

THE
ELIZABETHAN
ACADEMY RETFORD

Year 8
Curriculum
Information Booklet
2016-17
For Parents/Carers



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Dear Parent/Carer

This booklet provides you with details of the curriculum which your child will follow in this year at the Elizabethan Academy. It has been designed to allow you to help them to plan their studies and revision, and gives you suggested examples of wider reading and extension activities to try at home. The equipment your child needs is indicated, along with some ways in which parents can help students with their studies. We have the following basic expectations of our students:

1. To attend school regularly, on time and in school uniform.
2. To keep up with homework deadlines.
3. To bring the correct equipment and books required for learning to all lessons.
4. To use their planner correctly for organisation, deadlines and target setting.
5. To participate positively in lessons.
6. To involve themselves in the extra-curricular experiences offered during the year.

Please do not hesitate to contact me should you have any questions about the school's curriculum as a whole, and individual teachers or Faculty Leaders if your queries are subject specific. They can be contacted using the email addresses which are in the 'Contact Us' section of the school's website.

I hope that you will find this information useful.

Yours sincerely



Mr J White
Vice Principal

Getting Involved

Ten Top Tips

“You have been your child’s first teacher from the moment they were born. You have helped to shape their lives and the way they behave, so why stop now?”

1. Children need a place to do their homework, somewhere with plenty of room to spread out their books and equipment. They also need quiet and a space where younger siblings will not disturb them.



2. Keep pens, pencils, calculators etc handy.

3. Dip into a dictionary to check meanings and spellings. Encourage children to look up words for themselves.

4. Help them with their homework - but don't do it for them! Ask them for an explanation; it will help them to work more clearly through a problem if they have to articulate their thinking.



5. Watch out for television programmes, films and DVDs that are related to what they are learning in school.

6. Every-so-often, talk about their work and look through their books with them. Focus on the comments the teachers have written and ask them to explain the targets they have been given. Ask them what they need to do to improve.

7. Use every day activities like going to the shops to help them put their learning into practice.

8. Go out and about and enjoy learning together. You don't have to be the expert. Children enjoy teaching parents and younger siblings things they don't know!



9. Breakfast gives energy to learn. A healthy meal at the start of the day is essential.

10. Educational games, books and things to do on the internet can help make learning really enjoyable.

National Curriculum Levels are going GCSEs are changing.....

The government has removed National Curriculum Levels. Students at primary school will no longer have standardised 'levels' and many secondary schools will be changing attainment reports at KS3 to fit more closely with the standards required at GCSE. Over the next few years, the new and reformed GCSEs will be more rigorous; most will now be assessed at the end of Y11 with linear exams.

From August 2017 onwards, GCSE results will be graded differently.

As shown in the table, GCSE grades will gradually be changed from letters to numbers. English and Maths were the first to change in 2015 (results awarded in summer 2017) followed by all other subjects during the subsequent two years. If your child is in Year 7, 8 or 9, all of their GCSEs will be graded on the number scale. From summer 2019 onwards all GCSEs will be awarded using grades 1 to 9.

The current A* to G system does not directly mirror the new system. The new grade 4 is the bottom of a grade C and the top of the grade C is a new grade 5. On the current system a grade C is considered a good pass. However, on the new scale a grade 5 is considered a good pass, thus meaning it is going to be harder to achieve the benchmark grade the government has set. It is expected that a grade 5 or above will be the benchmark many colleges and sixth form providers will set for their entry policy.

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DFE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Throughout your child's time in school, you will have become familiar with the term 'levels'. The government has made the decision to abolish levels throughout primary and secondary schools in England and Wales: this allows schools and teachers the freedom to assess children using their own grading systems. We have decided all students in Years 7, 8 and 9 will now be assessed on the new scale of 1 to 9 with 9 being the highest. This is based upon the new GCSE grading system.

Each grade will also be split into three fine grades (+, =, -) enabling progress to be clearly seen and measured throughout each year. For example:

- 2 - Just started to work at this grade
- 2 = Solidly working at this grade
- 2 + Working towards the top end of this grade

Due to the new grading system being based on the new GCSEs, it would be expected that some students will be working below a grade 1; where this is the case, students will be assessed on 'working towards' grades (Preparatory, Emerging, Developing) until they are ready to progress onto the GCSE scale. These will also be sub-divided into three fine grades (+, =, -) as above.

English

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Poetry	Read a range of poetry. Research the context / background of the poets.
Half term 2 (Nov-Dec)	Settings in fiction	Read range of novels from different writers.
Half term 3 (Jan-Feb)	Shakespeare	Research Shakespeare's life and context. Watch a Shakespeare play (film or theatre).
Half term 4 (Feb-Mar)	Crime and punishment	Read newspaper articles and non-fiction texts linked to topics studied.
Half term 5 (Apr-May)	Novel (The Edge or Boy in the Striped Pyjamas)	Read range of novels from different writers.
Half term 6 (May-Jul)	Play (Journey's End or Our Day Out)	Read range of novels from different writers.

Home learning tasks	Spelling, vocabulary and grammar activities. Memory skills. Creative writing projects.
Assessment – tasks, frequency, style	Half termly reading and writing assessments. These will be essay style and follow the format of GCSE questions, although at an appropriate pitch for Y8 students.
Equipment that students will need	Pen, pencil, reading book.

How to help your child at home	Encourage your child to read for at least 20 minutes a day to develop comprehension and vocabulary skills.
Useful websites/books resources	BBC Bitesize
Extra-curricular activities	Creative writing. Wider reading.

Faculty Leader	Miss Harrington
Teachers within the faculty	Mrs Hudson, Ms Lucas, Mr Maye, Mr Mounsey, Miss Newton, Ms Nicholls, Mr Sellars, Mrs Turner, Miss S Withall, Miss V Withall.

Mathematics

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Calculations Sequences Shapes	My maths – students have their log in details.
Half term 2 (Nov-Dec)	Using letters Statistics Fractions Forming shapes	Mathletics in line support.
Half term 3 (Jan-Feb)	Algebra Calculations Measures More algebra	BBC Bitesize Key Stage 3.
Half term 4 (Feb-Mar)	Probability Proportion Transformations	Key Stage 3 Revision Workbooks, new specification.
Half term 5 (Apr-May)	Indices Sequences Two dimensions	Collins - Maths Skills Builder.
Half term 6 (May-July)	Equations Surveys Three dimensions	Review your Weekly Basic Skills sheet on a regular basis and identify areas of opportunity. Use the PIXL App to support your learning.

Home learning tasks	Weekly basic skills tasks. 'My Maths' to support current learning.
Assessment – tasks, frequency, style	Rock Stars – weekly focus on times tables. Term assessment for entire year group to baseline each student.
Equipment that students will need	Scientific calculator (we suggest Casio), ruler, pencil, protractor and compass.

How to help your child at home	Share sessions on 'My Maths' with your child. Test your child on times tables every day. Review the weekly skills tasks to see common problems that they get wrong. Ask to see their Diagnostic book, this has teacher comments and upgrade time in it.
Extra-curricular activities	Maths club on Thursday after school with Mr Lister

Faculty Leader	Mr Mason
Teachers within the faculty	Mrs Bowler, Mr Dainty, Mr D'Albuquerque, Ms Ellis, Mr Gray, Miss Hather, Ms Lester, Mr M Lister, Mrs Lindley. Mrs Scott. TA's - Mrs Denovan and Mrs Povey

Science

	Curriculum Content	Suggested reading or extension activities
Term 1 (Sep-Dec)	8A Food and nutrition 8E Combustion 8F The periodic table 8I Fluids 8J Light	BBC Bitesize (KS3 Science). Active Learn (username and password provided by class teacher). GCSE Science YouTube videos. Working scientifically exploring science Year 8 and Year 9 books. Horrible Science books.
Term 2 (Jan-April)	8C Breathing and respiration 8D Unicellular organisms 8G Metals and their uses 8H Rocks 8K Energy transfers	BBC Bitesize (KS3 Science). Active Learn (username and password provided by class teacher). GCSE Science YouTube videos. Working scientifically exploring science Year 8 and Year 9 books Horrible Science books
Half term 3 (Apr-July)	8B Plants and their reproduction 8L Earth and Space 9A Genetics and evolution 9B Plant growth 9E Making materials 9F Reactivity 9I Forces and motion 9J Force fields and electromagnets	BBC Bitesize (KS3 Science). Active Learn (username and password provided by class teacher). GCSE Science YouTube videos. Working scientifically exploring science Year 8 and Year 9 books. Horrible Science books.

Home learning tasks	Posters Worksheets Individual research Practical write ups – writing conclusions, drawing graphs, writing a method Analysis of data Literacy activities Revision Model making
Assessment – tasks, frequency, style	Students will sit formal assessments at the end of each term (December, March and July). These tests will be based on skills and knowledge taught across all the units of study during that term. The final exam will be based in the school hall. Students will also have mini tests throughout the topic they are working on which will cover recall of facts, basic knowledge and understanding of the relevant topic and literacy and numeracy skills. Assessment and class books will also be marked according to the science departments marking policy.

	In preparation for the high demands of the new GCSE course, students will be assessed on KS3 core practical investigations, which will involve writing a scientific method, calculating data, analysing data, drawing graphs and writing conclusions.
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Equipment that students will need	Scientific calculator (needed for all biology, chemistry and physics units throughout KS3 and KS4). Protractor.
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How to help your child at home	<p>Ask your children what they are currently doing in science and get them to talk to you about what they are learning.</p> <p>Try not to let your child use the internet to do their homework all the time.</p> <p>If your child says they are struggling with their homework get them to discuss what they already know with you and use this as a starting point.</p> <p>If your child has been given project work to do over a period of time, help them to plan the time they spend on it so that it isn't completed and rushed at the last minute.</p>
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Useful websites/books/resources	<p>KS3 Bitesize.</p> <p>The School VLE.</p> <p>A general science encyclopaedia and dictionary may help.</p>
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Extra-curricular activities	<p>Science Ambassadors.</p> <p>London trip.</p> <p>Science activities during activities week.</p> <p>Revision sessions for individual topics – at lunch or afterschool. See your teacher for details.</p>
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Faculty Leader	Miss McGill
Teachers within the faculty	Mr Alexander, Mrs Astle, Mrs Gibbs (nee Harrison), Mrs Gray, Miss Hankinson, Mr A Lister, Mr Mason, Miss Ratcliffe, Mrs Smith.

ABC

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	NHS: competition looking at working in the NHS. Money: looking at consumer rights, earning money, spending money, exchange rates.	Extra research on the types of jobs available in the NHS, Follow up on the types of subjects that would need to be studied. Follow the exchange rates in the news and look at what these might buy currently.
Half term 2 (Nov-Dec)	Community action project: What is a citizen? Designing out discrimination, issues in our community, research project including students own research.	To help students collect research data and collate/interpret it.
Half term 3 (Jan-Feb)	Careers and options: Current issues, future planning, subjects on offer and where they can lead.	Discuss future options and career plans, subjects that may be appropriate and subjects that students enjoy to help make an informed decision.
Half term 4 (Feb-Mar)	Bullying and stereotypes: What is bullying? Different types e.g. cyberbullying, the law and where to get help.	Discuss what bullying is, how they feel about it, what could be done to prevent it.
Half term 5 (Apr-May)	Britain's place in the world: The EU, UN and commonwealth. Brexit and how we are affected.	Discuss/research the effects of Brexit on us and future generations. Discuss or research what the UN is and why it was set up.
Half term 6 (May-July)	Crime and punishment: Types of crime, the law, nature versus nurture, different punishments, victims of crime and how to stop crime.	Research different methods that have been used for people to help prevent crime e.g. neighbourhood watch schemes.

Home learning tasks	Students will be given a variety of homework tasks from a 'menu'. These range from research tasks to assessment tasks to group work. Each task has a stretch and challenge section that students should attempt.
Assessment – tasks, frequency, style	Assessments are given at the end of each academic topic in written form. Generally these will be a summary of the topic to demonstrate understanding. Less formal assessment will be made throughout each topic so that understanding can be gauged. These will be in the form of presentations, questioning, research tasks.
Equipment that students will need	Expected school equipment, pen, pencil and ruler

How to help your child at home	Discussion with students on the work they are currently doing (see above for more detail).
Useful websites/books/resources	BBC Bitesize GCSE revision. 'The Big Questions', a Sunday morning television programme on the BBC.
Extra-curricular activities	Extra lessons are available if students choose to take RE as an additional GCSE in the future.

Faculty Leader	Mrs Reid
Teachers within the faculty	Mrs Astle, Mr I Greenwood, Mrs Gibbs (nee Harrison), Miss Mackey, Mrs Morris Careers: Mrs Edgar and Mrs Shemilt.

Art

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Theme: Objects and viewpoints – Cubism. Activity: Oil, pastel or painting. Theme: Cubism Activity: Pastel drawing	Any reading up and research into Cubism, with particular reference to the still life paintings of Pablo Picasso, Georges Braque and Juan Gris.
Half term 2 (Nov-Dec)	See above: This is a large project with different activities leading to a final piece of either an A3 pastel drawing or painting.	
Half term 3 (Jan-Feb)	Theme: Objects and viewpoints Activity: Research and designing for clay mask (African Masks). Theme: Aboriginal art. Activity: Mixed media composition.	African art and particularly African masks. Those from the Congo are particularly interesting and inspiring. Australian Aboriginal Art.
Half term 4 (Feb-Mar)	Activity: Following on from research and planning. Students create their sculptures and mask in clay, influenced by African masks. These will be fired in the kiln then painted.	
Half term 5 (Apr-May)	Theme: Shared view/Aboriginal art. Activity: Printmaking and painting techniques. Theme: Food. Activity: Painting (inspired by Gustav Klimt).	Australian Aboriginal Art. The work of Gustav Klimt – particularly his more stylised pattern work.
Half term 6 (May-Jul)	Theme: Personal project Activity: GCSE style mini-project based on given theme/criteria or personal project set by student interests.	Reading and research will relate to their chosen theme. The theme could be all artist based so they could relate project to an artist they like and therefore read up on their techniques and inspirations.

Home learning tasks	<p>These will vary depending on the nature of the class work and the projects being covered. Typical art homework tasks take the form of observational drawing exercises, imaginative/subjective drawing, collage, collecting facts about a particular artist, collecting images to use in class, 3D sculpture e.g. making a small scale 3D sculpture out of found/scrap materials.</p> <p>Homework is generally set each week (with a week to complete it). On occasions, practical homework may be set fortnightly with smaller research homework in between due to sketch books being collected in for assessment. There may be some homework set with extended deadlines, e.g. 3D work could have up to 3 weeks to complete it.</p>
Assessment – tasks, frequency, style	Assessment is continual throughout the year. Homework tasks are assessed using the new grading system, with praise and advice/targets given to help improve independent learning. Class work is regularly assessed, particularly project work. Some drawing exercises may receive verbal or written advice but not all will be given levels/grades.

	During the year we have a formal assessment of a drawing test, although if the formal assessment falls in line with the end of a major project then the final piece could form the formal assessment. These are assessed using a proforma that indicates areas of success and areas for improvement. It also makes clear the level/grade they have achieved and the target level for the next test.
Equipment that students will need	Pen, pencil, eraser, sharpener essential. Colour crayons helpful for homework tasks. Extras could be a 2B and 4B pencil for tonal work, scissors and glue to help with collage tasks but we do have these to borrow in art clubs etc. Sketchbooks are provided by the department but if you wish to supply your own then feel free.

How to help your child at home	<p>Tips for parents to support learning at home and encourage an independent approach to learning:</p> <p>Encouraging your child to look carefully at the objects they are drawing (it sounds obvious but many students will think they know what an object looks like and try to draw from memory or only look at an object a couple of times).</p> <p>If you have skills in drawing by all means draw examples to help with understanding of how to observe an object, then encourage your child to have a go. Although tempting, avoid doing their homework for them.</p> <p>When your child is using the computer at home for research, encourage reading of the information and selection of the appropriate facts. It may be easier to print off some information and go through it, highlighting areas of interest that can be copied up.</p> <p>Visit galleries and local exhibitions wherever possible.</p>
Useful websites/books/resources	<p>www.artcyclopedia.com</p> <p>www.google.com</p> <p>www.wotartist.com</p> <p>www.tate.org.uk</p> <p>www.britisharts.co.uk/artgalleries.html</p>
Extra-curricular activities	<p>Homework club after school and at lunchtime – to support students with materials and resources when needed.</p> <p>We run art clubs after school that can help build confidence.</p>

Faculty Leader	Expressive Arts – Mr Brownhill
Teachers within the faculty	Mrs Draper, Miss Hobbs.

Design Technology

	Curriculum Content
Half term 1 (Sep-Oct)	In the first half of the winter term, all students complete skill refresher tasks which help with knowledge recall from Year 7. This is a mini project combining a range of skills to help the teacher ascertain what prior knowledge students can remember and where there are gaps in their existing knowledge base. After this module, students move into ability streamed groups and work on a rotational system around four different subjects under the DT umbrella.
Half term 2 (Nov-Dec)	The four subjects are as follows: <u>Catering:</u> This project looks specifically at cake making and decorating skills.
Half term 3 (Jan-Feb)	It requires students to learn a range of practical skills that can be used across a range of baked goods. <u>Resistant Materials:</u> In this project, students make a clock using a combination of traditional manufacturing skills and CAD CAM. <u>Textiles:</u> In this project students are introduced to the concept of designing for a commercial venture. It has a focus on up-scaling design for mass manufacturing purposes.
Half term 4 (Feb-Mar)	<u>Graphics:</u> In this project, students will learn about sustainability and eco living. They will design a house for the future that considers new forms of energy for everyday consumption.
Half term 5 (Apr-May)	Each project assesses a different sub-skill of D&T. They are planning, designing, making and evaluating. In addition to this, at the end of each project, students will sit an end of unit test to assess their knowledge of the subject. The score from this will be combined with their assessment from the project.
Half term 6 (May-July)	At the end of the year and as a culmination of all projects, a final test is sat which combines all of the skills learnt across the year.

Home learning tasks	A variety of tasks will be set depending on the focus area of the specific project. Pupils will be set a new piece of homework every other lesson to support their learning in each project, they will take the form of research, wider reading, numeracy and literacy. This will be recorded on the VLE and on a homework sticker which is provided for students to put into planners.
Equipment that students will need	For every lesson, students will be expected to have basic equipment such as a pen, pencil, ruler, rubber, pencil sharpener and coloured pencils. During the catering rotation, students have the opportunity to bring ingredients which will enable them to take part in practical lessons. A list of ingredients will be provided one week in advance of the lesson.

How to help your child at home	In Design Technology we have high expectations of homework. Please spend time reviewing homework tasks prior to and after completion to ensure the task has been accurately met. In addition, please review homework for excellent literacy skills as this will form part of the teacher assessment.
Useful websites/books/resources	Books: CGP Key Stage 3 D&T revision guide

Extra-curricular activities	Ye Olde Bell – KS3 Masterchef Students compete in a series of ‘food for a fiver’ rounds in school which culminates in chef judging by professionals. The winner then goes onto prepare their dish in a professional kitchen to compete against other local schools.
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Faculty Leader	Mrs Ashton-Braithwaite
Teachers within the faculty	Mr Burdett, Miss Gatt, Mrs Ward

Drama/Performance Studies

	Curriculum Content	Suggested reading or extension activities
Half term 1 * (Sep-Oct)	Proxemics: Exploring the use of the performance space	Reading simple drama texts (plays) to think about how you would stage the scene – consider the stage directions very carefully.
Half term 2 * (Nov-Dec)	Physical Theatre: DV8 and contemporary physical movement	Searching for and watching examples of physical theatre on Youtube.
Half term 3 * (Jan-Feb)	Dance 1: Street Dance	Researching the dance styles on Youtube to find examples of the dances in practise
Half term 4 (Feb-Mar) *	Dance 2: Contemporary Dance	
Half term 5 * (Apr-May)	Characterisation	Reading simple drama texts (plays) to think about how you would play the character – there are plenty to choose from/ borrow in the department- ask your teacher!
Half term 6 * (May-Jul)	Devising Drama	

*The times you study these units may be different depending on whether you are on rotation 1, 2 or 3.

Home learning tasks	Home learning tasks will take a variety of forms, from preparing ideas for a performance in the next lesson, evaluating work completed in the classroom, to researching a particular topic that is being studied. All work will be completed in home learning booklets dedicated to each unit of study.
Assessment – tasks, frequency, style	In KS3 pupils are assessed under the following Criteria: Voice & characterisation Use of movement Creating a performance Students will be assessed on a regular basis in the classroom. This may be an informal self-assessment task, a peer assessment, or a formal teacher assessment of the work at the end of each unit.
Equipment that students will need	PE kit for dance lessons: students are welcome to bring plimsoll type shoes to wear in all drama/dance lessons as outdoor shoes are removed for health and safety purposes.

How to help your child at home	Encourage pupils to discuss drama after they have watched any performances, be it a movie, stage play, TV show, or even a Soap Opera! Strictly Come Dancing and similar programs are excellent for looking at quality of movement and a range of Dance styles. Key Questions: What was effective about the drama/acting? Why was it effective? What was not effective? Why was it not effective? How could it have been improved? How did the director/actors create dramatic tension? How did the designers (sound, music, set, lighting, costume, special effects) help to create the world of the drama? Enable (if possible) student's access to seeing live drama on the stage: local amateur/touring productions, regional productions (Sheffield and Nottingham have a fantastic range), national productions/ West End Shows (mostly London based, but some tour to regional venues).
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Useful websites/books/resources	http://www.majesticretford.com/ - What's on in Retford! www.sheffieldtheatres.co.uk Official site for the city's three theatres. Includes details of upcoming events and facilities.
Extra-curricular activities	KS3 Drama Club (Thursday after school throughout the year) School Production – annual production rehearsals during Autumn and early spring term. Dance Club (See Mrs Cowan for details)

Faculty Leader	Mr Brownhill
Teachers within the faculty	Mrs Cowan, Ms Prince, Miss Puttergill

French

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Media: Giving opinions about different types of TV programmes and films. Talking about your reading habits. Describing what you do and don't do on the internet.	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 2 (Nov-Dec)	Paris: Describing what there is to see and do in Paris. Be able to name different famous monuments and buildings in Paris. Understanding tourist information relating to museums and monuments. Describing a real or imaginary visit to Paris. Using the past tense.	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 3 (Jan-Feb)	All about me: Describing your own and other people's character. Talking about family relationships. Giving opinions on clothes and styles. Using the past and future tenses.	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 4 (Feb-Mar)	Where I live: Describing where you live (different types of house and areas). Describing your house and bedroom.	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 5 (Apr-May)	Describing your daily routine. Learning about life in French speaking countries.	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 6 (May-July)	End of Year Assessments. Project based on the film 'Les Choristes'.	www.linguascope.com www.memrise.com Mary Glasgow magazines

Home learning tasks	One vocabulary learning task will be set each week. Topic revision from a range of websites. Written tasks. Reading comprehensions. Worksheets. Cultural research projects.
Assessment – tasks, frequency, style	Students will be assessed on the four skills of listening, speaking, reading and writing throughout the year. They will complete 3 assessments for each skill over the year and assessments will be completed at the end of each half term.
Equipment that students will need	Collins Easy Learning Dictionary. A4 ring binder folder to organise work.

How to help your child at home	Regularly quiz students on vocabulary from vocabulary books. Encourage students to spend half an hour each week using revision websites.
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	<p>Help your child make time to practice. Learning a language is like learning to play an instrument. There needs to be time to practice. Have your child teach you to say something in the language every day. Explaining is learning. Let your child laugh at your mangled pronunciation and correct you.</p> <p>Find cultural events connected to the language and culture being studied.</p> <p>Provide videos, books and music in the language.</p> <p>Look for opportunities outside the classroom.</p>
Useful websites/books/resources	www.linguascope.com www.memrise.com
Extra-curricular activities	<p>Educational trip to France with day trips to Germany in July.</p> <p>MFL Homework Support every Wednesday lunch and after school.</p>

Faculty Leader	Mrs Morris
Teachers within the faculty	Miss Bryant, Miss Hall, Mr White. Language Assistant – Miss Morel

Geography

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	World Population – students will study the distribution of density of world population and the factors that affect where we live. They will also investigate the factors contributing to high and low birth rates. The unit ends with a detailed study and assessment on the implementation and impact of China’s One Child Policy.	There is a huge amount of current information available about the changing nature of world and UK population. Also Chinas one child policy. http://www.bbc.co.uk/news
Half term 2 (Nov-Dec)	Moving stories – students will study the multicultural nature of British identity. They will look at why population in the UK has grown, as well as the positive and negative impact of population change. They will also identify the reasons people choose to move to, and leave, the UK and the predicted future of the UKs population.	
Half term 3 (Jan-Feb)	Weathering, erosion and coasts – students will identify and describe the processes of weathering and erosion and how these shape the land. They will study the creation of distinctive coastal landforms and how the coast can be managed to reduce the impact of coastal erosion.	http://www.bbc.co.uk/education/subjects/zrw76sg
Half term 4 (Feb-Mar)	Brazil – students will use the country of Brazil as a foundation to learn a number of geographical elements about development; including quality of life, living in Favelas and street children.	Look at the impact of human activity on the worlds extreme environments such as the tropical rainforests and Antarctica. This can be linked to the current issue on Climate change.
Half term 5 (Apr-May)	Extreme environments – students study the variation and location of the varying climatic zones around the world. They will particularly focus on the world’s tropical rainforests and Antarctica.	Other current TV programmes and documentaries can be of value too. Such as the BBC’s Planet Earth.
Half term 6 (May-Jul)	Tourism – students will study the rise in global tourism and the reasons and impact of this. They will investigate tourism in a range of destinations. The unit includes a trip to the East Coast, where students will collect data to complete a mini investigation this half term.	http://www.bbc.co.uk/education/subjects/zrw76sg

Home learning tasks	Students are provided with a detailed sheet listing all their homework for the year. One will be set each week from the sheet and this includes a ‘stretch and challenge’ activity, which students are encouraged to complete.
Assessment – tasks, frequency, style	Each unit is assessed. These take a variety of forms ranging from formal tests, extended literacy tasks to poster and presentation work.
Equipment that students will need	Pen, pencil, ruler, compass, coloured pencils, sharpener and eraser.

How to help your child at home	Please ensure all homework is completed on time, including the 'stretch and challenge' activities which will help their progress. Also encourage your child to watch the news and read news articles to keep up to date with Geography in the news, such as population issues, life in poorer regions of the world and improvements to slums.
Useful websites/books/resources	http://www.sciencekids.co.nz/geography.html http://www.kidsgeo.com/ http://www.ngkids.co.uk/
Extra-curricular activities	Read national geographic magazines, activities which involve map reading such as orienteering or Duke of Edinburgh expeditions and attend all fieldtrips offered.

Faculty Leader	Miss Mackey (Head of Humanities)
Teachers within the faculty	Miss Boneham (Head of Geography), Miss Kent, Ms Prince.

German

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	House and Home: Saying where you live. Describing your house. Saying what you do at home. Describing your bedroom. Prepositions.	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 2 (Nov-Dec)	Holidays: Describing what you normally do in summer. Where you went last year. What you did.	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 3 (Jan-Feb)	Describing a winter holiday. Telling the time.	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 4 (Feb-Mar)	Out and about: At the market. At a café. Shopping. Pocket money.	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 5 (Apr-May)	Free time: Describing what you watch on TV. Giving opinions. Films likes and dislikes. Describing a school trip.	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 6 (May-July)	Talking about hobbies. Understanding longer reading texts. End of Year Assessments.	www.linguascope.com www.memrise.com Mary Glasgow magazines

Home learning tasks	One vocabulary learning task will be set each week. Topic revision from a range of websites. Written tasks. Reading comprehensions. Worksheets. Cultural research projects.
Assessment – tasks, frequency, style	Students will be assessed on the four skills of listening, speaking, reading and writing throughout the year. They will complete 3 assessments for each skill over the year and assessments will be completed at the end of each half term.
Equipment that students will need	Collins Easy Learning Dictionary. A4 ring binder folder to organise work.

How to help your child at home	Regularly quiz students on vocabulary from vocabulary books. Encourage students to spend half an hour each week using revision websites. Help your child make time to practice. Learning a language is like learning to play an instrument. There needs to be time to practice. Have your child teach you to say something in the language every day. Explaining is learning. Let your child laugh at your mangled pronunciation and correct you. Find cultural events connected to the language and culture being studied. Provide videos, books and music in the language. Look for opportunities outside the classroom.
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Useful websites/books/resources	www.linguascope.com www.memrise.com
Extra-curricular activities	Educational trip to France with day trips to Germany in July. MFL homework support every Wednesday lunch and after school.
Faculty Leader	Mrs Morris
Teachers within the faculty	Miss Bryant, Miss Hall, Mr White. Language Assistant - Miss Morel.

History

	Curriculum Content	Extra Reading/Extension Ideas
Half term 1 (Sep-Oct)	Early Modern Britain What was life like in early modern Britain? What makes a successful monarch?	Feature films: 'Cromwell', 'Elizabeth' and 'Elizabeth the Golden Age', Horrible Histories. http://www.bbc.co.uk/history/forkids http://www.historyforkids.net/ http://www.dkfindout.com/uk/history Local libraries and the school's Learning Resource Centre have a wide range of excellent books which students can borrow for free.
Half term 2 (Nov-Dec)	The Slave Trade Why did the slave trade develop? What can sources tell us about the treatment of slaves? Why did slavery come to an end?	Feature films: 'Roots', 'Amistad', 'Amazing Grace', Horrible Histories, http://www.bbc.co.uk/history/forkids http://www.historyforkids.net/ http://www.dkfindout.com/uk/history Local libraries and the school's Learning Resource Centre have a wide range of excellent books which students can borrow for free.
Half term 3 (Jan-Feb)	The Slave Trade Why did the slave trade develop? What can sources tell us about the treatment of slaves? Why did slavery come to an end?	Feature film: 'Glory', Horrible Histories. http://www.bbc.co.uk/history/forkids http://www.historyforkids.net/ http://www.dkfindout.com/uk/history Local libraries and the school's Learning Resource centre have a wide range of excellent books which students can borrow for free.
Half term 4 (Feb-Mar)	The Industrial Revolution Why did the Industrial Revolution occur? What were conditions really like in the factories? Who was Jack the Ripper? What can the Titanic tell us?	Horrible Histories. http://www.bbc.co.uk/history/forkids http://www.historyforkids.net/ http://www.dkfindout.com/uk/history Local libraries and the school's Learning Resource Centre have a wide range of excellent books which students can borrow for free.
Half term 5 (Apr-May)	The Twentieth Century: What caused the First World War? Why did so many men join the army? What were conditions like in the trenches? Was the Somme a disaster?	Various TV documentaries Feature film: 'The Somme from defeat to victory', Horrible Histories, http://www.bbc.co.uk/history/forkids http://www.historyforkids.net/ http://www.dkfindout.com/uk/history Local libraries and the school's Learning Resource Centre have a wide range of excellent books which students can borrow for free.
Half term 6 (May-July)	The Twentieth Century: How was WW2 fought? Why did the allies win? Why did the Holocaust happen? Who killed Kennedy? Did we really land on the moon?	Feature films: 'Schindler's List', 'The Boy in the Striped Pyjamas', 'Apollo 13', Horrible Histories, http://www.bbc.co.uk/history/forkids http://www.historyforkids.net/ http://www.dkfindout.com/uk/history

	Local libraries and the school's Learning Resource Centre have a wide range of excellent books which students can borrow for free.
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Home learning tasks	Vary - May be extended writing, research, creative activities.
Assessment – tasks, frequency, style	Baseline assessment in September, plus various assessments during the year, roughly one per term and usually essay or source based.
Equipment that students will need	Pen, pencil and ruler

How to help your child at home	<p>Ask them about what they are doing in history and check/monitor homework quality. All homework tasks are put on the VLE, along with hints and useful support materials.</p> <p>We try to flag up useful films and TV programmes before they are broadcast. Please allow the students to watch these and discuss what they can learn from them.</p> <p>We are especially keen to hear about students' historical learning outside the classroom, for example visits to historical sites and research into family history, e.g. what great granddad did in WW2. Students are encouraged to lead whole class activities which can be based on this kind of first-hand accounts.</p>
Useful websites/books/resources	Spartacus Educational, BBC Bitesize, SchoolHistory.co.uk, Think History.co.uk
Extra-curricular activities	History club every Tuesday plus at least one trip. In the past, this has included visits to the Galleries of Justice in Nottingham, Southwell Workhouse and the York Dungeons.

Faculty Leader	Mr I Greenwood
Teachers within the faculty	Miss Mackey, Miss Swift.

Information & Communication Technology

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	What is in a computer?	Research topics for further understanding.
Half term 2 (Nov-Dec)	Coding in Python	Download and experiment with Python (python.org).
Half term 3 (Jan-Feb)	Desktop Publishing	Research 'top tips on DTP'.
Half term 4 (Feb-Mar)	App development	Download and experiment with app software.
Half term 5 (Apr-May)	Coding in PowerPoint	Experiment with PowerPoint at home.
Half term 6 (May-July)	Interrogating Access	Use the sample database and worksheet on the VLE to extend your skills.

Home learning tasks	Students will be given activities to support the classroom topic work. This will be varied in style and may be extended tasks that last for a number of weeks.
Assessment – tasks, frequency, style	During the course of the year there are 5 assessments that are linked to the projects that have been studied. There will also be an end of year assessment covering all topics taught during Year 8.
Equipment that students will need	There may be sheets to complete and stick into their books, so scissors, glue and coloured pencils may be needed. Access to a computer and the internet will help but is not essential. There are machines available at school for students to use at lunch time.

How to help your child at home	Talk with them about what they are doing, proof read their work for accuracy and give your opinion of the development of their projects.
Useful websites/books/resources	BBC Bitesize, www.python.org
Extra-curricular activities	Coding club, coding for girls, ICT lunch club

Faculty Leader	Mr Oldbury
Teachers within the faculty	Miss Gilliland

Music

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Repeated patterns, chords & sequences, Pachelbel's Canon.	Listen to music containing repeated patterns
Half term 2 (Nov-Dec)	Jazz & The Blues, improvising, Christmas activities.	Research the history of The Blues
Half term 3 (Jan-Feb)	Whole class ensemble guitar skills.	Home practice if instrument available
Half term 4 (Feb-Mar)	Band skills – small ensembles.	Home practice if instrument(s) available
Half term 5 (Apr-May)	World music – choice of topic	Musical features of chosen culture/country
Half term 6 (May-Jul)	Dance music – using ICT	Explore styles of dance

Home learning tasks	Research, explore, listen, prepare, practice
Assessment – tasks, frequency, style	Practical assessments are at the end of each unit – usually every half-term. Students will be assessed according to agreed criteria and will also complete a written evaluation which will review the practical work and assess use of language, literacy etc.
Equipment that students will need	Basic equipment – pen, pencil, rubber and ruler. Instruments are provided but own instruments may be used by mutual consent (need Insurance). Headphones – in-ear/mp3/mobile or over-ear (do not bring expensive headsets into school).

How to help your child at home	Encourage your child to listen to a variety of musical styles and genres on radio, CD, MP3 and TV. Explore music on the internet: Youtube, Spotify, iTunes, Classic FM Access the Music Online Resource page on the VLE
Useful websites/books/resources	www.youtube.com www.spotify.com Sibelius, Logic, Soundation, Garageband, ABRSM
Extra-curricular activities	Lunchtime activities – students can access keyboards at lunch on various days if they obtain a pass for that day at morning break. Instrumental ensembles and Choir rehearsals are detailed on the music noticeboard – see staff for membership details. Enrichment activities booklet available in tutor bases.

Faculty Leader	Mr Brownhill
Teachers within the faculty	Mrs Cowan, Mr Trippett, plus visiting instrumental/vocal teaching staff.

PE

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	A blend of baseline assessment, football, rugby, netball, gymnastics.	Watch a range of sports fixtures on television such as BBC News: Sports Section. Watch a tennis match. Turn volume down and consider commentary. Attend a sporting fixture. Write up your own news article after watching a fixture.
Half term 2 (Nov-Dec)	A blend of football, rugby, netball, gymnastics, fitness, basketball.	
Half term 3 (Jan-Feb)	A blend of football, rugby, netball, gymnastics, fitness, basketball, badminton.	
Half term 4 (Feb-Mar)	A blend of football, rugby, netball, gymnastics, fitness, basketball, badminton.	
Half term 5 (Apr-May)	A blend of athletics, tennis, rounders, cricket, softball.	
Half term 6 (May-July)	A blend of athletics, tennis, rounders, cricket, softball.	

Home learning tasks	The PE department does not set traditional homework tasks. We encourage students to participate in a wide range of extra-curricular clubs and activities. We also ask students to follow sporting events through different types of media coverage.
Assessment – tasks, frequency, style	Students undertake base line testing during the first few weeks of term. From this students will then be ability grouped. Students are then assessed at the end of every activity which occurs every 8 weeks.
Equipment that students will need	Students will be required to bring their full PE kit – as per the requirements stated in the school planner.

How to help your child at home	Encourage your child to adopt a healthy and active lifestyle outside of school hours. We would suggest therefore, that students undertake the recommended 30 minutes of exercise every day.
Useful websites/books/resources	www.bbc.co.uk/sport
Extra-curricular activities	The extra-curricular programme generally follows the activities which are being delivered during lessons. This enables students to further develop their skills. In addition to this, we run a full fixtures programme where we complete against other local schools in various activities.

Faculty Leader	Mr Bright
Teachers within the faculty	Mr Brown, Miss Clark, Mr M Greenwood, Miss Riley

RE

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Being Human: What makes us human, the future of humanity, value of humanity.	Discussions about how to communicate with others and how much we are valued.
Half term 2 (Nov-Dec)	Islam: Ways of life, prayers, role of women, mosque.	To research the different types of calligraphy used and the images of nature that are used in Islam.
Half term 3 (Jan-Feb)	Crime and punishment: What is crime, different types of punishment, the prison system and why it was set up. What Christians believe about punishment and its alternatives.	To research the history of the prison system and how it has changed over time.
Half term 4 (Feb-Mar)	Suffering: Explanations of why suffering exists in the world, religious explanations – based on Christianity.	Discussion/research about positive actions in the world and groups that are set up to help those in need e.g. the Red Cross, Salvation Army, Christian Aid, Muslim Aid etc.
Half term 5 (Apr-May)	Buddhism: The story of Buddhism, eightfold path, meditation, nirvana.	To discuss or research the similarities and differences between Buddhism and the other 5 major religions of the world.
Half term 6 (May-July)	Looking for meaning: Why do humans exist? How was the earth created? Does Science actually conflict with religion or are they linked? The big bang theory.	To do further research or discuss the different theories of how the world began such as the big bang, intelligent design or creationism.

Home learning tasks	Various tasks are given such as research tasks, presentations to prepare, worksheets.
Assessment – tasks, frequency, style	Assessments are given at the end of each academic topic in written form, generally these will be a summary of the topic to demonstrate understanding. Less formal assessment will be made throughout each topic so that understanding can be gauged. These will be in the form of presentations, questioning, research tasks.
Equipment that students will need	Expected school equipment: Pen, pencil and ruler.

How to help your child at home	Discussion with students on the work they are currently doing (see above for more detail).
Useful websites/books/resources	www/bbc.co.uk/schools/websites11_16/site/pshe
Extra-curricular activities	A range of activities are available on the BBC website such as information about religious festivals.

Faculty Leader	Mrs Reid
Teachers within the faculty	Ms Ager, Miss Boneham, Mrs Gillon, Miss Kent, Ms Prince, Miss Swift.

Spanish

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Talking about activities and expressing opinions. Describing friends and using adjectives. Understanding nationalities. Talking about places in town and using the near future.	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 2 (Nov-Dec)	Talking about television programmes and giving opinions. Talking about films and comparing things.	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 3 (Jan-Feb)	Inviting someone to go out making excuses. Using modal verbs. Saying what someone else likes or dislikes.	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 4 (Feb-Mar)	Describing past holidays and using the preterite. Saying what you did on holiday.	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 5 (Apr-May)	Giving more details about your holiday and learning more about Spanish-speaking countries.	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 6 (May-July)	Talking about mealtimes and using time expressions. Shopping for food. Eating at a restaurant. Talking about a past meal.	www.linguascope.com www.memrise.com Mary Glasgow magazines

Home learning tasks	One vocabulary learning task will be set each week. Topic revision from a range of websites. Written tasks. Reading comprehensions. Worksheets. Cultural research projects.
Assessment – tasks, frequency, style	Students will be assessed on the four skills of listening, speaking, reading and writing throughout the year. They will complete 3 assessments for each skill over the year and assessments will be completed at the end of each half term.
Equipment that students will need	Collins Easy Learning Dictionary. A4 ring binder folder to organise work.

How to help your child at home	Regularly quiz students on vocabulary from vocabulary books. Encourage students to spend half an hour each week using revision websites. Help your child make time to practice. Learning a language is like learning to play an instrument. There needs to be time to practice. Have your student teach you to say something in the language every day. Explaining is learning. Let your child laugh at your mangled pronunciation and correct you.
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	Find cultural events connected to the language and culture being studied. Provide videos, books and music in the language. Look for opportunities outside the classroom.
Useful websites/books/resources	www.linguascope.com www.memrise.com
Extra-curricular activities	Educational trip to Barcelona in February. MFL Homework Support every Wednesday lunch and after school.

Faculty Leader	Mrs Morris
Teachers within the faculty	Miss Bryant, Miss Hall, Mr White. Language Assistant - Miss Morel