perspectives. Themes will include the origin of the universe, environmental ethics, ultimate reality, ethics of punishment; we will continue to explore key passages from the Judaeo-Christian tradition alongside elements from Buddhism, Islam and philosophers including Plato. The aim is to

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encourage debate, discussion and reasoned argument; to consider and evaluate the beliefs, claims and values of religious and philosophical belief systems.

ASSESSMENT

Exams in each of the three terms will feature questions which ask the pupils to:

- Recall, organise and summarise knowledge of the specific content relating to TPR.
- Describe, analyse and explain the relevance and application of theological, philosophical and religious ideas.
- Evaluate different responses to theological, philosophical and religious issues, including a personal response to a broad moral or ethical question.

YEAR 8 ICT SYLLABUS and the iPQ PROJECT QUALIFICATION

ICT in Year 8 looks at project work and how we can use computers to lay out and organise two major projects.

In the first term in Year 8, we will work with Geography to help deliver the Rivers Project. Boys will use spreadsheets to analyse the recorded data from their visit to the River Tillingbourne. They will create tables which they will analyse by creating graphs, all of which will be imported into Word, which they will use to help write a detailed report. In addition to improving their spreadsheet analysis skills, the boys will be taught techniques to help them write their report, including appropriate formatting and layouts for each section and subsection, headers and footers etc. A methodical approach will be encouraged to ensure consistency throughout the project.

In the second and third terms, pupils in 8B, C and D are introduced to the Independent Project Qualification (iPQ), this whilst 8A are preparing for their scholarship examinations. With the ability to choose a topic of particular interest to each boy, this project gives considerable freedom to boys to choose their own pathway from inception of their project idea to the completion of their final presentation. Some will choose to create a website or PowerPoint presentation, others will record a podcast or video cast, while others will choose stop-motion animation. To complete the iPQ, boys must conduct extensive research into their chosen project using a variety of sources and must methodically document the development of their final presentation.

PHYSICAL EDUCATION IN YEAR 8

Each week the boys will enjoy one 60-minute lesson of Physical Education (PE) in the Sports Hall and The Studio and three 60-minute lessons of Games using the extensive

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fields and AstroTurf. We will be swimming from September 2025/26 in the first half term of Autumn Term in The New Beacon pool during PE lessons. There are many further opportunities for pupils to take part in sport in the Senior School through the squads, clubs, and fixtures programme.

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PE LESSONS

In their PE lessons the pupils' will be challenged to develop their Fundamental Movement Skills (FMS) which can be grouped into three main areas; locomotion, stability and object control and these form the basis for all sports and physical activities. They will learn the importance of warm up and gain a basic understanding of how the body works when involved in physical activity. In PE lessons the pupils' will also experience sports such as Gaelic football; korfball; netball; badminton; basketball; HRF; volleyball; rounders and athletics which aim to diversify their skills across a range of physical activities. In addition to FMS these activities will develop the pupil's coordination, body control, flexibility, creativity, striving for personal bests and confidence to perform in front of their peers.

For all PE lessons the pupils will be taught in their classes with one specialist member of PE staff. In swimming each class is divided by ability and each group is taught by a specialist PE or swimming teacher.

GAMES LESSONS

In their Games lessons the pupils' will learn traditional sports of football in the autumn term, rugby and hockey in the spring term with hockey running alongside football in the autumn as an early morning club. In the summer term the pupils will take part in cricket. For all pupils in the Senior School they will have Games as a whole year group and this is usually divided into smaller groups (mainly based on ability) and taught by specialist PE staff and academic staff (with specific qualifications and subject knowledge). Group sizes are flexible and allow pupils to move between groups. Games lessons will develop the pupils understanding of rules, teamwork, communication, and collaboration skills. Games will be modified to suit the age and stage of ability of the group. There are many competitive opportunities in these sports, such as open events, company events, collaborative sessions and fixtures with other schools.

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ART

Art and Design Scholarships

Art and Design scholarship applications typically require candidates to present a comprehensive portfolio of work or to complete a specific project set by the school. In both cases, the work must demonstrate originality, technical skill, creativity, and a genuine passion for the subject.

Pursuing an Art Scholarship demands a high level of commitment. Candidates should be prepared to dedicate significant time to their art, both during the school term and over the holidays.

Scholarship assessments usually include a portfolio interview, alongside a practical art activity or workshop—depending on the individual school's requirements. This is an opportunity for students to showcase their creative thinking, artistic ability, and enthusiasm for the subject.

Year 8 Art Curriculum Overview

Year 8 begins with a portrait project where students create two self-portraits using different techniques. The first is an acetate painting, and the second involves dry printing. To enhance their work, students experiment with abstract backgrounds using a range of materials, including paint scraping, pastels, chalks, and mixed media.

Following the portrait project, students embark on the Independent Art Project—a highlight of the Year 8 curriculum. This initiative gives each student the opportunity to explore a topic or medium of personal interest. They are encouraged to take ownership of their artistic process, think independently, and delve into subjects and techniques that truly inspire them.

The outcome is a vibrant and varied collection of artwork that showcases each student's unique passions, ideas, and artistic voice. This open-ended approach nurtures creativity, builds confidence, and fosters a deep sense of ownership over their work, all while being fully supported and guided by Mrs. Jackson.

The Independent Art Project also serves as an exciting contribution to the Company Art Exhibition at the end of the academic year, offering students a chance to proudly display their work.

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Year 8 CPSHE

CPSHE at The New Beacon gets pupils working together on issues of concern and current affairs. It gives them the confidence and skills that they need to act with others to tackle real situations they may face within society. The objectives of CPSHE incorporates some of the key themes from the school's mission statement such as respect for self, respect for "difference", the belief in "acceptance" rather than "tolerance", the value of "community" and the development of initiative and responsible independence.

CPSHE equips pupils with knowledge and skills needed for effective and democratic participation in their communities. It helps pupils to become informed, active citizens, who have the confidence and conviction to work together to accept, follow or to effect change. Pupils learn about their rights, responsibilities, duties and freedoms and about laws, justice and democracy. CPSHE encourages respect for different national, religious and ethnic identities. Pupils learn how their societies change and how it continues to change: at school, in the UK, Europe and the wider world. CPSHE helps young people to develop their decision making and critical skills as they consider a wide range of political, social, ethical, and moral issues. As they mature, they learn to argue a case on behalf of others as well as for themselves and can speak out on issues of concern.

The New Beacon broadly follows the Jigsaw curriculum which is broken down into six key themes. These are:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Particular curriculum highlights include:

- Who am I and what are my morals and values?
- What can influence a person to act in a positive/negative manner?
- Prejudice and discrimination
- How can I make a difference?

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- Long-term goals and plans
- What money can and can't buy
- Illegal drugs education - understanding the risks, effects and potential health and legal consequences
- Addiction
- Healthy choices and peer pressure
- Sustainable Development Goals
- Worldwide population growth
- Understanding features of healthy and unhealthy relationships
- Consent
- Staying safe in the online world
- Staying safe in the physical world
- Sexually transmitted diseases and infections
- Contraception
- LGBTQ+ awareness
- Signposting for help, guidance and support with all of the above topics

CPSHE is taught in form groups periodically in the mornings (Online safety using Project Evolve) and every week in specific CPSHE classes. Lessons are thirty minutes in duration. CPSHE in Year 8 tackles themes of a more mature and sensitive nature e.g. Relationship and Sex Education. Before we embark on such a topic, we write to parents explaining the exact content of the course to give them the opportunity to seek further clarification on subject content, and in exceptional circumstances, to take their sons out of the classes, with the Head's consent. This also occurs when we have visiting speakers concentrating on themes such as:

- Yr. 8 Drugs education and the visit of the organisation "Drugsline Education"
- RSE talk from Dr. Perry regarding "The Fundamental Concept of Consent".
- The biennial visit of the RSE specialist organisation "It Happens".

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We have high expectations for the pupils at The New Beacon and the CPSHE department has the same aspirations as the other departments within the school. However, there is no official assessment for the boys via exams or external public papers. The pupils fill in specific topic age-appropriate evaluation forms at the end of each unit, which gets them to consider the issues they have discussed in class. This in turn informs planning for subsequent academic years.

If you have any questions or would like to request any further information regarding the Year 8 CPSHE curriculum, then please do not hesitate to contact Mr Bromwich at james.bromwich@newbeacon.org.uk .

LEAVERS' PROGRAMME

After the exertions of the final examinations in June 2026, the boys will be travelling to Newquay in Cornwall, the surfing capital of the UK. We leave on the Monday and return late evening on the Thursday. The boys and staff are accommodated in the St Christopher's Inn, a stone's throw away from Towan Beach.

Other events that are included in the Leavers' Programme are: -

- a picnic barbecue in the Head's garden at Beaconside after the final examination
- a visit to the Ramsgate Tunnels. This visit incorporates a beach clean-up, a swim and a beach picnic – Ramsgate
- Thorpe Park fun day out
- a Careers Fair hosted by parents
- a disco with invites extended to Years 7 and 8 boys and girls from Solefield and the girls from Walthamstow Hall
- two Tonbridge School activity afternoons
- CPSHE talks – organised by Mr Bromwich
- the Reception/Y1 Buddy outing to the Himalayan Gardens
- Company basketball, cricket, sports day and swimming
- the Y8 production
- Leavers' dinner
- Open Day and Prize-Giving

At the onset of the summer term, parents will receive a form to complete electronically. This will be an opt in or opt out choice for all activities that will be charged for during the Leavers' Programme.