

Subject Overview — 5ème

2026-2027 Academic Year

French

Brigitte Vidal

Overview of the French Course — Year 8

Year 8 is an important stage in pupils' schooling. They will learn to develop more independent thinking, sharpen their critical thinking and use the French language correctly, precisely and with nuance.

The aim is therefore to consolidate lexical and grammatical spelling, enrich vocabulary and further structure written and spoken expression.

The work carried out in Year 8 pursues several aims.

1. Strengthening grammar skills

The first aim is to strengthen the grammar skills acquired in previous years.

Teaching grammar at secondary school means helping pupils understand how the language works so that they can express themselves better, both in writing and orally, and better understand the texts they read. These skills are essential for progressively tackling close reading, which allows for a more subtle understanding of texts.

To this end, the grammar lesson plays a fundamental role. Each concept is first introduced in class through a series of exercises. Once the concept is understood and mastered, the lesson is copied into the grammar exercise book and must be learnt for the following week.

A test is then held in class. It covers both recall of the lesson and exercises similar to those done in class.

Spelling also plays an essential role. It must be mastered progressively, in particular through regular dictations. Learning the rules of grammar, spelling, vocabulary and conjugation helps pupils to better understand texts, process information more effectively and express themselves more clearly.

Language must become an object of observation and reflection. Pupils must learn to think about language in order to be able to solve problems of comprehension and expression.

The aim is to master the language in three areas: speaking, writing and reading.

Mastering the language is an essential asset in everyday life. It makes it easier to relate to others and enables clear, precise communication. It is important for pupils to understand that speaking and writing correctly are genuine tools for freedom.

2. Discovering literature and developing critical thinking

The second aim is to introduce pupils to the world of literature.

This journey is both cultural and enjoyable. It aims to spark pupils' curiosity and develop their analytical and logical thinking. Through literature, pupils discover the world in all its diversity, as well as the past, through myths, legends, tales and various forms of storytelling.

Texts will be read, explained and analysed in class. We will work on both extracts and complete works. These sessions will call on both written and spoken expression.

Reading must also remain lively, interesting and accessible. For example, we may approach classical theatre through comic strips. This work will make it possible to draw links with other art forms and broaden pupils' outlook on the cultural and artistic world.

With this in mind, pupils will carry out research and personal-writing tasks. They may, for example, write and illustrate a tale or short story.

3. Personal reading and spoken expression

Pupils will also be asked to do personal reading, to teach them how to produce clear, precise reading reports. They will also need to be able to express and justify their impressions of what they have read.

From the start of the school year, a methodology will be explained and copied into the literature exercise book. Following this model, each pupil will choose a novel and present it orally to the class.

This exercise involves summarising skills. It helps pupils get used to speaking in public, expressing a point of view and learning to argue a case.

These presentations also lead to discussions within the class. Each pupil thus has the opportunity to express themselves, defend their opinion, but also to listen to, consider and respect the views of others.

4. Developing written expression

Writing tasks will be set throughout the year, following a precise methodology.

These activities will help pupils learn to organise their ideas, structure a text and express themselves more precisely. They will also encourage creativity and personal expression.

Final aim

The overall aim of the course is to give every pupil a love of reading and writing.

It is also about enabling each pupil to gradually build a solid body of cultural knowledge, which they will continue to develop throughout their schooling.

Mathematics

Daniel Guy

Year 8 follows on from Year 7. It is therefore essential that pupils have a good grasp of the concepts studied in previous years. This year, we will in particular deepen our work on numerical calculation with the introduction of negative numbers.

With over 25 years' experience teaching Mathematics, I have put in place a working method along with a set of rules designed to help pupils succeed. Here are the main points:

Working method

Lessons will be presented in class over several sessions depending on their difficulty. They will be projected onto the interactive whiteboard and must be learnt for the following lesson.

Once a topic has been understood, pupils will put it into practice through various exercises, corrected either by myself or by pupils in class.

It is strongly recommended that pupils do additional exercises, which may be corrected by parents or by myself.

Calculator

Pupils must always have the requested calculator with them. However, its use will remain occasional, as the aim is above all to develop pupils' calculation skills rather than to get them used to relying systematically on the calculator.

Equipment

Geometry equipment is essential: a ruler, a set square, a protractor, a compass, as well as a pencil and an eraser. Any pupil without their equipment will not be able to take part in the lesson.

Tests

Assessments will take the form of supervised assignments as well as written tests, whether announced or not. Tests will include, as far as possible, both algebra and geometry exercises so as to showcase everyone's strengths.

Supervised assignments will generally cover the last two chapters studied. Revision will always be indicated on Noteebi at least a week in advance.

Syllabus

The Year 8 syllabus is organised around five main themes:

- numbers and calculations;
- organising data and functions;
- quantities and measurements;
- geometry in space;
- an introduction to computer programming using Scratch, enabling pupils to create simple games.

Aims

By the end of the year, pupils should have mastered calculations involving negative numbers, fractions and algebra.

In geometry, the properties of triangles and parallelograms will be studied in depth.

Kangaroo Maths Competition

Pupils will also take part in the Kangaroo Maths Competition, an enjoyable and different way of discovering mathematics.

Website

<https://sites.google.com/site/danielepbi34670/>

There, pupils will find all the lessons as well as links to other educational resources.

Physics and Chemistry

Daniel Guy

This year, we will deepen our study of the fundamental concepts of Physics and Chemistry. Pupils will study, in particular, the organisation and transformation of matter, movement and interactions, energy and its various conversions, as well as the signals used to observe and communicate.

Working method

Lessons are presented and explained in class, with material projected on the interactive whiteboard. They must be learnt for the following lesson.

The activities set are organised into three stages:

- analysis;
- interpretation;
- conclusion.

Once a topic has been understood, it will be put into practice through various exercises. All exercises will be corrected in class, either by myself or with pupils' participation.

Practical work (TP) may also be carried out during the year. For these sessions, wearing a lab coat will be compulsory.

Tests

Pupils will be assessed through supervised assignments (DS), written tests, whether announced or not, as well as during practical work and reports produced in class.

Life and Earth Sciences — Bilingual Group

Stéphanie Badaroux

Welcome to Life and Earth Sciences!

Starting Year 8 marks the beginning of Cycle 4, a new stage in pupils' scientific development. The knowledge gained in Year 7 will be built upon in order to develop a more comprehensive understanding of living things, our planet and the human body.

My aim is to support every pupil in developing a genuine scientific approach, encouraging curiosity, reflection, independence and critical thinking. Life and Earth Sciences not only help pupils acquire scientific knowledge, but also help them understand the major issues facing our society and become responsible citizens.

Learning objectives

Learning is based on an enquiry-based approach that places the pupil at the heart of their own learning. Each chapter begins with a scientific question that leads pupils to observe, question, form hypotheses, experiment, analyse results and progressively build their knowledge.

Throughout the year, pupils will develop their ability to:

- observe and interpret scientific phenomena;
- reason logically and build an argument;
- distinguish scientific facts from opinions or beliefs;
- analyse a range of scientific documents;
- communicate their ideas both orally and in writing;
- work independently and collaboratively.

Particular attention will be paid to skills development.

Organisation of learning

Lessons will alternate between different working methods to encourage pupils' understanding and engagement:

- interactive lessons illustrated with videos and presentations;
- practical work and experiments;
- analysis of scientific documents;
- research projects;
- case studies;
- oral presentations and scientific posters.

At the end of each chapter, a summary of the key concepts will be provided to help with revision.

Resources, homework and additional documents will be available on Google Classroom, which will be our digital working space throughout the year.

The main themes of the syllabus

The Cycle 4 syllabus is organised around three main themes, studied progressively from Year 8 to Year 10:

Planet Earth, the environment and human action

- weather and climate phenomena;
- plate tectonics, natural hazards and geological risks;
- the exploitation of natural resources;
- the impact of human activity on the environment.

Living organisms and their evolution

- the nutrition of organisms;
- sexual and asexual reproduction;
- biodiversity;
- relationships between living things;
- the evolution of species.

The human body and health

- how the nervous system works;
- responsible behaviour;
- nutritional needs;
- how the body functions during physical exercise.

My expectations

To succeed in Life and Earth Sciences, every pupil is asked to:

- arrive in class with their equipment;
- take an active part in lessons, practical work and scientific discussions;
- take careful notes and keep an organised exercise book;
- complete set work on time;
- follow safety instructions during practical activities;
- show curiosity, rigour and perseverance.

Making mistakes is an integral part of the scientific process: it is an essential step in building knowledge.

Assessment

Knowledge and skills will be assessed regularly using various methods:

- supervised assignments;
- practical work;
- document analysis;
- scientific reasoning exercises;

- oral presentations;
- individual or group projects.

Assessments will cover both knowledge and pupils' ability to apply their scientific skills: reasoning, experimenting, analysing, communicating and working independently.

A living subject

Life and Earth Sciences is an experimental subject. Practical work plays an essential role in learning. Pupils will regularly be asked to handle materials, observe, experiment, research and collaborate in order to understand the phenomena studied in a concrete way.

My ambition is for every pupil to develop a love of doing science, acquire a solid working method and progressively build the scientific skills that will enable them to succeed throughout their schooling.

Life and Earth Sciences — European Group

Stéphanie Badaroux

Welcome to Life and Earth Sciences

The Life and Earth Sciences syllabus is organised across the whole of Cycle 4 (Years 8, 9 and 10). Concepts are thus introduced progressively and explored in greater depth over the three years, enabling pupils to build solid, lasting knowledge.

The pupil is at the heart of the learning process. My aim is to develop not only scientific knowledge, but also essential skills such as independence, rigour, critical thinking and the ability to reason scientifically.

The main themes of Cycle 4

Learning is organised around three main themes:

- Planet Earth, the environment and human action
- Living organisms and their evolution
- The human body and health

These themes help pupils better understand how the living world and our planet work, and the interactions between human activity and the environment.

Over the course of Cycle 4, pupils will study, in particular:

- the nutrition of organisms;
- sexual and asexual reproduction;
- relationships between living things;
- biodiversity and the evolution of species;
- how the nervous system works;
- nutritional needs and behaviour that supports good health;
- how the body functions during physical exercise;
- weather and climate phenomena;

- plate tectonics, natural hazards and geological risks;
- the exploitation of natural resources and environmental issues.

My aims

The main aim is to develop a genuine scientific approach in pupils.

Beyond subject knowledge, pupils will learn to:

- observe and ask scientific questions;
- form hypotheses;
- carry out experiments and analyse their results;
- interpret scientific documents;
- argue a case based on evidence;
- communicate their conclusions orally and in writing.

Particular attention will also be paid to developing transferable skills:

- curiosity and open-mindedness;
- independence and organisation;
- critical thinking;
- teamwork;
- scientific communication.

An active teaching approach

Each chapter begins with a question developed together with pupils. Starting from this question, they are led to:

- observe;
- reflect;
- propose hypotheses;
- experiment;
- research information;
- compare their results;
- progressively build their knowledge.

Learning is based on a range of resources: practical work, experiments, videos, scientific documents, research projects and collaborative activities.

The key concepts are then summarised in the exercise book to provide a clear and effective revision resource.

Throughout the year, Google Classroom will be used as a teaching platform to share resources, post homework and facilitate communication with pupils.

My expectations

In order to progress and succeed in Life and Earth Sciences, I expect pupils to:

- arrive in class with their equipment;
- take an active part in lessons and practical work;
- take notes carefully;
- complete set work on time;
- follow safety instructions during practical activities;
- show curiosity, perseverance and independence.

Making mistakes is a normal part of the scientific process: it helps pupils understand, improve their reasoning and make progress.

Assessment

Assessments will cover both the knowledge and the skills developed throughout the year. Pupils will need to be able to:

- apply their knowledge to new situations;
- analyse scientific documents;
- interpret experimental results;
- construct a well-argued explanation;
- communicate their conclusions precisely.

Written tests, practical work, oral presentations and research activities will be used to assess pupils' progress regularly.

An experimental subject

Life and Earth Sciences is a lively subject based on observation and experimentation. Practical work plays an essential role in learning and will help pupils develop their curiosity, independence and enjoyment of scientific enquiry.

My ambition is for every pupil to acquire a solid grounding in science, develop an effective working method and take pleasure in understanding the world around them.

English (European Group)

Vanessa Baker

Following on from the arrangement introduced last year, the European stream in English will continue to be taught as a mixed-ability class. This approach, already tried and tested, has helped pupils develop solid working habits, particularly in terms of independence for part of the group, thereby improving concentration and making lessons more effective.

This arrangement relies on a small class organised into two levels (Level 1 and Level 2), allowing for fine-tuned differentiated teaching. Over time, the aim is to encourage learning to gradually converge so that the whole group can work on shared content, while still respecting the specific needs of each level.

Teaching is based on the Harmonize textbook and its Workbook, along with associated digital resources. These resources allow for a progressive approach to language skills, covering comprehension, expression and interaction, both written and spoken.

At the start of the year, some activities may be differentiated according to level, while others will be shared but adapted in their requirements and expectations. This approach makes it possible to offer the same content in terms of topic while adjusting the expected level of complexity.

The group has three hours of English per week, split between different language activities: written and spoken comprehension, extended and interactive spoken expression, as well as grammar work and vocabulary building. Teaching is mostly conducted in English, in an immersive approach, except when specific clarifications are needed.

Significant importance is given to project work. Throughout the year, pupils prepare and present themed projects, with one presentation at the end of each chapter. These presentations are given without written notes, to encourage memorisation, structured speech and greater confidence when speaking.

To support this progression, pupils are gradually introduced to digital presentation tools (Google Slides, PowerPoint or similar tools). In this way, pupils learn to structure content and present it clearly and in an organised way to an audience.

Particular attention is paid to listening comprehension and classroom interaction. After each presentation, a comprehension and discussion phase is systematically organised and assessed, to encourage active listening, concentration and the ability to respond to spoken content. This aspect helps to strengthen all communication skills, in a 'learning by doing' approach.

Assessment

Assessment is based on several complementary methods:

- regular homework to be handed in during class or at home;
- individual or group oral presentations, particularly as part of projects;
- vocabulary and grammar tests;
- supervised assignments (DS) covering the units studied, organised at school level, with a significant weighting.

In addition, regular work is expected outside lessons, particularly at weekends, in the form of written homework or vocabulary learning, which is systematically assessed during the first lessons of the week.

This arrangement aims to progressively strengthen pupils' language skills, from level A1+ towards level A2, through a structured framework, a small class and regular exposure to English.

Pupils and their families are invited to follow lesson content and homework via the Google Classroom platform.

English (Bilingual group)

Madiana Rose

This year, the Year 8 bilingual class will be joined with the Year 9 bilingual class, and pupils will have 3 hours of English per week.

We will work from several resources, including the book *Insight Intermediate* by Oxford and the grammar book *Grammar In Use*.

We will consolidate what has been learnt so far in order to progress towards B1 level.

This year will allow pupils to gain even more skills in English, both spoken and written, so that they can understand written or spoken material, respond to it and interact with other speakers.

Assessment will take the following forms: in-class assessments and those set by the school (DS).

In class, with varying weightings

- regular homework to be handed in, which may either be marked or given feedback on;
- oral production: presentations or similar;
- regular vocabulary and grammar tests;
- larger assessments on what has been covered together, either orally or in writing.

I will naturally be more demanding of Year 9 pupils; I will expect greater depth, complexity, cultural knowledge and command of the language.

Spanish

Sabrina Palamara

In Year 8, pupils continue learning Spanish, progressively developing their independence and confidence in using the language.

The aims for the year are as follows:

- understanding familiar words, common expressions and simple sentences in everyday situations;
- communicating orally by learning to ask and answer simple questions and interact with classmates;
- being able to describe their surroundings, write short texts and complete different types of documents;
- consolidating what was learnt in previous years while progressively broadening vocabulary and grammatical knowledge.

To achieve these aims, we will use a textbook, which will support new learning. The concepts studied will then be put into practice through a range of activities: listening and reading comprehension, role play, group work, written work and discussions in class.

Pupils' progress will be assessed regularly by means of:

- lesson tests;
- written and oral work;
- supervised assignments.

In line with the Common European Framework of Reference for Languages (CEFR), the level targeted by the end of Year 8 is A2-.

Class project

During the year, a project may be developed based on pupils' interests and the themes studied in class.

This work will allow pupils to apply what they have learnt, develop their creativity, learn to work in a group, listen to others and gain confidence in their spoken and written expression.

In previous years, for example, pupils have created a comic strip on the theme of the environment or organised a fictional festival, later presented orally to the class.

At the end of the year, an independent reading workshop based on a short novel in Spanish, along with comprehension activities, will allow pupils to draw on all the skills they have acquired and to meet the aims of the Year 8 course.

History / Geography / Civic and Moral Education: Bilingual Group

Helen Thirtle-Leotard, Head of Languages Department

I am delighted to announce that I will be the History/Geography teacher this year, 2026/2027, for the bilingual Year 8 class.

This class has 3 hours per week of History/Geography/Civic Education taught in English. The purpose of teaching these lessons in English is to learn both subjects and take on board important information in a foreign language for some pupils, or in their mother tongue for others. However, there are several main aims in teaching history/geography in English:

- pupils will have an additional weekly contact with an English-speaking teacher;
- being able to express themselves in English;
- communicating in English about the topics presented in class.

Of course, using a good level of English matters. Grammatical mistakes will not be corrected in class except in urgent cases, to clarify something for the whole group. We will learn and take on board the new vocabulary associated with each topic (for example 'The Middle Ages' in History or 'Global Population' in Geography), learn the facts, and be able to read, speak, write and express an opinion in English. Activities will be enjoyable and engaging during lessons. Reading will be done in class as well as at home as

homework to go back over the lesson. I will set homework every week (reading at home and/or answering questions on a text linked to the lessons). Pupils will work alone or in small groups during lessons and will give presentations in class.

The Year 8 History and Geography syllabuses are rich and exciting:

The History syllabus begins with the origins of Islam in the 12th century, the Middle Ages in Europe, the great African Empires and the periods of the Reformation and the Renaissance.

The Geography syllabus will cover Sustainable Development, Global Population, Population Density and Distribution across the Earth, Inequalities and Climate Change.

The Civic and Moral Education syllabus will cover the following themes:

- gender equality;
- discrimination;
- solidarity.

Each term, there will be 3 tests (or Supervised Assignments) to check that lessons have been well learnt and understood. Regular tests will also help me adapt my teaching approach to the dynamics and needs of the class. The tests will assess topics recently covered in class. Pupils will be well prepared, and revision and fun activities before each test will be carried out in class with me. Revision notes and explanations for each test will be given to pupils a week before the test. Pupils will not be penalised for mistakes in English, but I will encourage them individually to correct and understand their mistakes.

At EPBI, every teacher uses Google Suite for Education and has created a 'Classroom' for each subject/class. In the Year 8 Bilingual History-Geography classroom for 2026/2027, you will find:

- a Lesson Documents File, with all lesson summaries and additional resources (internet links, etc.) that we have used during lessons;
- a Homework File, with homework to be done and corrections;
- a DS File, with tests and corrections.

This History-Geography classroom will be explained clearly to pupils at the start of the school year.

I would therefore like to welcome your child to my bilingual Year 8 History/Geography class. I hope this academic year will be a productive one for the pupils, for their English and, of course, for their knowledge of History and Geography.

History-Geography-Civic Education — European Group

Ange Schneider

Year 8 builds on what pupils learnt in Year 7 while offering a richer, more in-depth syllabus. Pupils discover new historical periods, deepen their understanding of territories and issues of sustainable development, while developing their thinking about the values of the Republic and life in society.

History

The history syllabus covers a broad period, from the Middle Ages to the beginnings of the modern era. It helps pupils better understand the major developments in society and the world's gradual opening up.

Three main themes structure the year:

- Christendom and Islam, two great civilisations of the Middle Ages.
- Society, the Church and political power, to understand how medieval societies were organised.
- The transformation of Europe and its opening up to the world, through discoveries, exchanges, and political and cultural change.

Throughout the year, pupils continue to develop their skills in analysing historical documents. They learn to identify different sources, place them in their historical context and develop their critical thinking.

Particular attention is also paid to written and spoken expression: pupils are asked to write well-structured historical accounts, build an argument and present their ideas precisely.

Finally, art history plays an important role in every chapter, helping pupils better understand works of art and the heritage of different periods.

Geography

The geography syllabus is devoted to the relationship between human societies and sustainable development.

Building on concepts introduced at primary school and in Year 7, pupils reflect on the challenges facing our planet: population growth, the management of natural resources and the consequences of climate change.

Three main strands are studied:

- Population issues and inequalities in development;
- The management and renewal of limited resources;
- Risk prevention and adapting to global change.

By studying different territories, pupils learn to draw on the three dimensions of sustainable development: environmental, economic and social.

As in history, analysing documents, producing sketch maps and mastering written and spoken expression play an essential role in learning.

Civic and Moral Education

Civic and moral education invites pupils to reflect on the values that underpin life in society.

In Year 8, pupils are encouraged to better understand human diversity, to recognise others in their differences, and to appreciate the importance of republican equality in tackling inequalities.

They also discover the role of laws, rules and institutions in protecting people and property, as well as issues relating to safety in the face of major risks.

Four main areas are covered:

- Sensitivity: oneself and others;
- Judgement: thinking for oneself and with others;

- Law and rules: principles for living together;
- Commitment: acting individually and collectively.

By the end of the year, every pupil should be able to identify the essential values that make it possible to live together in a democratic society.

An active teaching approach

Lessons are organised progressively to encourage pupils' reflection and independence.

Each chapter begins with a study of documents that introduces the main concepts. Pupils then work on a themed dossier before carrying out a more complex task that draws on their knowledge and reasoning skills.

In history, each chapter includes a section on art history. In geography, a section called 'On a world scale' broadens the discussion to international issues.

The lesson is then built up collectively from the activities carried out. Before each assessment, a revision session called 'Taking stock' helps consolidate learning and check pupils' understanding of the concepts studied.

Finally, watching a documentary at the end of each theme provides a cultural opening and helps place learning in a broader perspective.

Physical Education and Sport

Antoine Haget

I am Antoine Haget, Physical Education and Sport teacher. This year, pupils will continue to develop their physical, technical and interpersonal skills through a range of sporting activities. The aim will be to progress, gain independence and enjoy taking part while respecting others.

First term: Athletics (middle-distance running & relay)

The first term will be devoted to athletics, focusing on middle-distance running and relay racing.

Aims:

- improving endurance and learning to pace one's effort;
- developing speed and running technique;
- mastering baton-changeover techniques in relay races;
- cooperating effectively to improve collective performance.

Second term: Gymnastics & strength training

This unit will allow pupils to develop their physical abilities while learning to better control their bodies.

Aims:

- performing simple gymnastic sequences with precision and control;
- developing balance, coordination, flexibility and core stability;

- strengthening the main muscle groups through suitable exercises;
- adopting good posture and understanding the value of strength training for health and performance.

Third term: Rugby

The third term will be devoted to rugby, a team activity that encourages commitment, cooperation and respect.

Aims:

- consolidating the fundamentals of rugby (passing, movement, support, defence);
- making quick decisions based on game situations;
- cooperating effectively within a team;
- respecting the rules, teammates, opponents and referees in a spirit of fair play.

Assessment in PE

Assessment will be ongoing throughout the year and will take into account:

- technical and motor skills;
- progress made;
- involvement and participation;
- respect for instructions, rules and others;
- engagement in the different roles (player, referee, observer, coach, etc.).

A mid-way assessment will be carried out halfway through each term. It will provide an overview of each pupil's attitude, commitment and effort, in order to support their progress.

PE rules

To ensure pleasant and safe conditions for practice, the following rules must be followed:

- appropriate sports kit is compulsory for every session;
- a water bottle is essential;
- in hot weather, a cap and sun cream should be brought;
- safety instructions must be followed at every lesson;
- respect for classmates, adults, equipment and facilities is essential.

I hope that this new year will allow everyone to progress, take on new challenges and enjoy a variety of physical activities in an atmosphere of trust and respect.

For any questions, you can contact me at: a.haget@epbi.net

Media and Information Literacy

Wilfrid Scamaroni

In a constantly changing world, where information is becoming faster-moving and more complex, Media and Information Literacy aims to give pupils the knowledge they need to find things out and form their own opinions.

In Year 8, pupils will be encouraged to reflect on the consequences that misuse of social media can have.

We will therefore look at the legal rules that must be followed, as well as issues relating to artificial intelligence and certain forms of abuse, such as online harassment.

The syllabus will cover the various media (television, radio, the internet, etc.) as well as editorial strategies, their causes and their consequences.

Every lesson is designed to be as engaging as possible, helping pupils understand the issues surrounding information and how it is spread.

Assessment will be based on the activities carried out in class.

Syllabus

- Theme 1: Introduction to information and the media
- Theme 2: Information and the media as tools of influence
- Theme 3: The power of social media
- Theme 4: Journalism and critical thinking

Throughout the year, pupils will carry out group projects. These are designed to place pupils in the role of a digital and information producer.

These projects may include, for example, making videos or writing a school newspaper.

Pupils will also create a Code of Good Practice for the Internet.

Design and Technology —

Wilfrid Scamaroni

Year 8 marks the start of Design and Technology teaching at secondary school and allows pupils to discover how technical objects and systems are designed, made and used to meet the needs of society. Pupils are also encouraged to imagine and design solutions creatively, while incorporating the principles of eco-design and sustainable development. The activities set encourage teamwork, the use of digital tools, communicating results and developing independence.

The year is organised around three main themes

Discovering and analysing technical objects and systems

Aim: to help pupils understand that a technical object or system does not exist in isolation. It meets a need, interacts with its environment and must take into account human, technical, economic and environmental constraints.

Understanding technical objects and systems

Aim: pupils discover that the same function can be achieved through different technical solutions. They learn to analyse the choices made by designers, taking into account technical, economic and environmental constraints, as well as how the object is used.

Designing and creating technical objects and systems

Aim: pupils discover the various stages involved in designing a technical object or system. They learn to meet a need by imagining, designing, making and improving a solution, while taking into account the challenges of sustainable development and eco-design.

Assessment

Pupils' knowledge and skills are assessed throughout the school year, using several methods:

- supervised assignments (coefficient: 2);
- oral presentations and exercises (coefficient: 0.25).