

**Preston
School**



A Business & Enterprise Academy

Curriculum Information

Year 8

INTRODUCTION

Year 8

Dear Parents and Carers

Welcome to Year 8 at Preston School. We hope that you will find this curriculum guide useful for keeping in touch with the content of the subjects your son/daughter will be studying this year.

For each subject we have provided details of the curriculum aims, key curriculum content, assessment methods, how classes are grouped and what is expected in the way of class and home work. In addition to this you will find the home learning contract and timetable for you and your son/daughter and details of parents evenings and assessment points.

We are fully committed to ensuring that each and every student in the year group meets or exceeds their potential and it is only through working in partnership with home can this be achieved. It is essential that your child prepares for lessons by bringing all necessary books and equipment for the day and completing home learning tasks for the dates set.

If you have any further questions about a specific subject please contact your child's class teacher who will be best placed to answer this query. For general questions regarding your son/daughter's progress or attitude to learning please do not hesitate to contact your Learning Manager Mrs Purton. We are looking forward to celebrating the successes of the year group throughout the year and hope that we can all work together to ensure that this year at Preston School is happy and successful for your child.

Yours sincerely,



Miss C Marsh (Vice Principal)

HOME LEARNING

TIMETABLE

Year 8		Monday		Tuesday		Wednesday		Thursday		Friday	
8AA	1	English		Maths		Science	LS	Drama		Spanish	DT
	2	English		Maths		Art		Science	History	Geog	Music
8BS	1	English		Maths	Music	Science		Geog			DT
	2	English	Drama	Maths	Art	French		Science	LS	History	
8NA	1	English	Geog	Maths	History	Science		LS			DT
	2	English	Art	Maths		Spanish		Science	Drama		Music
8VSM	1	English	Art	Maths		Science	Drama	LS			DT
	2	English		Maths	Italian	Music		Science		Geog	History
8JG	1	English	Geog	Maths		Science	Drama	Art		Music	Spanish
	2	English		Maths	History	LS		Science		DT	
8MEC	1	English	French	Maths	Geog	Science		Drama	LS	History	History
	2	English		Maths		Art	Music	Science		DT	
8NC	1	English	History	Maths		Science		Spanish	Music	LS	Art
	2	English		Maths	Geog		Drama	Science		DT	

Notes: Drama will have a maximum of 3 pieces of homework in each term. ICT will have one piece of homework at the mid-point of each unit of work

Home Learning Contract

Home Learning is a vital part of any students' education and it is essential that every student completes this work to the best of their ability. The following 3 pages contain the Home Learning Policy for Preston School. This has been drawn up by governors in consultation with staff, students and SLT. Its aim is to form a contract between home and school to ensure that students complete all work set, developing essential independent learning skills and deepening their knowledge and understanding of work being covered in class.

Aims of this Policy

- 1) To ensure that all involved in home learning are clear about their responsibilities.
- 2) To develop the students as independent learners encouraging them to be inquisitive about learning seeking out and researching new knowledge.
- 3) To develop effective time management skills in all students.
- 4) To provide a clear communication route between school/teachers and parents/guardians for home learning enquiries.
- 5) To ensure that home learning plays a central role in student subject progress.

Home Learning Guidelines

- 1) At start of school year students will receive a home learning diary and timetable setting out days when tasks will be set for each subject. This will be included in the curriculum booklets and on the website.
- 2) At start of each term a home learning schedule will be issued to families which sets out tasks and content expected for that term. This will be included in the curriculum guides.
- 3) The amount of time spent on tasks set will increase as a student gets older.

Year 7	3.5	hours weekly
Year 9	5	hours weekly
Year 10	7.5	hours weekly
- 4) Additional home learning tasks may be set for revision and for ILAs
- 5) Parents' assessment and feedback on completion of tasks is encouraged.

Home Learning Responsibilities

Students will:

- 1) Complete home learning tasks on time and to the best of their ability.
- 2) Plan sufficient time for each task and avoid rushing to complete.
- 3) Find a suitable place and time to work without distractions.
- 4) Consider and use a range of sources making use of on line learning opportunities which include GCSE Bitesize, Moodle, SAM Learning, MyMaths and iWorks.
- 5) Work independently and where necessary collaboratively without copying work.
- 6) Take time to reflect and review work.

Home Learning Contract

Parents/Carers will:

- 1) Encourage your child to complete work on time and to the best of their ability.
- 2) Be aware on a daily basis of tasks set and deadlines for completion.
- 3) Provide a quiet space and time for homework, establish a routine and where possible prioritise computer and internet access.
- 4) Communicate at the earliest opportunity any delay of task completion and or any request for deadline extension.
- 5) Take an interest in work completed and where appropriate review the work your child has completed.
- 6) Communicate views and comments on any work set via the student planner.

Subject Staff will:

- 1) Ensure home learning tasks set build on prior learning and are appropriately differentiated.
- 2) Ensure supporting materials including task sheets are available on line through Moodle.
- 3) Provide students with clear instructions and completion deadlines which should be no sooner than two school days from the time the task was set.
Ensure all tasks set will be marked using the STARS marking system within the six subject lesson cycle.
- 4) Ensure tasks completed to a standard that reflect the student's ability will qualify for merits.
- 5) Ensure tasks completed to an excellent standard demonstrating outstanding progress will qualify for a Principal's commendation and possibly display.
- 6) Keep records of completion and record on Sims those that default.
- 7) Ensure a consistent approach to deadline's/rewards/sanctions for all students.

Heads of School will:

- 1) Ensure home learning tasks and supporting resources are uploaded into Moodle.
- 2) Monitor the setting of home learning tasks ensuring they build on prior knowledge and are appropriately differentiated
- 3) Monitor and manage effective information flows between home and school.
- 4) Line manage Assistant Heads of School and where appropriate Learning Managers to intervene where required.

Vice Principal will:

- 1) Monitor homework records and policy implementation regularly through line management of Heads of School.

Home Learning Contract

Literacy and Numeracy Development

Key to the progress of individual students is their Literacy and Numeracy development. Every opportunity should be taken to enhance these skills whether it be reading to your child on a nightly basis, adding up a shopping bill or simply watching the news and developing their speaking and listening skills by recounting and discussing what they have seen. Your child should be actively encouraged to make the most of the Renaissance Reading Scheme which has seen rapid gains in reading age levels or complete tasks in MyMaths. In the event of tasks being completed or not set the routine should not be changed but time gained should be used to focus on Literacy and Numeracy development.

To achieve success it is very important that parents/carers support this policy which will have a direct and positive effect on their child's education. We also strongly encourage communication if parents/carers have any concerns regarding the implementation of this policy. If parents/carers are not satisfied with a teacher's response they are encouraged to speak with the Head of School concerned.

School of Creative Expression HWithers@educ.somerset.gov.uk	Mrs H Withers
School of Business and Enterprise TKendall1@educ.somerset.gov.uk	Mr T Kendall
School of Innovation and Investigation JFRoper@educ.somerset.gov.uk	Mr J Roper
School of Global Understanding JDPeace@educ.somerset.gov.uk	Mr J Peace

Key Dates

Year 8

There will be two formal occasions during Year 8 when parents are invited into school to meet with teachers and discuss their son/daughters progress. Of course this does not exclude parents contacting the school at any time if they have issues or concerns as explained in the introduction.

Parents Meetings:

Academic Mentoring Day/Evening – Thursday November 3rd.

This is an opportunity for you to meet your son/daughters Academic Mentor to discuss their general progress, attitude to learning, successes and any concerns.

Year 8 Parents Subject Evening – Thursday 4th May.

On this occasion you can book appointments to talk to individual subject staff and discuss the progress your son/daughter had made in Year 8.

Assessment Feedback:

Diagnostic Assessment Sheets

Throughout the year your son/daughter will bring home their Diagnostic Assessment Sheets for you to sign and comment on. These sheets provide you with information on what skills and knowledge your son/daughter has acquired throughout the unit of work recently studied. They also indicate skills and knowledge your son/daughter will need to master in order to move to the next stage in their learning.

There are no specific dates for these sheets to come home as it will vary from subject to subject, according to the length of the unit of work studied. However, you will receive between 3 and 6 from each subject and we hope these will help to stimulate discussions between you and your son/daughter. You also have the opportunity to write some feedback to the class teacher.

Attainment Report

There will be an exams weeks for Year 8 on 24th April for English and Mathematics but students will regularly be tested throughout the year to assess their progress and attainment.

Two attainment reports will be sent home to parents on 16th November and 15th March.

Options

The options process for Year 8 will begin on 14th March and full details of this will be sent out in the Options Booklet on 27th March.

Options evening is on Thursday 20th April.



English

CURRICULUM

In English, we believe reading should be wide, varied and challenging, as set out in the National Curriculum. KS3 students are supported through the reading of whole books in depth, developing their knowledge and resilience. They are taught to write academic essays, using accurate vocabulary and grammar. We aim to develop understanding relationships across words and texts, applying a range of literary techniques. We believe in preparing young learners cognitively, socially and linguistically.

CURRICULUM

Shakespeare's King Lear: Students explore the complex theme of families within literature, considering historical context, using the play as a source of study.

Fairytales and Legends: Comparisons are drawn between texts and pupils critically examine stories and poetry, commenting on language from the medieval to the modern.

Novel Study – The Merrybegot, Roll of Thunder, My Sister Lives on the Mantelpiece, A Monster Calls: Students, through the study of one of above novels, explore a complex theme, dissecting features and

ASSESSMENT

Students are assessed throughout each unit using the assessment objectives from the new GCSE syllabus and the required skills in the National Curriculum.

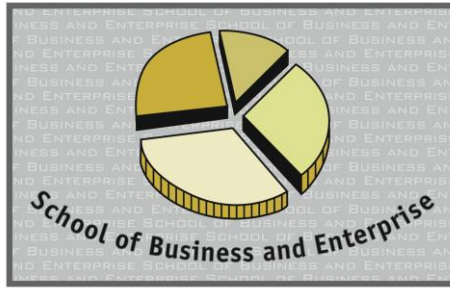
At least one assessment is completed each half term, which is reported to parents using diagnostic sheets and school

CLASS GROUPINGS

Classes are grouped to individual need based on reading/writing

HOMEWORK/CLASSWORK

Homework is set by individual teachers and follows the school policy. At various points of the year, students will also be given a Book Report to promote love of reading and textual engagement.



Mathematics

CURRICULUM AIMS

To enjoy learning, make progress and to achieve one's potential.

To become an increasingly independent learner, taking the initiative and being well organised.

To be well prepared for life and work.

CURRICULUM CONTENT

The mathematics curriculum is divided into three areas:-

- Number
- Data Handling
- Shape, Space & Measure

Data Handling is studied for most of the year.

Pupils have Assessment sheets to record their progress and achievement and to set targets for improvement.

The Assessment Objectives are:-

- AO1 Use and apply standard mathematical techniques
- AO2 Reason, interpret and communicate mathematically
- AO3 Solve problems within mathematics and other contexts

An extra lesson on Problem Solving is included once a fortnight throughout the year.

ASSESSMENT

End of unit tests take place at the end of each half term.

CLASS GROUPINGS

Classes are set based on prior achievement. Classes at the top have up to 32 pupils, the lower sets have less, e.g. 22. Movement between groups continues to take place throughout the year.

HOME LEARNING

Homework is set once a week on MyMaths

Maths Club with ICT facilities, staffed by a maths teacher, is available every lunchtime to support student's Maths learning or homework and to provide help with Mymaths.



Science

CURRICULUM AIMS

Learning and undertaking activities in science contribute to achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

CURRICULUM CONTENT

Attainment Target 1: How Science Works

Attainment Target 2: Biology

- Photosynthesis, respiration and circulation
- Reproduction and growth
- Ecosystems

Attainment Target 3: Chemistry

- Acids and Alkalis
- Materials and Every Day chemistry
- The earth and atmosphere

Attainment Target 4: Physics

- Energy
- Waves
- Space

ASSESSMENT

End of unit Diagnostic tests take place at certain topics
Practical Assessment
End of KS3 Exam

CLASS GROUPINGS

Classes are banded into higher, middle and lower bands and mixed throughout those bands. Classes in top and middle bands have up to 32 pupils, the lower bands have less.

HOMEWORK/CLASSWORK

Homework is set once a week and can be based on DODDLE Science and worksheets



Fine Art

CURRICULUM AIMS

The aim of the Art course in Year 8 is for students to demonstrate the skills developed in Year 7 through project based work. Within this context students develop work enhancing their recording skills, subject knowledge and ability to develop ideas.

CURRICULUM CONTENT

Areas covered in year 8:

- Recording, investigating and exploring through drawing.
- Exploring elements in Art such as understanding perspective, image in society, design work and influences from other cultures.
- Putting work in context by exploring.

Drawing Conventions
The Comic Image
Work based on
design/functionalism

ASSESSMENT

Pupils undergo a continual assessment taking into account sketchbook work and class projects. Specific objectives for individual lessons are given to pupils to allow them to understand their progress. However, in a wider context students are assessed on:

- Recording
- Investigating
- Knowledge and understanding.

CLASS GROUPINGS

All classes are taught as mixed ability groups. Classes follow the same broad structure. There are slight adjustments between staff and groups in reflection of how individual classes are progressing.

HOMEWORK/CLASSWORK

Pupils use a variety of ways to record their work using paper, sketchbook and card. On occasions student produce separate work from their sketchbooks which can carry over several weeks, however students are still encouraged to bring the sketchbook to class.



Drama

CURRICULUM AIMS

- Students will be using dramatic techniques to explore ideas, issues and dramatic texts
- Students will evaluate and analyse the structure, meaning and impact of play scripts they have studied, read, watched or performed in
- Students shall develop a range of new Drama Techniques in addition to progressing their understanding of previous techniques that have been learnt.

CURRICULUM CONTENT

Baseline - Students shall take part in a baseline assessment in their first week of Drama in order to set targets for development and make them aware of their current strengths and weaknesses.

Unit 1 – Evacuees

During this unit students shall learn the following skills:

Cross-Cutting, Writing in Role, Split-Screen, Monologue

In addition to learning and applying the above skills, the students shall also conduct research about the skills of Character development and the importance of structure within their devised pieces. Also War based research to be applied to their work.

Unit 2 – Slavery

In addition to skills such as team-work and communication, the focus of this unit shall be on the learning of several new skills including:

The use and rules of mask, Unison, Movement, Choral speech, Monologues, Thought-track, Cross-cutting, Soundscape, Physical theatre, Mask making

In addition to the above skills, students shall study Trestle Theatre and the plight of the slaves involved in the slave trade.

ASSESSMENT

On-going teacher assessment throughout lessons, assessed through the use of mini-plenary's and performance opportunities at the end of the lesson. Feedback shall be given both verbally and in written comments within student books.
Peer and self-assessment after performances and during mini-plenary's which consider 'what went well', 'what could be improved', what progress has been made and 'next steps' to make further progress.
Students final performance will be videoed.

CLASS GROUPINGS

There is regular rotation of pupils from lesson to lesson. This prevents the formation of cliques and the exclusion of individuals. Mixed gender, mixed ability groups will be commonplace within lessons. The teacher will decide upon groupings for most lessons.

HOMEWORK/CLASSWORK

At the end of each unit students will create a written evaluation, discussing their skills and areas for improvement. This shall be set as homework for students to complete as an individual task.

Students may be set homework for learning lines or writing monologues at periods throughout the unit, offering them the opportunity to develop their learning.



D & T Food and Textiles

CURRICULUM AIMS

During Design Technology in Year 8 we aim to build upon the skills acquired in Year 7 and develop these further. As before pupils will be assessed in the four areas of planning, designing, making and evaluating and ongoing feedback will be given to pupils to ensure that they can achieve as high a grade/band as possible in each of these areas. At Preston, we work hard to ensure that our courses are interesting and engaging and we value feedback from the pupils regarding the topics that we cover.

CURRICULUM CONTENT

In Food Technology Year 8 pupils complete a food project called 'Eating For Health'. We feel it is very important to do what we can to educate pupils about healthy eating and so we begin the project by looking at the various types of health such as physical, emotional and social health and how healthy eating has an impact on these. We also investigate what happens when food is abused and how this can lead to various eating disorders. This is supported by pupils designing and making a selection of healthy dishes based upon their knowledge of the 'eat well plate'.

We discuss the value of fruit and vegetables in our diets and pupils have the opportunity to taste test a variety of exotic fruits and cook a dish of their choice containing a selection of fruits and or vegetables.

We consider the value of recipe modification and they are encouraged to modify a selection of dishes they are asked to cook. Asking family to taste test and feedback their opinions is also an integral part of the course so that pupils are constantly striving to improve

In Textiles pupils complete a project called 'Colour In The Home' where they are taught the principles behind interior design. They research the many types of soft furnishings available on today's market and try to establish a gap in the market so they can design and make an item of soft furnishing which they feel would sell on today's competitive market.

Pupils use a selection of colour application techniques to compete this as well as learning how to draft their own paper patterns and the sewing machine. Some wonderful, innovative practical work is created some of which are made for the pupils themselves and some of which are given as presents.

ASSESSMENT

Assessing pupil's work through regular and consistent marking is part of the positive learning process and integral to the recording of pupil's progress in DT.

All pupils have a copy of the grade/band descriptors in their DT folder so they have a clear understanding of what they need to achieve in order to fulfil their potential. Pupils' grades are then entered on a central DT spreadsheet.

CLASS GROUPINGS

Pupils are set in Design Technology but these sets are flexible and reviewed regularly.

HOMEWORK/CLASSWORK

Homework is set regularly in DT. Most projects that pupils complete have 'built in' homework tasks and are an integral part of the work. Homework is handed in the next lesson, (which will usually be the following week), it is marked as soon as possible after this and returned to the pupils with positive and constructive feedback.



D & T Product Design

CURRICULUM AIMS

During Design Technology in Year 8 we aim to build upon the skills acquired in Year 7 and develop these further. As before pupils will be assessed in the four areas of planning, designing, making and evaluating and ongoing feedback will be given to pupils to ensure that they can achieve as high a grade/band as possible in each of these areas. At Preston, we work hard to ensure that our courses are interesting and engaging and we value feedback from the pupils regarding the topics that we cover.

CURRICULUM CONTENT

In Product Design pupils will complete various tasks using a range of different materials.

Their first task is to design and make a clock using acrylic. It advances the skills they learnt in Year 7 where they used the same materials to make key rings. This task takes these skills further where they have to cut and shape a larger amount of material and join it together to produce a quality product. Pupils will also understand about producing their product for a particular user group and being able to evaluate thoroughly.

Pupils then move onto another major project which involves a more in-depth look at electronics and systems and control. Pupils will progress the skills they learnt in Year 7 and produce a Steady Hand Game which will allow them to include new skills such as Vacuum Forming.

The final project in year 8 is to develop their skills in Computer Aided Design. Pupils will use Google Sketchup or Solidworks to enhance their ability in the critical area of designing by computer.

ASSESSMENT

Assessing pupil's work through regular and consistent marking is part of the positive learning process and integral to the recording of pupil's progress in DT.

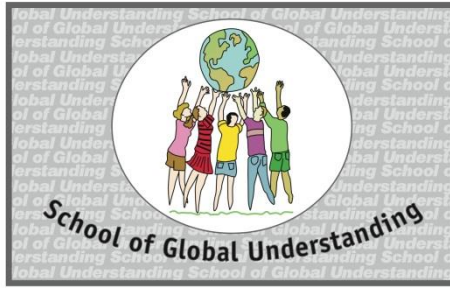
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CLASS GROUPINGS

Pupils are set in Design Technology but these sets are flexible and reviewed regularly.

HOMEWORK/CLASSWORK

Homework is set regularly in DT. Most projects that pupils complete have 'built in' homework tasks that are an integral part of the work. Homework is handed in the next lesson, it is marked as soon as possible after this and returned to the pupils with positive and constructive feedback.



French / Italian / Spanish

CURRICULUM AIMS

The aim of the MFL curriculum in Year 8 is to build on the foundation laid in Year 7 and extend language competence in a wider range of contexts. To achieve this, students will be encouraged to use the target language as often as possible as they speak and write creatively. By the end of Year 8, students should be able to hold basic conversations and give short presentations in the target language across a range of different topic areas.

CURRICULUM CONTENT

Students will cover the following modules (there may be slight variations, depending on the language studied):

- My area
- House and Home
- Holidays
- Free Time (TV / music)

Students will be able to:

- Use a wider range of basic verbs in different tenses
- Express a variety of opinions
- Create, link and extend sentences
- Use question words to engage in fuller conversations
- Use a range of common key phrases to aid sentence construction
- Extend vocabulary

ASSESSMENT

Students will be assessed at regular points during the course of the year in order to chart their progress in the different skill areas, which are:

- Listening
- Speaking
- Reading
- Writing

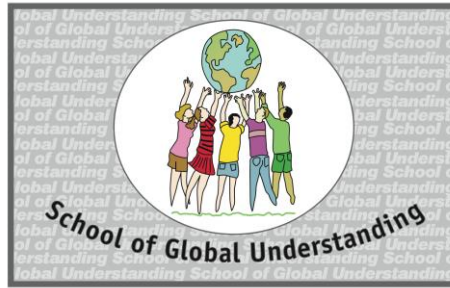
CLASS GROUPINGS

Students are taught in their mixed-ability AM groups.

HOMEWORK/CLASSWORK

Homework is set once every fortnight and can take many forms, including:

- Learning vocabulary
- Completing on-line tasks
- Creative writing
- Revision for assessments



Geography

CURRICULUM AIMS

At Preston School we hope to promote student curiosity, interest and enjoyment in Geography. We do this through the employment of a variety of teaching methods and resources so that all pupils are able to access the subject and experience success and enjoyment in their work. We study areas at local, national and global scales where students are encouraged to develop enquiring minds, a knowledge of places, understanding of physical processes and respect for differing cultures.

CURRICULUM CONTENT

Wicked Weather

In this topic pupils will learn about the variations in weather across Europe. They will also investigate microclimates around the school and whether our weather is becoming more extreme.

Fantastic Places – Europe

Pupils will develop their locational knowledge and awareness by investigating key geographical locations and landforms from a range of countries across Europe.

Russia

This new topic explores the World's largest country, developing an understanding of the varying climate, population and culture.

Brazil

Pupils carry out a detailed study of Brazil as an example of an NEE. They investigate Brazil's location, regional differences, physical geography, such as the Amazon Rainforest and river as well as human aspects, such as cities and favelas. Pupils also consider the impact of the World Cup and Olympic Games.

ASSESSMENT

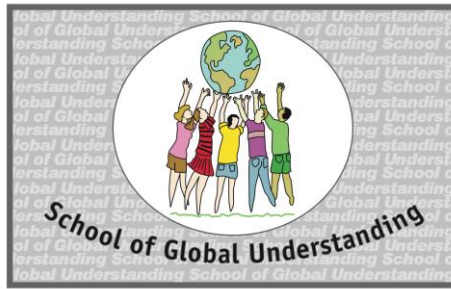
Assessment is ongoing; throughout the lessons, marking of classwork, and by the timely completion of homework. More formally for each unit there is a core assessment. This varies between in class tests, investigative write-ups based on fieldwork and more creatively through pieces to be completed by a combination of in class and homework time.

CLASS GROUPINGS

The mixed ability class groupings are based on their Academic Mentor groups.

HOMEWORK/CLASSWORK

We have high expectations for the completion of classwork and homework. Homework is given once every three lessons.



HISTORY

CURRICULUM AIMS

Students find out about the history of their community, Britain, Europe and the world. Students learn to ask and answer questions. They develop a chronological overview, evaluate evidence, assess significance, identify and analyse different interpretations of the past, and learn to support their arguments and judgments. History encourages understanding of our ethnic and cultural diversity. History prepares pupils for the future, with knowledge and skills that are prized in adult life, aiding employability and the ability to participate in a democratic society.

CURRICULUM CONTENT

Discovery, Revolution & Conquest.

- The Industrial Revolution. The importance of Entrepreneurs. Change in Todmorden. Children in the Mills and Urban Squalor.
- Slavery. The British in India and South Africa. Rorke's Drift.
- Britain, Tea and the American Revolution
- The French Revolution and the Reign of Terror. The humbling of Napoleon.

The Twentieth Century

- The Causes of First World War.
- What was the First World War like?
- The Causes of World War Two.
- Dunkirk and Pearl Harbor.
- The Holocaust of the Jews. The Origins of European Anti-Semitism, persecution, ghettos, conditions in the camps and the Final Solution.

ASSESSMENT

There are regular Core Assessments when pupils' work is assessed objectively according to National Curriculum levels. Students will be told how the task will be assessed.

A range of resources are used in the assessments eg: text books, work sheets, paintings. Assessment tasks can take a variety of forms eg extended writing, presentations to class, displays, pair and individual work

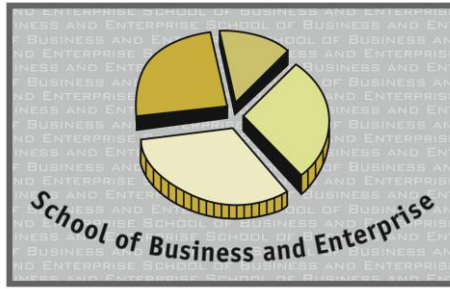
CLASS GROUPINGS

Academic Mentor groups – mixed ability

HOMEWORK/CLASSWORK

Class work utilises a variety of teaching and learning strategies. Tasks set include: written and oral questions and answers, creative work, displays, extended writing, presentations, as well as research.

Homework is an integral part of this work. It may follow up tasks done in class or help develop class work eg research



ICT

CURRICULUM AIMS

Students have two lessons per fortnight in ICT. During this year, students will learn and apply ICT skills in a number of different disciplines, ranging from Office applications to video, sound and animation creation. All projects are designed to allow students to not only acquire new knowledge and skills but to apply them in real-world scenarios. In Year 8, there is a clear focus on Enterprise and Business Skills.

CURRICULUM CONTENT

Dragons' Den

With support from a number of local businesses, students work as teams to plan, design and create a business concept that they pitch to visiting 'Dragons'. This work demands the effective use of a variety of ICT-based skills as well team-work and entrepreneurial flair.

E-Safety Mobile App Development:

Students build upon their knowledge from the Year E-Safety project to research, design and implement a Mobile Phone App that informs younger students on the importance of E-Safety and dangers posed online. This project introduces the students to the concepts of digital footprints and the importance of digital citizenship.

Computer Game Design:

This unit builds upon the students understanding of programming and sequencing (developed in Year 7) and sees them produce a 3 dimensional multi-platform/ player computer game in KODU.

ASSESSMENT

Assessment is undertaken through-out the entire unit of work. Initially using the 'Pupil Progress Tracker'; a skills based matrix covering the content of the unit and latterly by a Controlled Assessment lasting 1 hour. Each assessment, based solely on the skills and knowledge acquired in that unit, informs the student's progress report.

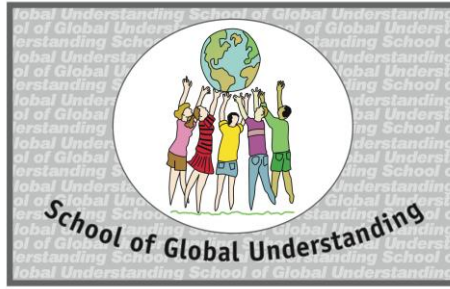
CLASS GROUPINGS

ICT is taught in mixed ability classes and is not set.

HOMEWORK/CLASSWORK

ICT homework is not set as part of the homework timetable. However the ICT department may require students to complete independent tasks at home, as and when required.

In such instances the ICT staff will ensure the student has the provision to complete the tasks set.



Life Studies

CURRICULUM AIMS

- To enhance student's spiritual, moral, cultural, political and social development;
- To acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain;
- To develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and culture;
- To be concerned about the welfare of others;
- To be articulate and considered in their opinions and arguments.

CURRICULUM CONTENT

Students are taught 4 topics which cover religious studies, citizenship and PSHE Topics covered are;

Hinduism- Belief, culture and practice through the eyes of young British Hindus.

Media and Conflict- how are conflicts represented in the media, students consider the ethical and political issues surrounding the Rwandan genocide using the film Hotel Rwanda.

Belief and Protest- Students explore the lives of religious people who were inspired to make the world a better place. This includes looking at Human Rights; how they protect us and the responsibilities which are linked to them.

Where's the answer? - We will explore some big questions and compare our own ways of understanding the world with that of Buddhists.

Human Rights- their history; how they protect us and the responsibilities which are linked to them.

ASSESSMENT

Students will be assessed during each topic using the criteria for Religious Studies/ Citizenship, as appropriate. A range of assessment techniques are used and students are given the opportunity to make comments about how they can improve their work.

CLASS GROUPINGS

Students are taught in Academic Mentoring Groups.

HOMEWORK/CLASSWORK

Homework may be set once a fortnight. An ongoing homework which would greatly benefit students in this subject is to discuss with friends and families the issues they have looked at in class, and to try to read a newspaper or watch a news bulletin at least once a week.



Music

CURRICULUM AIMS

The main area of study for Year 8 develops the elements of music through performing, composing, listening and collaborating with others throughout the course of the year.

Students will be introduced to Logic Pro, and other softwares, for more complex and challenging composition work that will aid them greatly at GCSE level.

CURRICULUM CONTENT

Areas covered in Year 8 include:

- Exploring the structures of music.
- To created, develop and extend ideas.
- Develop listening and aural perception skills.
- Practice, rehearse and perform with awareness of other parts and performers.
- Explore musical elements, devices and tonalities through the following units of work:
 1. Chords, Ternary and Canon
 2. Theme and Variations
 3. Programme Music
 4. Minimalism
 5. Music for Film – the composing of a soundtrack for a Tom and Jerry Cartoon.
 6. The Blues.

ASSESSMENT

Pupils undergo a continual assessment within the context of the 4Rs. Specific objectives are given to the pupils each lesson to allow progression through to the final assessment of each unit.

Assessment is in the form of:

- Recording
- Self Assessment
- Peer Assessment
- Questioning

CLASS GROUPINGS

All classes are taught as mixed ability groups. Work is differentiated for the varying abilities, and groups are formed to allow peer support where possible.

HOMEWORK/CLASSWORK

Due to the practicality of the subject, we build the knowledge, and performing skills throughout KS3. The aim is for all pupils to be able to enjoy performing, composing and evaluating their work whilst developing imaginative ideas along with their confidence, through a wide and varied curriculum.



Physical Education

CURRICULUM AIMS

To develop Physical Skills and development, as well as Creative, Cognitive, Social, and Personal abilities.

To develop an understanding of Health Related Exercise.

To develop Leadership qualities.

CURRICULUM CONTENT

Students are taught and participate in a range of Physical Activities covering the following areas:

Outwitting opponents

Accurate Replication of actions

Exploring and Communicating Ideas

Concepts and Emotions

Performing at Maximum Levels

Identifying and Solving Problems

Exercising Safely and Effectively.

There are then 6 modules each of 10 lessons duration. All Boys groups participate in Rugby, Gymnastics, Football, Badminton Athletics and Cricket/Short Tennis. All girl groups participate in Hockey, Gymnastics, Netball, Badminton, Rounders/Short Tennis and Athletics. Mixed groups participate in Badminton, Hockey, Basketball, Gymnastics, Athletics and Rounders/Short Tennis.



ASSESSMENT

Students are assessed at the end of each 10 lesson module in the skills, knowledge and understanding relevant to the activity being studied.

Currently, assessment is in levels 1 to 9, each builds on the previous statements and describes exactly what each student can do. End of year levels are an average of all assessments.

CLASS GROUPINGS

Students are grouped with other similar students based on their interests and levels of ability. These groups are formed based on student questionnaires, and are reviewed regularly

As we have 7 classes, 1 class is mixed, all others are single gender.

HOMEWORK/CLASSWORK

No Homework is set for core P.E.

Classwork is almost exclusively practical in nature, and all students are expected to bring their kit to every lesson, and get changed in order to participate in the learning.