



Year 8 Curriculum Outline

A Guide for Parents and Pupils

2016-2017



INTRODUCTION : YEAR 8

We are very aware of the huge efforts that all parents and carers make in supporting their children to realise their potential in all facets of school life. The aim of this booklet is to help you in the support of your child's learning. The booklet contains an outline of the curriculum in each of the subject areas that your child is studying during this academic year.

For each area the information is presented in the following sequence:

- 1 Course content
- 2 Assessment procedures
- 3 Homework policy
- 4 Marking policy
- 5 Text books/resources used during the course. Other recommended texts if applicable
- 6 Specialist equipment/materials required if applicable

In addition the following information is relevant to all subject areas:

Homework – Homeworks are expected to take approximately 45 minutes.

- Homework is set once a week in English, Mathematics and Science.
- Homework is set once a fortnight in Art, Design and Technology, Geography, History, Religious Studies and the two option subjects.
- A half homework is set once a week in French.
- Homeworks in ICT and compulsory Music are set on an occasional basis.

Assessments – Assessment grades in all subjects are sent home each term. Grades awarded are based upon attainment and effort. Internal examinations take place in all subjects during the summer term. A written report is sent home annually.

Marking - Marking in all subjects will be carried out in accordance with the whole school's assessment policy. All marking will consist of a written comment relating to the standard of work and improvements that can be made. Peer and self assessment is also encouraged to help students reflect on their progress.

Parents Consultation Evenings - In January you have the opportunity to discuss the progress of your child with individual subject teachers. If you wish to discuss progress at any other times further contact with teachers is welcomed.

How to help your child?

- 1 Show a keen interest in and appreciation of the work being done.
- 2 Use the information provided in this booklet to discuss the work being undertaken.
- 3 Encourage your child to take more responsibility for his/her own learning: to complete homework punctually and prepare thoroughly for examinations/assessments.
- 4 Try to provide the materials/resources at home which will support learning.
- 5 Monitor homework/assessment grades to ensure good progress is being made.
- 6 Contact the school if you feel progress is unsatisfactory or if you need further advice to enhance your child's progress.

T O'Brien
Deputy Headteacher

November 2016

Course Content/Skills

The Art course takes the form of a number of units of work each year, in order to cover the knowledge, skills and understanding outlined in the National Curriculum. Year 8 begin to work on more thematic units of work.

Examples of topics:

Fish: Students work from direct observation refining their drawing skills as well as learning about composition, shape and proportion.

Religious Architecture: A mixed media project looking at different religious buildings.

Equipment

A 2B pencil is useful for classwork and homework, as is a good quality eraser and a glue stick. Coloured pencils or paint are optional.

Assessment Procedures

Students are encouraged to self-assess and peer-assess during lessons. The work is also assessed by the teacher and a grade is given on the basis of the student's average attainment for classwork and homework.

Homework

All Year 8 pupils are set one homework per fortnight. Each homework should take approximately 45 minutes to complete. Homework within Art can be fairly varied and can involve collecting materials and images, researching an artist or observational drawing, all tasks must be completed in homework books.

Marking Policy

Marking will be carried out in accordance with the whole school's assessment policy. Written comment will suggest how work can be improved as well as a positive comment on success. These comments are written at the back of their sketchbooks.

Citizenship

By the end of Key Stage 3, the majority of pupils should have developed their political literacy, experienced opportunities for community involvement and acquired a sense of greater social and moral responsibility.

Pupils will be taught about:

- the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch.
- the operation of Parliament, including voting and elections, and the role of political parties
- the precious liberties enjoyed by the citizens of the United Kingdom

Pupils should know about the structure of UK Government, and how it operates on a national and local level. Pupils will learn about the British voting system and evaluate British values, through individual liberty, and mutual respect tolerance of those of different faiths and beliefs.

PSHEE – Personal, Social, Health and Economic Education

Students should develop their knowledge and understanding of personal well-being including:

- Economic well-being and financial literacy
- The benefits and risks of lifestyle choices including smoking
- Physical and emotional change at puberty
- The features of positive personal relationships

Statutory requirements are delivered within a framework of Catholic teachings and values.

Course Content/Skills

The Dance course is organised in the following units:

1 Performing:

Actions
Gestures
Stillness
Space

2 Choreography:

Dynamics
Shape
Relationships

The practical areas of study include:

- Performance and composition of a duo
- Performance and composition of a group work
- Performance of a technical set study

Students will develop their knowledge and understanding of choreography through analysing the performances of professional dance works by various choreographers.

Assessment Procedures

Assessments are made throughout the course, during work in progress and at the end of a task. Pupils often assess their own and each other's work as a process for development.

Special kit required:-

Black leotard and tights
Jazz shoes (optional)
Black school t-shirt (optional)

Dances will be videoed regularly throughout the course so that students can analyse and appreciate their own level of performance.

Course Content/Skills

Design & Technology is an inspiring subject, using creativity and imagination to design and make products that solve real and relevant 'problems'. Students acquire a range of knowledge and skills, and draw on subject knowledge across the curriculum. Students consider their own and others' needs, wants and values. They take risks; become resourceful, innovative, enterprising and confident individuals. In solving a variety of needs, students experience the essential contribution that designers make to the creativity, culture, wealth and wellbeing of the nation.

During Key Stage 3 (Years 7-9) students will experience Design & Technology in four areas – Food Technology, Product Design, Graphic Products & Textile Technology.

In each discipline, students will follow the Design & Make Process:

- Investigation & Analysis
- Design & Development
- Making & Modelling
- Testing & Evaluation

Outlined below are the projects and activities that take place in year 8:

GRAPHIC PRODUCTS – MOVIE MARKETING

Students investigate ways in which to promote a product. They design and make a 3D Point of Sales to promote a movie release for a cinema foyer or department store. This includes a DVD cover sleeve design.

Focus:

- Promotional methods.
- Detailed analysis of products.
- Card engineering.
- Designing using Desk-Top Publishing, to a professional standard.
- Retail packaging and Point of Sale.
- Industrial printing techniques.

Assessment: Exploring Ideas; Generating Ideas; Developing & Modelling Ideas.

PRODUCT DESIGN – DANISH DESIGN CANDLE HOLDER

Students realise the importance of accuracy when making a product. They make a multiple-arm candleholder, inspired by Danish minimalist design.

Focus:

- Presentation skills – rendering, isometric drawing and CAD.
- Accuracy when using tools and equipment.
- Project planning and quality control.
- Shaping and finishing materials.
- Evaluating, throughout the design and make process.

Assessment: Presenting Design; Planning; Making.

FOOD – FOODS OF THE WORLD

Students investigate cultural influences and global trends in food. They design and make a variety of products inspired by different continents and cultures.

Focus:

- Developing their understanding of the function of ingredients in products.
- Creating personalised recipes for products, showing a range of alternative available ideas.
- Designing and making a range of creative and challenging products, which develop their knowledge and understanding of ingredients, flavours and meal ideas.
- Creating, analysing data and utilising results, to create a product.
- Developing understanding and knowledge of Quality Control and production methods.

Assessment: Generating Ideas; Planning; Making.

TEXTILES – POP ART SELF PORTRAIT

Students investigate the Pop Art Movement and use their findings to influence the style of their product. They design and make a product that is stylised from a self-portrait.

Focus:

- Designing a realistic self-portrait illustration focusing on proportion.
- Developing understanding and knowledge of Pop Art focusing on the artists Andy Warhol and Roy Lichtenstein.
- Trailing and evaluation a range of decorative techniques – Fabric Paint, Applique and Embroidery.
- Designing and making a self-portrait in the style the Artists utilising the techniques trialled.

Assessment: Generating Ideas; Developing & Modelling Ideas; Making.

Assessment Procedures

Classwork and homework will be marked in accordance with the whole school marking policy. Clear comments are provided to help students improve their work. They are then given time to respond and improve their grade.

Homework

All pupils in Year 7 will be set homework of approximately 45 minutes per fortnight. The tasks will include activities such as designing, planning, research and evaluation.

Assessment Policy

At the end of each module, an average grade is given using the three assessment strands.

Technology Fund

A voluntary contribution is requested, to assist in purchasing high quality materials and resources.

Homework

All pupils in Year 8 will be set a homework of 45 minutes per fortnight. The tasks will include activities such as designing, planning, research and evaluation.

Assessment Policy

At the end of each module pupils will be tested and given a grade for work completed in that area – e.g. Food, Textiles, Product Design, Resistant Materials.

Technology Fund

A contribution is requested to help fund take home and keep projects.

Course Content/Skills

The aims of the Drama curriculum in Year 8 is to stimulate, encourage and develop students' ability to:

- To explore the issues surrounding the benefits of social networking whilst developing skills in more abstract explorative strategies
- Use a range of drama techniques to explore and devise dramas for different purpose
- Evaluate and analysis a live theatre performance
- To increase ability to work independently using a range of strategies, mediums and elements
- To use real life situations to develop Drama skills
- To develop knowledge of key Drama techniques
- Use forms and techniques to explore key emotions and issues related to the theme of gender from both a historical and contemporary perspective
- To develop skills, understanding and confidence through comedy
- To begin to develop stage combat skills with full health and safety awareness

Autumn

Improvisation Skills

Social Networking - Theatre in Education Project

Live Theatre Written Review

Exam Day – Development of Devising Skills

Scripted work - TBC

Spring

Runaway – Development of Themed Devised Performance Skills

Tension – Development of Key Performance Skills

Written Examination

The Plague – Polishing Devising Skills

The Good Wife Guide – Polishing Themed Devising Performance Skills

Summer

Script work – Comedy

Live Theatre Written Review

Written Examination

Stage Combat Skills

Assessment Procedures

Students' practical and written work is assessed half termly. The Assessment Objective are;

Making

Performing

Responding

Homework

Will involve a combination of additional rehearsals, line learning, keeping written logs, completing written examination preparation.

Marking Policy

Marking will be carried out in accordance with the whole school's assessment policy. Written comment will suggest how work can be improved as well as a positive comment on success and independent development comments. These comments are written on students' yellow assessment sheets and their subject sheets..

Course Content/Skills

The English course is divided into modules, based on the National Curriculum and developing skills in the three core areas of Speaking and Listening, Reading and Writing.

The main focus of each module is listed below, together with a list of planned assessment tasks. Please note that the order of these tasks may vary according to the teaching group and that teachers may, on occasions, adopt different tasks while assessing the same skills.

AUTUMN TERM 1**Novel**

- Literature essay/textual analysis (approx. 1000 - 1500 words)
- (Focus on analysis of language, structure and narrative technique)
- Interim test – modal verbs; auxiliary verbs; simple, compound, complex sentences; spelling.

AUTUMN TERM 2**Film Reviews**

- Produce film review
- Interim test – capital letters revision; adverbs; prepositions; prefixes; suffixes; spelling.

SPRING TERM 1**Media**

- Look at newspapers (national, local, tabloid, broadsheet, compact etc...; bias; diff. types of article, structure etc...)
- Produce newspaper article.
- Interim test - media terminology etc...; speech punctuation revision; spelling.

SPRING TERM 2

Pre-1914 play, eg Importance of Being Earnest, Pygmalion

- Oral assessment of comprehension/analysis
- Interim test - commas in lists; semi colons in lists; semi colons in place of full stops; colons to introduce lists; spelling.

SUMMER TERM 1**Advertising**

- Analysis of wide-ranging material (inc. early 20th C)
- Leading to EXAM (analysis of unseen non-fiction text)

SUMMER TERM 2**Poetry Anthology**

Assessment

At least one main piece of work per half-term will be awarded an attainment grade and an effort grade. Further formative marking will also take place by the teacher and through self and peer-assessment. In line with whole school procedures, current grades will be reported on a regular basis.

Homework

Pupils in Year 8 are set English homework once per week. This may be written work, learning spellings, preparatory reading or research.

In addition to formally set homework, it is expected that pupils should be reading **at least ten books for pleasure during the course of the academic year**. For some pupils, parents and other relatives will need to play an active role in reading to and with pupils until they gain the confidence to undertake this independently. Reading for **at least twenty minutes** each night before bed is recommended. Reading lists will be distributed containing recommendations from teacher and fellow pupils. The librarian will also be able to suggest books during Reading Hub lessons

Course Content

The Geography course consists of five units:

1. Espana Nueva
2. Energy
3. Weather Interactive
4. Exploring the UK
5. Coasts

The teaching offers opportunities to stimulate pupils' interest in their surroundings and in the variety of human and physical conditions on the Earth's surface. The course is designed to foster pupils' sense of wonder at the beauty of the world around them. It also helps pupils to develop an informed concern about the quality of the environment and the future of the human habitat and therefore enhance pupils' sense of responsibility for the care of the earth and its people.

Resources

The text book Horizons 2 is supported by electronic resources 'Just Click'. In addition, we use a wide range of resources, Key Geography, Geog.Touch, OS maps, atlases, internet, newspapers, TV and pupils' own experiences.

Assessment Procedures

Each unit is assessed by a variety of tasks. These range from mapping, photographic interpretation and decision making exercises. For example, in the unit on Weather pupils complete an enquiry about the microclimate around the school site.

Homework

Homework is set according to the work being studied in class. One half of the term pupils will have the Choices' booklet. Here they will have six pieces of homework from which they will make a choice. These are graded according to the level of challenge. The homework will be written in their planners in the appropriate sections as will the deadlines.

The tasks set are varied and will include some of the following, the presentation of a research assignment, a practical exercise, written task, using data and ICT.

In the other half term the homework will take the form of an investigation or research assignment. Again there are choices in the content and presentation.

Marking Policy

Work is marked in line with whole-school policy. Attainment grades are awarded at various stages throughout the course.

Incentives

The department uses a variety of incentives, department merit stamps, stickers and certificates, to provide recognition of effort and achievement. We will keep you in touch with exceptional performance by writing home.

Course Content/Skills

In Year 8, pupils consider two study units. They are The Making of the UK and Britain 1750-1900. The topics covered are outlined below:

- Term One** What was the Tudor legacy over religion?
 Was the Gunpowder plot a conspiracy?
 What were the causes, events and results of the Civil War?
 Was Oliver Cromwell a hero or a villain?
- Term Two** What was life like under the King of Bling?

 Who was responsible for the Great fire of London?
 Was the British Empire an Empire to be proud of?
- Term Three** Who was most responsible for the abolition of slavery?
 What impact did the Industrial Revolution have on Britain?
 Who was Jack the Ripper?

Assessment Procedures

Pupils are assessed on their classwork and homework completed throughout the year. The end-of-year examination will test work done throughout the year.

Homework

All Year 8 pupils are set one homework per fortnight. The homework tasks are varied and are designed to develop historical skills and to complement the work done in class. Homework is usually handed in as a project and all homework is collected towards the end of each half-term.

Marking Policy

Marking will be carried out in accordance with the whole school's assessment policy. All marking will consist of a written comment relating to the standard of work and improvements that can be made.

Text Books

The History Department uses a variety of textbooks. The main books are "The Making of the United Kingdom" by Mason and "Expansion, Trade and Industry" by Simkin. "British History 1066-1900" by Robson (ISBN 0.19.917.256.0) covers many topics in Years 7 and 8. Some homeworks require research into particular topics and it is therefore recommended that pupils have access to reference material. There are good computer programs for those who have access to a PC to add to work done in class and at home.

Historical Novels

- R Leeson "The White Horse": The struggles of the Morten family during and after the English Civil War.
- B Willard "Harrow and Harvest": The conflict within the Mantelmass household on who to support in the Civil War.
- G Gross "The Iron Way": Story about railway navvies building the London Line through the Sussex Downs.
- P Scobie "A Twist of Fate": In 1838, two children leave a London workhouse to work in a cotton mill.

Course Content

The Computing course follows standards from the National Curriculum for Key Stage 3. It is about developing skills and knowledge to enable Key Stage 3 pupils to use computing securely, creatively and independently. The aim is also to ensure pupils are confident enough to keep their skills up to date and are able to generalise from their computing experiences.

Year 8 pupils have two lessons a fortnight for computing. The units of work are:

- Scratch
- Python
- my life online
- networks
- reliability and Biased
- understanding computers

Assessment Procedures

Key assessment focuses to be met over Key Stage 3 are:

- planning, developing and evaluating
- handling data, sequencing and modelling
- finding, using and communicating information

Criteria to meet these focus areas are given to the pupils in the form of a WILF list, which is used for self, peer and teacher assessment. Pupils are expected to evaluate their progress and show awareness of areas of success and improvement. They are given thresholds for pieces of work and complete a verbal feedback sheet for tracking purposes.

Resources

In Year 8 computing lessons we use The Microsoft package and Adobe package, Python and Scratch.

Pupils also have the opportunity to use their computer skills in a number of subjects across the curriculum. The computer suite in room 4 is available for pupils to use for research or the production of school work, during lunch time and after school.

Course Content/Skills

In Year 8 we introduce students to the Roman world. Students choosing Latin will follow the Cambridge Latin Course, aiming to complete Unit I by the end of the year. Alongside a study of the language, students will cover various aspects of Roman life, based on the town of Pompeii, which was buried in AD79 by the eruption of Mt Vesuvius, providing archaeologists with a perfect snapshot of life in this typical Roman town.

Students following the Classical Studies course will also use the Cambridge Latin Course, but will concentrate on the information about the town of Pompeii and what it can tell us about life in the Roman Empire. We will not be studying the language as such, but will attempt to give students an understanding of the connections between Latin and English, and the influence of all aspects of Roman civilisation, including their language, on modern society.

Assessment Procedures

Each module is continually assessed by marking of classwork and homework, and includes a short end of module test. There is also an end of year exam in the summer term. The final report grades are based on both examination and coursework marks.

Homework

All Year 8 students receive one homework per fortnight, which should represent about 45 minutes work. At the beginning of each module, a homework task sheet will be issued to each student, and this will lay out all the homework tasks for that module. The reason for doing this is to help the students to organise themselves and their work, and to enable parents to keep track of their child's homework. With this in mind we ask parents to sign the homework task sheet at the start of each module. Students will also be given an A4 homework exercise book into which they can either write their homework, or stick it in if produced on a computer.

Marking Policy

All classwork and homework is marked with a written comment. At the end of a homework module individual tasks will be combined into a project which will be given a grade. Classwork will also be graded at appropriate points during the year.

ACE points are awarded for attainment and/or effort at the discretion of the class teacher.

Text Books

Latin: Cambridge Latin Course Unit 1 (C.U.P.)

We also make extensive use of a range of other text books, slides and videos

We recommend that students make use of the excellent website for the Cambridge Latin Course at www.cambridgescp.com

Course Content/Skills

The Year 8 scheme closely follows the National Numeracy Strategy Medium Term Plans and National Curriculum. The course consists of the following modules:

AUTUMN TERM	Number and Algebra 1	properties of numbers; sequences and functions
	Shape, Space and Measures 1	geometrical reasoning
	Handling Data 1	collect, organise and interpret data
	Number 2	fractions, decimals and percentages
	Algebra 2	equations and formulae
	Shape Space and Measures 2	area and volume
SPRING TERM	Algebra 3	sequences, functions and graphs
	Number 3	methods; measures; estimation
	Shape, Space and Measures 3	geometrical reasoning; proportional reasoning, transformations
	Algebra 4	equations and formulae
	Handling Data 2	probability
	Number 4	order of operations; inverses and measures
SUMMER TERM	Algebra 5	equations; sequences; graphs and solving problems
	Shape, Space and Measures 4	transformations; construction and loci; volume
	Handling Data 3	mini project
	Number 5	Ratio and proportion

There is a core section, which all pupils cover to a depth appropriate to their ability. Additional sections are covered to give supplementary practice or extended challenges. Using and applying activities, games and ICT are used throughout the course to develop mathematical thinking. Mental and pencil and paper calculations are practised throughout the course. Presentation and communication of the work done is important. Rulers and pencils should be used for all tables and diagrams.

Assessment Procedures

Tests are completed at half-term. Investigative tasks are undertaken for using and applying mathematics. The final end of year grades are based on the tests, the investigative tasks and an end of year exam.

Homework

All Year 8 students are set one homework per week. Each homework should take approximately 45 minutes to complete. Homeworks will be based on a set of problems, an investigative task, revision or a piece of research.

Marking Policy

All tests and investigational work are given an attainment grade. Some homework may also be graded. Teachers make constructive comments about pupils' work. These comments refer to the standard of the work, areas of success and points for improvement, effort and presentation.

Text books

The main text used is "Maths Frameworking" published by Collins. There are three books used aimed at different ability levels.

Geo sketch, Excel, Autograph, Omnigraph, Logo and other software will be used throughout the course. A list of useful Internet sites is available from the Mathematics Department.

Equipment

A scientific calculator, compasses, protractor, set square and ruler are required. A calculator can be purchased from the Mathematics Department.

Course Content/Skills

We build on the knowledge of French learnt during Year 7, covering the following topics:

- | | |
|-------------------------|------------------------|
| 1) Family | 4) Media |
| 2) Free time | 5) Holidays and travel |
| 3) Physical description | 6) Friends |

The course also extends the development of vocabulary and grammatical structures such as the present tense, use of adjectives and prepositions and introduces the past tense. We use Expo 2 Rouge for more able students and Expo 2 Vert.

GERMAN

'Companies are crying out for people who can speak German', according to CILT (Centre for Information on Language Teaching). A survey has shown that German, the most widely spoken language in Europe, is also the language most frequently requested by employers. German is useful for a career in many fields, including business, IT, publishing, science and engineering.

Pupils will learn how to:

- Express likes and dislikes about school
- Describe their home and town
- Talk about food and drink
- Shop in German

Pupils are encouraged to communicate as much as possible in German, while the teaching aims to give a sound grammatical springboard for future study.

SPANISH

Pupils who choose to continue to study Spanish in Year 8 will have the opportunity to develop the skills required to understand and communicate in this widely spoken language. They will follow a topic-based course which introduces them to the following themes:

- school and classroom language
- house and home
- local area and free time

The course introduces a range of grammatical structures including present, past and future tenses. Pupils will undertake a variety of activities which will enable them to develop language skills such as listening, using correct pronunciation, adapting language for different contexts and dealing with the unpredictable. They will also be taught various language learning skills and increase their awareness of the culture of Spanish speaking countries. The aim of the course is to enable pupils to use Spanish creatively, imaginatively and with real enjoyment in a variety of contexts.

Assessment Procedures

Regular testing takes place. On an informal level this may include a short vocabulary test, a conversation about a particular topic or writing from memory. Following the completion of a particular topic, a test may be given on the different Attainment Targets [ATs]: AT1 - Listening, AT2 - Speaking, AT3 - Reading and AT4 - Writing. The tests provide information on the pupils' progress so far and show them what they need to do to make further progress.

Homework

Learning a Modern Foreign Language successfully requires disciplined self-study skills. Set homeworks may include a reading or writing exercise, or the preparation of a piece of spoken language. The thorough learning of vocabulary and grammatical structures is essential on a regular basis for progress to be made.

The students are encouraged to make notes on the questions, phrases or grammatical structures that they will need in a variety of situations. The notes should be made in French/Spanish/German with the English equivalent. These should then be thoroughly learnt and committed to memory. Even if you have no previous knowledge of the language, you can help by asking your child what they have recently been learning, taking their classbook or textbook and reading out to them the English phrases while the child supplies the equivalent in French/Spanish/German. You can also help them to practise by getting them to write from memory and incorporate strategies from Assessment for Learning.

Marking Policy

The marking policy is in accordance with the whole school's marking policy. Students are awarded an attainment and effort grade for their work.

Text Books/Equipment

We currently use the following with a variety of other teacher-produced materials: French:Expo 2 Rouge for more able students, Expo 2 Vert for those needing more support in French; Mira Express in Spanish, Expo 2 in German. We should like to encourage all pupils to have their own bi-lingual dictionary. We use the Collins Easy Learning Dictionary, and there are many other good dictionaries available in bookshops.

The Internet is an invaluable tool for Languages learning. A variety of sites can be found through Lingu@net at <http://www.ncet.org.uk/linguanet/>.

Course Content/Skills

The Music course is organised in the following units:-

COMPOSING SKILLS

- ♪ Composing using untuned and tuned percussion instruments within small ensembles
- ♪ Orchestral composing using "Sibelius"
- ♪ Writing idiomatically and expressively for specific instruments
- ♪ Composing using larger structures

LISTENING SKILLS

- ♪ Identification of Composing resources and techniques through listening and studying Music from different eras.
- ♪ Acquisition of knowledge related to the development of different styles of Music and Instruments in the 17th and 18th centuries.

ENSEMBLE AND SOLO PERFORMING

- ♪ Ensemble performing skills for inclusion in school events
- ♪ Solo performing skills for inclusion in class concerts

Most of the work in these tasks has a practical application based on knowledge acquired through the study of music over the past three centuries.

Assessment Procedures

Assessments are made throughout the course, during work in progress and at the end of each task. Pupils often evaluate their own and each other's work as part of the learning process.

Instrumental Lessons

Additional instrumental lessons are available in school at an extra cost. Pupils interested in receiving instrumental tuition should discuss the matter with their Music teacher. Homework is set once per fortnight

Course Content/Skills

The Music course is organised in the following units:-

Unit One - OPERA

-  Study of the structure and organisation of pieces within an opera
-  Focusing on one or two operas
-  Using interactive software
-  Performing skills
-  Composing skills

Unit Two - MUSIC AND THE MEDIA

-  Composition – Music for a TV theme using the elements of Music
-  Composing skills
-  Performing skills

Unit Three - STRUCTURE - TERNARY FORM

-  Melody writing within a given structure
-  Composing an harmonic line
-  Developing ideas through sequences and imitation
-  Performing skills – Vocal and Keyboard

Course content is realised through:

-  Performing
-  Composing
-  Listening and appraising

In each module pupils will develop the three areas of study. Most of the tasks are practically based. Good practical behaviour skills are expected at all times. Presentation of work is very important. Communication skills are extremely important as much of the work is done in pairs or groups.

Assessment Procedures

Assessments are made throughout the course, during work in progress and at the end of each task. Pupils often evaluate their own and each other's work as part of the learning process.

Instrumental Lessons

Additional instrumental lessons are available in school at an extra cost. Pupils interested in receiving instrumental tuition should discuss the matter with their Music teacher.

Course Content/Skills

Pupils will participate in the following range of activities:

Games - basketball, rugby, soccer, hockey, netball, cricket, rounders, stoolball, wicketball

Gymnastics

Athletics

Dance

Health related exercise

Two activities are studied each half-term.

Kit: It is important that all pupils are equipped with appropriate kit.

PE KIT			
GIRLS		BOYS	
Outdoors & Winter Games	White polo shirt	Outdoors	Maroon rugby shirt
	Maroon rugby shirt (optional)		Black shorts
Indoors & Summer	Black shorts	Indoors & Summer	Maroon football socks
	Maroon socks		Shin pads
	Shin pads		Boots
	Boots		Maroon sweatshirt and dark tracksuit bottoms may be worn in cold weather.
	Maroon sweatshirt and dark tracksuit bottoms may be worn in cold weather.		Long sleeved under-layer.
	Mouthguard		Mouthguard
	White polo shirt		White T-shirt
	Black shorts		Black shorts
White sports socks	White sports socks		
Clean training shoes with non-marking soles (bare feet - gymnastics and dance)	Clean training shoes with non-marking soles (bare feet - gymnastics and dance)		

Jewellery: In the interests of safety, no items of jewellery including ear studs, are to be worn during PE activities.

Extra-curricular Activities

A comprehensive range of after school activities is organised. These take the form of clubs, house competitions and team practices. Matches are played at district, county and national levels. Details of all activities are displayed on the PE notice boards around the school and in tutor rooms.

Assessment Procedures

Pupils are assessed in terms of their planning, performing and evaluating for each activity, with the end-of-year grade reflecting work over the year.

Course Content/Skills

Pupils who have chosen this subject have four lessons per fortnight as well as their four core lessons of PE.

The course will consist of practical PE and theory-based work in a classroom, learning about the basics of physiology, psychology and sociology of sport. Pupils will gain knowledge that will help them if they decide to take up BTEC Sport in Year 10.

Pupils learn skills such as teamwork, leadership, organisation and communication as well as sporting skills.

Pupils participate in the following range of activities that are, in most cases, different to the normal core lessons:

Trampolining

Handball

Table Tennis

Volleyball

Tennis

Ultimate Frisbee

Athletics

Striking games – Rounders, stoolball, cricket.

Pupils will also be taught the following:

PE Theory Work – this will take the form of a project, with topics linked to the BTEC Sport course.

In most cases, two activities are undertaken each half-term.

Course Content

- **The Nature Of God**

The Trinity – Father, Son and Holy Spirit
Vocation
Sacrament of ordination

- **Prophetic Role Of The Church**

The Old Testament Prophets
Jesus the Messiah – The fulfilment of prophecy

- **Faith In Action**

Modern day prophets

- **Education For Personal Relationships**

- **Jesus**

Jesus of the gospels – parables; miracles
Jesus today – the Christian story – salvation
Conscience/sin/forgiveness
Sacraments of healing

- **Hinduism**

- **The Creation** (part of Deep Learning Day)

God the Father, the Creator
God's Creation
Stewardship

- **Islam**

The five pillars of Islam
Focus on Prayer and Zakat
From birth to death
Ummah-the worldwide family of Islam

Skills

As well as being taught the fundamental skills of all education there are three specific skills in Religious Education that students will be taught to show. These skills are: knowledge, understanding and evaluation. In future years students will develop these skills into looking at religious beliefs and actions. Students are encouraged to 'learn about' in order to 'learn from'.

Assessment Procedures

Students will be tested on two occasions during the year. In addition students will be required to produce work that will be assessed as part of monitoring their progress, often this will be through homework or short projects. Assessment will be when students complete sections or are ready for the assessment. Homework tasks will count towards interim reporting during the year.

Homework

One unit of homework of 45 minutes duration is set each fortnight. The work is usually written though it may be revision in preparation for a test or research for coursework. Students are encouraged to produce work using ICT and to email it to teachers.

Marking Policy

All work is marked according to attainment grades, which can be seen on the mark feedback sheet and on the department website. Students are expected to make a self assessment of their work prior to it being marked by a teacher.

Textbooks and Resources

Students use a wide range of resources which will be supplemented by the departmental website and school's Moodle. Students may be given their own copy of 'The Way, the Truth and The Life' which they are expected to look after and sign out. Damage or loss of the book would seriously impair learning and a contribution to its replacement would be sought. It is assumed that all students have easy and permanent access to a text of the bible for use at home (Catholic versions such as the 'Good News Bible', 'Jerusalem Bible' or 'NRSV' are all suitable).

Course Content/Skills

The Science course consists of the modules listed below:

- Populations
- Elements
- Food and Digestion
- Earth and Space
- Staying Alive
- Sight and Sound
- Energy Resources
- Chemical Reactions

Each module lasts between 3-4 weeks and is practically based. During the course students will undertake practical investigations. These are important activities, which require special effort in planning and reporting. Good laboratory practice is expected from all students at all times. Presentation of work is very important. Rulers and pencils should be used for all diagrams and tables.

Assessment Procedures

Each module includes a graded written or practical assessment, along with a revision lesson and a short end of module test. Teachers and students record all module test scores. The final end-of-year grades are based upon the average module test score and summer examination.

Homework

All Year 8 students are set two homeworks per fortnight. Most homework will be a written piece of work but may also be a revision exercise or a piece of research.

Marking Policy

Marking will be carried out in accordance with the whole-school policy. Written comments will suggest how work can be improved. Tests will be marked and an attainment grade will be given. Self-assessment and peer-assessment will also be used.

Text Books

A useful reference book throughout Key Stage 3 (Years 7-9) is: "Key Stage 3 Science - The Revision Guide" - P Gannon: currently available from the Science Department, price £2.50 or The Science Co-ordination Group, Kirby-in-Furness, Cumbria LA17 7WZ

It is also recommended that students have access to a variety of reference texts at home or through the school/public library.

For those pupils who have access to PCs the internet will also be of benefit.

Special Equipment

Protractors and calculators are useful items.

Study Skills is designed specifically to meet the needs of students with Special Educational Needs. It is part of their planned provision and is therefore available for selected students only. It enables staff and students to focus on individual needs with particular emphasis on literacy and the key process skills that underpin the formal curriculum. Students have more time to cope with demands of their other subject areas in that there are no exams for this option and no homework is set.

Tuition aims to be in small groups to ensure that each student achieves progress in their specific area of difficulty. In Year 8 the focus is on improving the ability of students to access and use verbal and non-verbal information in a variety of contexts. In addition, literacy, language and social skills are developed.