



ALL HALLOWS CATHOLIC SCHOOL
CURRICULUM INFORMATION

YEAR 8

2018/2019

Student Name:.....

Name of Department: **ART & DESIGN**

Year 8

The department follows the National Curriculum for art and design, and students are introduced to a wide range of skills, processes and contextual sources. The areas covered throughout the Key Stage include drawing, painting, printmaking, three dimensional work, graphic design and ICT as an artistic medium. Students are also introduced to the work of artists and designers, becoming familiar with a variety of art movements and concepts. The work is thought provoking and we encourage a personal response. We intend to exercise a student's imagination whilst ensuring that skills and techniques are at the foundation of all we do. Greater emphasis is given in this year on students taking greater ownership of ideas and therefore all projects have a wider range of options embedded in them.

The Structure of the Year

The students will work on a variety of projects throughout the year, developing their skills from Year 7. They will also have the opportunity to develop new skills in design and will be able to produce work in three dimensions, using a variety of materials. They will continue to use a sketchbook to organise and record their ideas and research for practical work.

How will each student be assessed?

Students will be assessed continuously, through formative feedback, peer review, group critiques and formal marking. Feedback will be given regularly, both verbally and a written comment in sketchbooks. Marks are applied in accordance with the school policy but there will be a greater focus on formative comments.

What homework will be set?

Homework will be set as appropriate. The tasks may involve research, collecting materials for use during lessons, or more practical art activities such as drawing or making. Some homework may take the form of extended projects over more than one week.

How can you help at home?

Certain materials would help students to complete homework to the best of their ability for example, a range of drawing pencils, coloured pencils and a glue stick. A set of watercolours and brushes would also be beneficial, if possible. Please encourage your child to enjoy their art homework, and to spend at least half an hour per week set, so for a two week homework a total of one hour should be spent.

Name of Department:

DRAMA

Year 8

Drama at All Hallows follows the curriculum set down by the Arts Council and aims to further cultivate and refine the practical and written skills associated with the theatre. The aims in Year 8 are to continue to develop the key concepts in drama and building on skills in making and performing drama. They will also continue to work on communication skills, self-expression, and also to develop their observation and evaluation skills. Students will have one lesson per week for the entire year.

Term 1

This Wooden O

This unit looks at establishing students' understanding of naturalistic conventions and their initial development. Students will explore the practitioner Stanislavski and his system for actors.

The Christmas Truce

This unit explores non-naturalistic techniques and their application to an emotive situation. Students will understand how to structure a piece of devised drama to reflect the comradeship shown at Christmas time in WW1.

Term 2

Naturalism

Students will explore the theatrical history of Elizabethan theatre and make links to the units covered in the English Department in Year 8. The play scripts will be 'The Merchant of Venice' and 'The Tempest'.

Mask Work

This unit will be assessed through the creation of masks and mask characters. Students will explore how to use their physical selves to reflect the motion and motivation of characters in full face masks. They will begin to understand how ancient Greek theatre used masks to highlight and augment character.

Term 3

Commedia dell'Arte

This unit will make use of highly structured improvisation in order for students to understand the conventions surrounding a particular comic genre from theatrical history. Students will build upon the skills learnt in the previous unit.

Leap

Physical theatre skills will be taught to students, who will then structure a piece of themed drama. They will combine all skills learnt across the year and aim to perform a highly polished piece with emphasis on physicality, movement and music as an alternative method of presentation.

How will each student be assessed?

There are three strands of assessment: creating, performing and evaluating. Each strand incorporates skills they should be developing through drama in performance. Students will be assessed regularly throughout each term based upon one of the strands. Students will also be shown how to assess themselves and others through regular evaluation of their own and other's performances.

What homework will be set?

Students will be set written homework in the form of lesson reflections. They may also be asked to learn lines or conduct research.

How can you help at home?

Parents should encourage students to rehearse regularly in order to build on classwork. Clear focussed rehearsal and line learning results in improved grade attainment. Parents should also encourage students to reflect fully on their lessons in any homework they are given. Proof reading with them at this stage is essential, as well as verbalising their ideas. This reflection process is vital when doing a GCSE course.

Name of Department:

DESIGN & TECHNOLOGY

Year 8

Students will study the remaining two specialism areas that have not been covered in year 7. In the final term students will choose to repeat one of the subject areas covered in year 7 in more detail and to a higher degree of challenge.

Food &
Nutrition

Students will learn basic practical skills and prepare a variety of products. They will understand Healthy Eating & Nutrition guidelines set out in the National Curriculum and develop tasting & evaluating techniques in order to develop and improve existing products. Using learnt skills, students will design and make a multicultural, healthy, family meal.

Resistant
Materials

Students will learn about a range of materials through manufacturing a series of small products, using selected tools and machinery in the workshop. They will be introduced to a range of designers and design movements in order to design creative outcomes.

Textiles

Students investigate the benefits of using recycled materials whilst making a patchwork cushion. Embellishing techniques such as fabric dyeing, decorative stitching, stencilling and stamping will be included in this project as well as learning to thread and use sewing machines for construction.

Systems &
Control

Students will learn about pneumatic (these use compressed air as an energy source) and electronic control systems. They will use computer software to develop their ideas, learn how to build circuits and construct an electronic steady hand game. Students will investigate how technology can help people with disabilities and use their understanding to design a system that could help a specific target user.

Graphic
Products

Students will learn about branding and corporate identity. They will use knowledge of colour, typography and layout, along with computer software, to create a board game and its' packaging. Students will learn about plastic forming and produce laser cut counters for their products.

How will each student be assessed?

The school marking policy will be used through their module. The National Curriculum Attainment Targets levels for D&T will be used at the end of each project to assess Research & Analysis, Designing, Planning, Manufacturing and Evaluating skills.

What homework will be set?

For each module there will be set homework. One homework is set per week and can involve collecting research, producing ideas and development as well as planning and evaluation skills.

Outline ways in which parents are able to assist at home.

Parents are encouraged to input specialist knowledge or interest, if appropriate. There is the opportunity for all Food Technology project skills to be practiced and developed at home. Food Technology lessons will require ingredients to be purchased and brought to school by the students. Students may also take practical work home for completion.

Name of Department:

ENGLISH

Year 8 Overview

English is a National Curriculum subject. In Year 8 it will be taught three times a week with each lesson lasting fifty minutes. In Key Stage 3, students are taught in tutor groups of mixed ability. The Department aims to provide the students with the following: personal development; aesthetic experience; communication skills; and a sense of achievement, including the attainment of high academic standards. Teaching will be Module, Skills and Literature based, with the three approaches being integrated. Lessons will also incorporate the renewed English curriculum. This will develop skills taught in Year 7, again using fast paced, interactive activities.

Module: "The Play's The Thing..." Shakespeare Text – (*The Tempest; The Merchant of Venice; Much Ado About Nothing; Henry V; Hamlet*)

Students study a whole Shakespeare play. Typical tasks will include those requiring an appreciation of characters, plot and structure and of Shakespeare's language and its effects. Students will be expected to write in a formal, analytical style by the end of the module.

Module: Staging – Writing a Script

Using the dramatic methods identified in their study of Shakespeare, students will write a script, focusing on writing in an organised, imaginative and purposeful way. They will learn how to understanding of the appropriate elements (characters, pace and mood, setting, plot) that they will need to use in order to complete a script. They will learn about the importance of having a purpose and audience for writing.

Module: Moving Images

Students will study how novels such as *Harry Potter*, *The Hobbit* and *Northern Lights* are adapted for screen. They will learn about media language and also review writing. This will lead on to a study of spoken language, such as that found in the television show, *The Apprentice*, and in charity campaigns. They will round off this unit by storyboarding and filming their own advert.

Module: Watching the Detectives

Students will study the short stories of Sherlock Holmes, and in doing so, will learn about the conventions of this genre. This will lead to them writing their own detective short story, in which they will demonstrate their understanding of these conventions.

How will each student be assessed?

Students will be regularly assessed on class work and homework that has been completed in their exercise books or on paper in line with school policy. Assessments will be set during each module, with targets for improving performance issued after the each assessment. These will assess key skills in either reading or writing and will be graded as either meeting or exceeding the expected rate of progress for a student in their year group. Pupils will record their achievements and targets in their assessment sheets which are in their exercise books.

What homework will be set?

Homework will be set twice a week on a day specified in the homework timetable. Students should spend at least 30 minutes on this. The homework may be written, a learning homework or homework that involves reading.

How can you help at home?

It is important that Year 8 students are organised and that they develop good study habits from the beginning. For English, they will be provided with an A4 exercise book and they will need to provide a pocket Dictionary and a reading book for each lesson. They need to bring these to each English lesson. Students will regularly be set targets so it would be helpful if parents could check that their children are actively trying to meet these. They will also be given an extension reading list; the reading of suggested titles will help to improve not only their understanding of the literary canon, but will improve their spelling, punctuation and grammar.

Name of Department:	MODERN FOREIGN LANGUAGES - FRENCH
<p><u>Year 8</u></p> <p>Students are taught in their tutor groups 3 times a week and continue with French throughout KS3. We encourage our students to become confident, competent and independent communicators and develop their skills through games, songs, pair-work, group work and whole class activities. We place an emphasis on creativity, communication and a good understanding of France and the French-speaking world, covering the main events and festivals in France.</p> <p>The teacher will use a lot of French when teaching which is instrumental in developing students' listening skills. Students contribute regularly to lessons and in so doing develop an authentic accent and pronunciation.</p> <p>Students have the opportunity to visit France as part of a residential trip during Activities Week at the end of Year 8.</p>	
<p><u>Term 1</u></p> <p>Module 1: T'es branché(e)? – Talking about films, TV programmes and interests Module 2: Paris, je t'adore – Describing a visit to Paris.</p> <p>Students now start to use three time-frames. They develop their range of language learning strategies and skills and consolidate accuracy in their written work.</p> <p><u>Term 2:</u></p> <p>Module 3 – Mon identité – Talking about personality and relationships with others Module 4 – Chez moi, chez toi – Talking about where you live and your life at home</p> <p><u>Term 3:</u></p> <p>Module 5 – Quel talent! – Talking about talents and ambitions Module 6 – Cultural project about the French Revolution</p>	
<p><u>How will each student be assessed?</u></p> <p>Students are assessed in all four skills (listening, reading, speaking and writing throughout the year. Vocabulary tests will take place in class on a regular basis.</p> <p>Students will also assess each other when taking part in Speaking activities in the classroom.</p>	
<p><u>What homework will be set?</u></p> <p>Homework is set once a week and may range from looking up and learning new vocabulary, categorising vocabulary, writing a series of sentences or paragraph(s) based on classwork, redrafting of marked work or preparing a spoken or written presentation.</p>	
<p><u>How can you help at home?</u></p> <ul style="list-style-type: none"> • Test your child on their vocabulary/key words. • Allow them to test you! • Encourage them to speak French if you visit France on holiday. • Encourage participation in cultural trips. 	

Name of Department:

GEOGRAPHY

Year 8

Two lessons per week. At the beginning of each module the students are given a front sheet that contains a “learning path” and appropriate key words (these key words are completed as a glossary homework early in the topic).

Term 1

Module: South Africa - Inequality in Africa

Assessment: Question/answer paper

Module: Population & International Migration

Assessment: Enquiry into favelas in Brazil – data analysis and presentation

Term 2

Module: Glaciation

Assessment: Question/answer paper

Module: Challenges at home
Crime in the UK

n/a

Term 3

Module: Challenges at home
Flooding
Energy security

Assessment: Extended writing task in the form of a formal letter

Module: China - a changing world

n/a

How will each student be assessed?

All assessments are common to all groups. Apart from those listed above, the department may set other pieces of assessed work across the year.

What homework will be set?

Homework will be a range of activities such as research projects, work sheets, revision, and pieces of creative and or extended writing, maps and diagrams. Homework is often used and discussed in lessons and may be peer- or teacher-reviewed. One piece is set per week.

How can you help at home?

- Encourage students to watch “Newsround” or other news-related programmes, particularly regarding recent events e.g. global issues such as inequality, migration, and UK issues.
- Read around topic and issues studied to reinforce and extend learning.
- Encourage independent organisation for homework so it is completed on day set.

Name of Department: **MODERN FOREIGN LANGUAGES - GERMAN**

Year 8

Students are taught in their tutor groups 3 times a week and continue with German throughout KS3. We encourage our students to become confident, competent and independent communicators and develop their skills through games, songs, pair-work, group work and whole class activities. We place an emphasis on creativity, communication and a good understanding of Germany and the German-speaking world.

The teacher will use a lot of German when teaching which is instrumental in developing students' listening skills. Students contribute regularly to lessons and in so doing develop an authentic accent and pronunciation.

Students have the opportunity to visit Germany as part of a residential trip during Activities Week at the end of Year 8.

Term 1

Module 1: Ich liebe Ferien – Talking about holidays (with a focus on Innsbruck and Hamburg).

Module 2: Bist du ein Medien-Fan? – Talking about hobbies and interests.

Students now start to use three time-frames. They develop their range of language learning strategies and skills and consolidate accuracy in their written work.

Term 2:

Module 3 – Bleib gesund – Talking about a healthy lifestyle.

Module 4 – Klassenreisen machen Spaß – Planning a visit around Germany.

Term 3:

Module 5 – Wir gehen aus – Making arrangements to go out.

Module 6 – Cultural project about famous German brands.

How will each student be assessed?

Students are assessed in all four skills (listening, reading, speaking and writing throughout the year. Vocabulary tests will take place in class on a regular basis.

Students will also assess each other when taking part in Speaking activities in the classroom.

What homework will be set?

Homework is set once a week and may range from looking up and learning new vocabulary, categorising vocabulary, writing a series of sentences or paragraph(s) based on classwork, redrafting of marked work or preparing a spoken or written presentation.

How can you help at home?

- Test your child on their vocabulary/key words.
- Allow them to test you!
- Encourage them to speak German if you visit Germany on holiday.
- Encourage participation in cultural trips.

Name of Department:

HISTORY

Year 8

Students have two lessons per week in which a variety of teaching strategies are deployed to enable students to develop historical understanding and historical skills.

Term 1

- Why did Charles I lose his head?
- Has history been fair to Oliver Cromwell?
- How important was the 'Bill of Rights'?

Term 2

- How far did the Industrial Revolution change life in Britain?
- What has been the impact of The British Empire?

Term 3

- What do sources reveal to us about slavery?
- Why was the Civil Rights movement born?
- How have our local towns and villages changed over time?
- What was life like for those living in the Great American Desert?

How will each student be assessed?

There will be a formal assessment either during or at the end of each study unit. This will be marked with formative feedback and levelled using National Curriculum level descriptors. In addition, oral work, classwork, project work and homework will be assessed informally with formative feedback given.

What homework will be set?

Homework will be set once a week as per the Year 8 homework timetable. It will be varied in nature - reading, spelling, research, preparation, structured extended writing. Where appropriate, homework will be graded in accordance with the whole school assessment guidelines.

How can you help at home?

Parents can help by ensuring that students complete all work set to the highest possible standards and by the deadlines set. They should encourage students to take a pride in their work, to take care with presentation and with grammar, punctuation and spelling.

Additionally parents should encourage their children to use their local libraries and other resources to gather relevant information about the topics studied. Students are encouraged to develop their literacy skills and 'sense of period' by reading widely.

Department:

ICT

Year 8

Students have one ICT lesson per week and they will complete five units of work described below. These modules provide opportunities for the student to:

- Prepare themselves for participation in a rapidly changing world where activities are increasingly transformed by access to ICT
- Develop initiative and independent learning skills
- Support others subjects by providing students with software knowledge and familiarity with the ICT facilities.
- Promote the safe and responsible use of modern communication technology, to create a productive and secure digital working environment

Unit 1	Keeping Safe Understanding the risks posed by online communication and knowing how to maintain privacy and security in the digital age.
Unit 2	Photoshop skills Understanding how digital images can be easily manipulated. An introduction to the Adobe suite of products used for design and graphics.
Unit 3	Computing Developing programming skills using Scratch to facilitate understanding of written code.
Unit 4	Website Modelling Understanding the basic requirements of a website, creating linked pages using a variety of digital media.
Unit 5	Animation Understanding how digital images can be manipulated and arranged to create animation for a particular purpose.

How will each student be assessed?

The student's level of skill, knowledge and understanding will be determined by teacher observation and encouraged through verbal feedback. Student self-evaluation and teacher assessments of each unit will be recorded in an on-line diary.

What homework will be set?

Homework will be set on a two week cycle and it will be related to the unit being studied. If necessary, students can complete this work using facilities available at school.

How can you help at home?

If a computer is available at home parents can help by encouraging students to review their work within their on-line diaries and to look at the lesson Powerpoints to recap. If the students are absent, the lesson Powerpoints can be used by the students to catch up. Students know how to find the files available in the ICT folder in the 'departments' area of the school network.

Name of Department:

MATHEMATICS

Year 8

The work covered in Year 8 will build upon the students' prior knowledge and understanding. All strands will be covered in the course of the year, with particular emphasis on numeracy skills and problem-solving strategies. Interactive whiteboards will be used in the classroom to enhance teaching and learning.

The Structure of the Year

The year's work is split into modules, covering the strands for mathematics which are Number, Algebra, Ratio & Proportion, Geometry and Measures, and Statistics. The content of each module will reflect the students' prior knowledge and understanding, and the work set will be designed to allow the students the opportunity to consolidate and build on previous work. Students are given lessons which encourage and provoke thought whilst also improving their fluency in mathematics. There is a regular emphasis on mathematics and its purpose in the real world which is vital for seeing the uses and positives of mathematics in our world.

How will each student be assessed?

All class work and homework will be used informally to assess student's progress and understanding. Investigative tasks will be set throughout the year to develop and assess problem solving capability. Students are set using their prior attainment from year 7. Class tests will be set as appropriate to monitor understanding and identify areas of improvement. Students will be advised of these assessments in advance and encouraged to revise for the them. Students who need to improve will be provided with intervention, monitoring them regularly via feedback from the class teacher. We also offer a maths clinic to those who require improvement after assessments.

What homework will be set?

Two homework tasks will be set per week. One homework, set using Hegarty Maths, is designed to maintain numeracy and core skills. The other homework will be written consolidation of classwork/ or a section of their numeracy booklet.

How can you help at home?

Talk to your child about the mathematics they are doing, in class and at home. If your child has a problem completing the set homework, encourage him/her to look in the exercise book and textbook to find similar examples - they may then be reminded of appropriate methods to help with the task. We remind pupils to use Hegarty maths which, as well as giving appropriate exercises, has videos to help the pupil too. If that fails, suggest that they seek advice from their maths teacher before the lesson in which the work is due - it may then be possible for them to complete the work at break or lunchtime before the lesson. We also run a mathematics clinic afterschool from 3.15pm to 4.15pm each Monday. The idea of the clinic being students can obtain help on a particularly difficult area of maths. If your child spends an inappropriately long time on the homework, or finds it too difficult, please make a note to that effect in his/her exercise book - this information will help us to help your child. Your child will be practising multiplication tables and mental maths regularly in class. Any additional practice at home can only benefit your child- 5 minutes extra practice a day can greatly improve a student's ability and confidence with numbers.

Name of Department:

MUSIC

Year 8

Students receive two music lessons every week throughout the year. Lessons are topic based. Students work individually, in groups and as a whole class to perform and compose music within each musical genre studied. Listening to music and singing is also an integral part of the curriculum.

Term 1

Jazz and Blues: Students explore the 12 Bar Blues system and develop their understanding of Rag time, Jazz and Blues through solo and group performance and their own improvised composition.

Reggae: Students perform 3 Bob Marley songs which are put into musical and historical context. They learn to develop ensemble performing skills using a variety of instruments and develop techniques learnt during the Blues.

Term 2

Form and Structure – Classical Music Performance and Composition: Through an assessed performance of Haydn's Minuet students learn about the Classical style and appropriate form and structure. They compose their own ternary form composition with some modulating in the relative minor key. Students will compose using a Digital Audio Workstation (DAW) and develop music technology skills as well as their practical music skills.

Term 3

Minimalism – Through an assessed performance, students learn about early 20th styles of composition, with a focus on Minimalism. They perform a variety of pieces, including Tubular Bells and Time Lapse.

World Music – Indian: Students learn about the instruments, note system and structure of an Indian style performance and their significance to those who play and listen. This leads to group performance and composition.

How will each student be assessed?

Students are assessed on each topic using the national curriculum levels for solo performance, performing as part of an ensemble, answering listening questions and composition. Pupils will also regularly self and peer assess their work and be given verbal feedback and targets for improvement. Their assessment results and targets are recorded in the front of their books.

What homework will be set?

Practical or written homework will be set each week. Work should take around 20 minutes to complete. Practical work should be signed by a parent that it has been completed. It can also be completed in school and signed by a teacher.

How can you help at home?

A lot of this work can be accessed and printed out from our School's Moodle which is our interactive learning platform. You can help by encouraging your child to regularly practice at home the piece they are currently learning at school.

Name of Department: **PHYSICAL EDUCATION**

Year 8

From the generic beginnings in Year 7, we now focus on the specifics of sports. Students have a double and a single PE lessons per week. Our aim is to develop their knowledge, skills and understanding in each activity. Students will study three different modules each term.

Students will be set for their double lesson based on attainment in year 7 PE. The top and bottom set will be mixed, there will also be a set 2/3 boys and girls group. Students will remain in mixed sex for their single lesson.

Term 1 and Term 2

<u>Boys/Girls</u>	<u>Mixed</u>	<u>Single lesson</u>
Football	Swimming	HRE Cross country
Rugby	Gymnastic	HRE OAA
Netball	Fundamental skills	HRE Fitness Suite
Basketball	Aesthetics	HRE Young leaders

Term 3

<u>Girls</u>	<u>Boys</u>	<u>Single lesson</u>
Tennis	Cricket	Athletics
Rounders	Tennis	
Cricket	Rounders	
Summer Games	Summer Games	

How will each student be assessed?

Students will be assessed on their ability to acquire skills, apply skills, and evaluate performance and knowledge of health and fitness. They perform and evaluate at the end of each module. Assessment will be achieved largely by observation and questioning and by peer assessment.

What homework will be set?

Students will receive end of unit tests to complete as homework.

How can you help at home?

Ensure that correct PE kit is packed, including appropriate footwear and towel. ALL KIT MUST BE LABELLED. Encourage students to come to extra-curricular clubs and/or join clubs outside of school. Encourage healthy active lifestyles, especially with respect to diet and hygiene. Please write a note if your child is unable to take part for any reason. Studded boots, shin pads and gum shields are highly recommended for rugby, football and cricket. Please remind students to put jewellery and wallets into the valuables box, NO JEWELLERY TO BE WORN IN PE. Pupils are reminded that only School tracksuits are allowed to be worn in lessons. They can be purchased from Welfare.

PSHE

Personal, Social, Health and Education

Year 8

Each student in year 8 follows a plan throughout the year. The weekly topics are listed below. In addition to those topics there are extra lessons which are added in response to current/important issues e.g. this year we have a visiting theatre group performing a careers based piece called 'Steps to Success'.

Careers

Students use 'U-explore' and investigate the industry sectors, find out about different jobs, skills and working environments. They will also understand the need to aim high and work at success.

Drugs

Students are made aware of the effects alcohol, cigarettes and e-cigarettes have on your health, including the physical effects of alcohol on the body and therefore understand the good and bad effects that drinking has. By being able to recognise the hidden dangers of alcohol they will become aware of the need to drink responsibly as well as the laws that surround the sale and consumption of alcohol.

Healthy Lifestyle

Students learn why healthy eating is important and what is included in a balanced diet and the importance of exercise as part of a healthy lifestyle. Lessons will also involve learning about stress and how or why they get stressed. This will enable them to recognise how they can relax and avoid stressful situations.

Personal Identity

Students think about their own personal qualities, reflect on their personal strengths & appreciate how others see them. They will discover how to boost their self-esteem and feel good inside and out.

Safety

Students are made aware of the dangers that exist in today's world. They will learn how to ensure their own safety, in particular through the internet. This topic will also cover safety in the home, how to recognise potential hazards and what to do in the event of an emergency.

Sex & Relationships

This topic covers friends and friendship relationships and looks at 'what is a friend?' What influence do friends have (peer pressure)? Discussions will also consider the relationship between adults and teenagers, the differences between them and conflicts that can occur and how to resolve them.

How will each student be assessed?

Students will identify 2 main learning points from each topic. They will reflect upon their understanding and recognise subjects for their own further investigation/ research outside the lessons.

What homework will be set?

Homework may be set, at the teacher's discretion, to follow up/reinforce the work covered in class.

How can you help at home?

PSHE topics will always benefit from further discussion at home following that morning's lesson.

Name of Department: **RELIGIOUS EDUCATION**

Year 8

Students have two lessons of Religious Education each week. The key themes running through the year's work is 'Faith revealed through Creation and the Covenant, the Eucharist and the Paschal Mystery, and the mission of the Church'. As with Year 7 and Year 9 the modules of work studied will cover the following key areas: - the person of Christ, the Church, the Sacraments and the human person. Each form group will have the opportunity to go on an awayday as part of the RE course.

Term 1

During this term students consider the importance of Creation and explore how God created and sustains the world as well as demonstrating an understanding of the theological truths in the creation accounts of Genesis. Later in the term the theme of Covenant is studied and students look at the Passover in Exodus as well as a consideration of the Ten Commandments and their relevance for today.

Term 2

Having explored Old Testament teachings and stories, students will move on to study the Jewish faith, exploring beliefs and practices of this religion. Following Judaism, we explore Jesus as Saviour and what this means for us. The sacrament of the Eucharist is the central theme. Alongside a study of the main parts of the Mass, students will also consider the meaning and importance of the sacrament in our lives. Later in the term the focus is upon the passion of Christ with specific reference to the events as told in the gospels.

Term 3

This module considers the mission of the Church, the challenges to Christianity and the challenges to us in witnessing the risen Christ to others. Students will explore the origins and history of the Church in Britain, including a study of key figures such as: St. Alban, St. Thomas Becket, St. Thomas More and St Margaret Clitherow. We will look at a variety of religious figures who have demonstrated real courage and conviction in the faith and who have been an example for others to follow.

How will each student be assessed?

Students will be assessed at the end of each module. These assessments will be varied. For example, students will be required to produce a 'teaching aid', which will help explain the key elements of the Mass to a younger audience. Towards the end of the year there will be a formal examination assessing all the topics covered.

What homework will be set?

Homework will be set once a week, in line with school policy. This may take a variety of forms although it will invariably be a written piece, which builds on students' experiences within class. Some assessment tasks will need to be spread over two or three homework sessions.

How can you help at home?

It is useful for students to have access to a bible, preferably a 'Good News' version, although students can also access Bible passages online through biblegateway.com. Support in monitoring homework and revision tasks would be appreciated.

Name of Department:

SCIENCE

Year 8

There are three lessons per week.

Term 1, 2 and 3

The following topics will be taught throughout the academic year:

- | | |
|---|--|
| <p><u>Biology</u></p> <ul style="list-style-type: none">• 8A Food and Nutrition• 8B Plants and their reproduction• 8C Breathing and respiration• 8D Unicellular organisms | <ul style="list-style-type: none">• 8G Metals and their uses• 8H Rocks |
| <p><u>Chemistry</u></p> <ul style="list-style-type: none">• 8E Combustion• 8F The Periodic Table | <p><u>Physics</u></p> <ul style="list-style-type: none">• 8I Fluids• 8J Light• 8K Energy transfers• 8L Earth and space |

The exact order will depend on the student's teacher.

Each student has been given a Pearson Active Learn login so that they can access online Homework Practice and support materials as well as an *Exploring Science: Working Scientifically digital text book*. These can be accessed online at <https://www.pearsonactivelearn.com> In class text books will be used for classwork and homework may be set from the online digital textbook.

How will each student be assessed?

There will be one 30 minute mini-assessment in the Autumn term and two forty minute assessments, one in the Spring term and the following in the summer term. These are based on Key stage 3 questions from Testbase. During the year, students will be given APP assessments to assess individual scientific skills like Planning, Presenting and Analysing data. There will be 3 APP assessments in years 7 and 8.

What homework will be set?

Homework is set once a week. A variety of activities are included.

How can you help at home?

Parental help is very useful to the students both with help to revise work for assessments and assist in learning the corrections to the assessments; time is set aside to go through assessment work so students have the correct answers to questions. These assessment papers and corrections need to be kept safely at home as they can be used for revision for the student's KS3 internal assessments. Please encourage students to watch scientific documentaries, visit the library and read about science as well as visiting websites, e.g.: www.bbc.co.uk/science.