

Ousedale School
Aspire | Believe | Achieve



Year 8 Guide – 2018/19

Welcome to Year 8 at Ousedale School

In this booklet you will find details of our Year 8 curriculum; each subject will outline the topics that they will be covering throughout the year along with any other information you need to know about the subject.

Measuring progress in Key Stage 3

As you may be aware, there have been significant changes to the Key Stage 3 curriculum and there is no longer a national set of level descriptors for each subject. In order to measure progress of our students, we have developed Ousedale School Key Stage 3 levels. Levels are 3.1 to 3.9; the 3 denotes Key Stage 3, the second digit is the level that the student is working at.

When your son/daughter completes an assessed piece of work, it will be judged against the level criteria that each subject area has produced and they will be given feedback on how to move to the next level. As part of the final progress review of the academic year, we will send home information regarding your child's progress on this scale. You will also receive information regarding their targets for the end of Key Stage 3; these will be set using data from CATs testing, Key Stage 2 levels and any baseline assessment that takes place during their first term at Ousedale.

Grouping arrangements for Year 8

Students will continue to be taught in ability groups in Maths, English, Science, Humanities and French.

Groups will be reviewed regularly and students will be moved to a more appropriate group if necessary.

Homework

At the back of this booklet you will find a copy of the homework timetable for Year 8.

As a guide, Year 8 students can expect that each homework task or activity may take up to 30 minutes.

Year 8 students will be set twice weekly homework in English, Maths, Science and Modern Languages, once weekly homework in History and Geography, and fortnightly homework in their other subjects, except PE and Drama.

ENGLISH

All students in Years 7, 8 and 9 are exposed to literature, media and non-fiction writing from different times, from our heritage and from cultures different to our own. Students will be taught how to write in different styles and analyse writing in a way that engages them to discuss, comment on and question the ways in which a writer has manipulated language, constructed characters and sculpted sentences to provoke a particular reaction from the reader or audience.

In Year 8, students have three English lessons, plus a Media and Communications lesson (with the exception of students studying two Modern Foreign Languages). In lessons, students study a main text (either drama, a poetry collection or novel) as well as exploring additional texts which address the need for understanding a wider variety of genres and styles from different times and places. The use of current media (documentaries, articles, news clips, film-media) is encouraged to broaden our students' understanding, not only of literature and writing composition, but of the author's intentions and the moral message, which are often globally acknowledged, transcending age, gender and culture. We want our students to see how the text we are studying fits in to the world we know; understanding our history, culture and current affairs is crucial to this approach.

Each term in English is influenced by three overarching themes: Relationships, Identity and Society. The exploration of these themes increases in depth and complexity as students move through Key Stage 3.

Autumn Term – Relationships:

- 'Much Ado About Nothing' by William Shakespeare as a drama study, complemented by a variety of fiction and non-fiction extracts

Spring Term – Identity:

- A study of literature focused on the theme of 'Conflict,' with a collection of poetry followed by extracts from 'The Boy in the Striped Pyjamas' and 'Superman and Paula Brown's New Snowsuit.'

Summer Term – Society:

- 'The Hound of the Baskervilles' or 'The Man with the Twisted Lip' by Arthur Conan Doyle, a Sherlock Holmes story, supported by a range of other modern and heritage extracts

Students will be grouped – in line with Years 7 and 9 – with other students of similar ability. Student achievement will be monitored closely throughout the year and it may be appropriate to move some students to a different group where they can work alongside other students who have the same strengths and weaknesses. Students will continue to be monitored for their Literacy skills (spelling, punctuation and grammar).

In addition to the formal curriculum, the English Department also offers Enrichment programmes and Aspire sessions and we actively encourage all of our students to enter school-run and external competitions. In recent years we have organised the Carnegie Shadowing group, in conjunction with the librarians at both Newport and Olney campuses. Alongside this, we have had many writers visit the school, including Matt Kileen, Robert Muchamore and Mark Niel, who have given talks and performances and run workshops for individual students.

Below are some texts that we recommend for students to enjoy at home:

Year 8

GREYHOUND OF A GIRL - Roddy Doyle

WONDER - R J Palacio

MIDWINTER BLOOD - Marcus Sedgwick

ROOFTOPPERS - **Katherine Rundell**

LIAR AND SPY - **Rebecca Stead**

THE WALL - **William Sutcliffe**

MATHS

The curriculum in Maths aims to ensure that students:

- develop **fluency** in the fundamental skills of maths through practice in different contexts and in problem solving.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

These skills will help prepare students for the new Maths GCSE courses which will be taught to Year 10 from September 2015.

Students continue to be taught in sets in Year 8. Pupils are assessed once per half term through testing of their accumulated knowledge. Assessment results are used to inform set movements.

Students are set homework twice a week. A maximum of one homework per week may be set to be completed online using www.mymaths.co.uk. All students should have their own scientific calculator and geometry set for use in lessons and for homework.

Autumn Term

1. Properties of Number– *students will develop strategies for finding highest common factors and lowest common multiples and find powers and roots of numbers*
2. Angles and Shape –*students will learn about bearings and construct and use representations of 3 D shapes.*
3. Algebraic notation and manipulation - *students will expand, simplify and factorise algebraic expressions.*
4. Fractions – *students will add and subtract fractions with different denominators and convert between mixed numbers and improper fractions.*
5. Measures and Accuracy – *Students will discover and use the formulae for the circumference and areas of circles.*
6. Number Confidence - *students will develop their skills of calculation with and without a calculator including negative numbers, rounding, powers and roots of numbers.*
7. Equations – *students will set up more complex equations to solve problems and use techniques to solve these*

Spring Term

1. Equations – *students will set up more complex equations to solve problems and use techniques to solve these*
2. Organising data and Probability- *students will calculate probabilities*
3. Sequences and graphs –*students will spot patterns and use these to begin to plot straight line graphs.*
4. Percentages – *students will find percentage change and start to use multipliers for percentage change.*
5. Displaying data– *students will learn various techniques for displaying data, including pictograms, bar charts, pie charts, stem and leaf diagrams and scatter graphs.*

Summer Term

1. Ratio and Proportion –*students will develop strategies to solve more complex problems involving ratio and proportion*
2. Measures and Accuracy-*students will construct triangles and investigate scale drawings*
3. Transformations –*students will explore rotation, reflection and translation and enlargement*
4. Interpreting Data – *Students will learn methods of interpreting statistical data in order to draw effective conclusions.*
5. Revisiting topics-*students will look at the work covered over the year and identify areas of improvement and work on developing these skills*

Some useful websites for help with maths at home:

- www.mymaths.co.uk
- <http://www.mrreddy.com/ks3.htm>
- www.bbc.co.uk/schools/ks3bitesize/maths

SCIENCE

As well as preparing our students for GCSEs and further study, we strive to engender a long-term interest in Science and provide them with the critical and analytical skills that are essential in a highly technical and media-driven world.

We are moving to a new specification created by the exam board AQA, to allow our students to follow a programme of study that will ensure they will have studied the foundations of the GCSE content, allowing for a smooth transition from Key Stage 3 to Key Stage 4. The Content is under ten big idea headings: Forces, Electromagnetism, Energy, Waves, Matter, Reactions, Earth, Organisms, Ecosystems and Genes. Each idea contains four smaller topics: the building blocks for the big ideas.

The order of study is shown below. Although the big ideas could be considered as a Biology, Chemistry or Physics topic, there is naturally some cross-over within them and in all of them there is a strong emphasis on developing good practical and investigation skills. Students are set according to their ability in Science and movement up or down is informed by regular assessments and progress tracking.

	Part 1 Taught in year 7		Part 2 Taught in year 8	
Forces	Speed	Gravity	Contact forces	Pressure
Electromagnets	Voltage and resistance	Current	Electromagnets	Magnetism
Energy	Energy costs	Energy transfer	Work	Heating and cooling
Waves	Sound	Light	Wave effects	Wave properties
Matter	Particle model	Separating mixtures	Periodic table	Elements
Reactions	Metals and non-metals	Acids and alkalis	Chemical energy	Types of reaction
Earth	Earth structure	Universe	Climate	Earth resources
Organisms	Movement	Cells	Breathing	Digestion
Ecosystem	Interdependence	Plant reproduction	Respiration	Photosynthesis
Genes	Variation	Human reproduction	Evolution	Inheritance

COMPUTING AND DIGITAL APPLICATIONS

This year will be split into four blocks of approximately ten weeks of lessons, one hour a week. The four blocks are listed below.

Block 1 – Computer Science Theory

This is a research unit which gets the students to find out from a range of sources how a computer system works in terms of the function of each of the hardware components. Students learn what binary (digital data) is and how text, numbers and images are represented in binary.

Students then use an emulator to learn how to write simple programs (taught through video tutorials).

Block 2 – Python – Programming Project

Students will learn how to create basic programs using Python. Learning techniques that can be used in any programming language.

Block 3 – Unity - Programming Project

Students will follow tutorials to learn how to create a game using the Unity environment.

They will then use the skills they have developed to adapt an existing game into their own idea.

Block 4 - Video and Audio Editing Project

Students learn how to edit video and audio using Serif MoviePlus and Audacity.

Students then plan, design, create and evaluate a video which advertises the services of a corporate entertainments company.

ART

The Creative Process is fundamental to how we teach Art and Design here at Ousedale School. All projects are designed to ensure that students learn key skills, experiment and then create a highly personal outcome. Learning revolves around the creative process explained underneath and based on GCSE criteria.

THE CREATIVE PROCESS

CP 1 Critical Understanding

“It is evident in the language you use when discussing your own work & that of others & also in how you apply what you have learnt to that of others”

CP2 Experiment and develop

“Learning about techniques and exploring differing materials. Using the information to develop an idea”

CP3 Record

“Drawing a subject and recording the formal elements. Selecting differing ways of drawing annotating decision making and reflecting.”

CP4 Respond

“Applying your knowledge of materials and techniques and making links to artists and sources making your work personal”

Year 8 -

Term 1: COLOUR

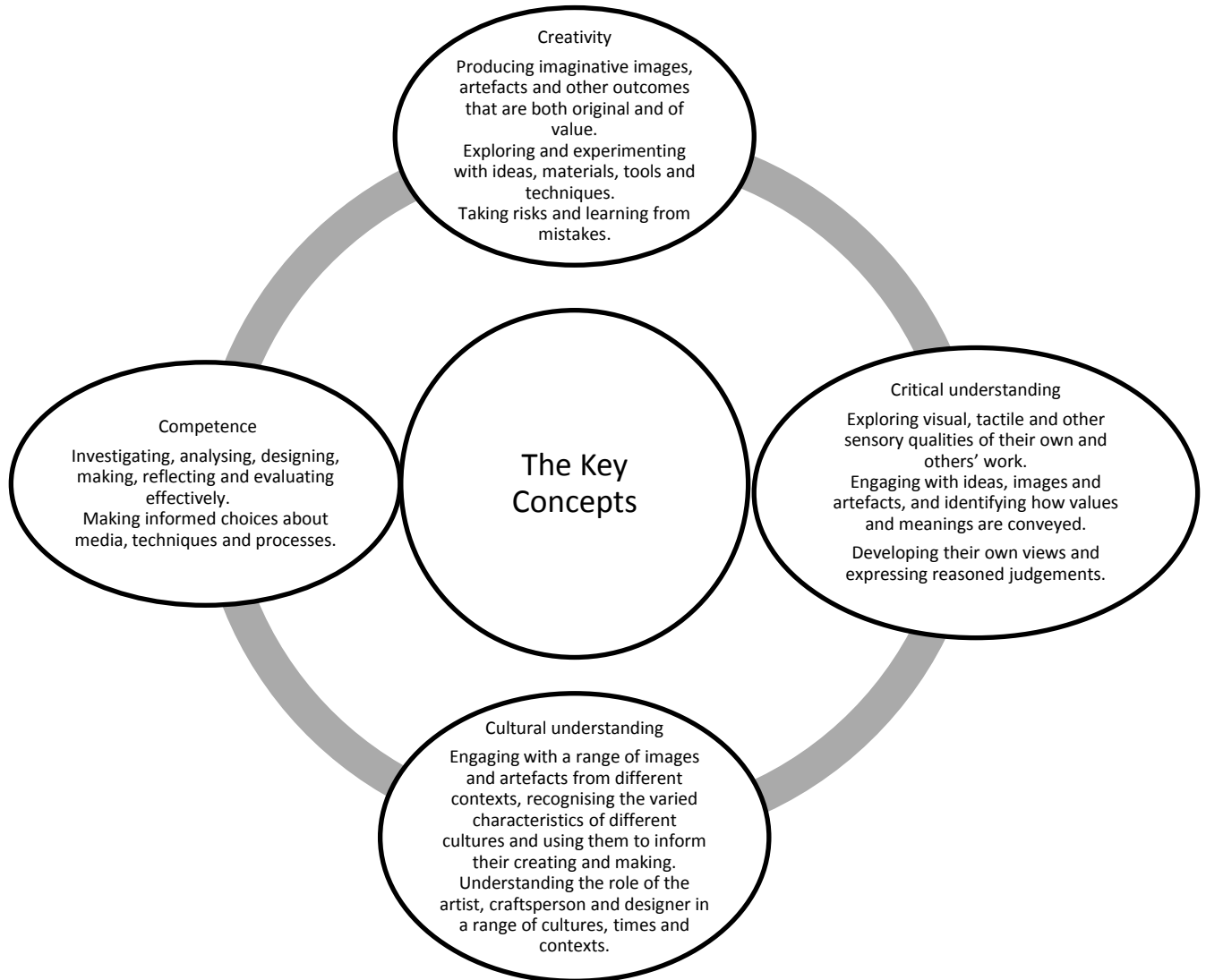
Term 2: PATTERN

Term 3: 3D/ Mixed media

Homework

All KS3 students complete 4 homework's per half term. There will be a mixture of literacy, practical or research based homework's related to current learning in the classroom. One homework will be to attend a lunchtime workshop led by our Art Leaders which offers a different skill or technique in art. Students will have an opportunity to use art clubs afterschool or lunchtimes to complete homework if they require further assistance or materials.

Key concepts and aims of the Art experience in KS3



DESIGN TECHNOLOGY

In Year 8 students study one hour of Design and Technology a week; the areas they focus on are Food Technology, Textiles and Resistant Materials on a twelve week rotation system, so they spend an equal amount of time in each area taught by specialised staff.

At the end of Year 8 students will get an opportunity to decide if they wish to pursue Design and Technology further by selecting to study it from a list of other subjects such as Music, Art and Drama.

Food Studies - Healthy Eating

During Year 8 students will be completing a project entitled '*Getting the Balance Right*' learning about Healthy eating and Nutrition. They will be investigating the 'eat well' plate, healthy eating, and making a selection of dishes to develop their practical skills. During this year your child will be completing various practical lessons, there will be an ingredients list so that your child can be organised and prepared for the lessons.

Resistant Materials – Garden Tool

Students will gain an understanding of the different types of metals available to them, and then use some of those metals to design a blade for their garden tool, then manufacture the rest of it using a wide variety of specialised manufacturing techniques such as forging, pop riveting, drilling and plastic dip coating. They finish off the tool by adding a polymorph handle to it, which is a smart material with some really unique properties.

Graphics with Textiles – T-shirt Branding

Students will be making textile samples based on a range of traditional and modern techniques including tie dye, batik, screen printing, applique and embellishment. A selection of materials will be provided for the pupils to make these small samples. They will also be incorporating graphic skills to draw and generate logo ideas and develop a final idea for branding a t-shirt. The samples students produce are to be included into the final t-shirt design. Students will be encouraged to 'up-cycle' an old t-shirt and complete homework tasks which support both their design and practical work.

DRAMA

“Enriching students’ lives, helping them to empathise with others”

In today’s modern workforce, employers are looking for fully-rounded individuals who can communicate effectively and relate well to others. This is exactly what Drama can provide for a student. They are always learning essential life skills such as the ability to work with others, team leadership roles, and it helps to build up their confidence and presentation skills. It is never easy when you have to stand in front of a crowd of people and talk on your own; however, Drama can help here as you have to perform as part of a group to an audience every lesson. During the rehearsal process you are also discovering how to be more tolerant and patient towards others and listen to their ideas. Listening is an essential skill for life and students are doing this every time they participate in a drama activity. Finally, let us not forget that Drama can also a lot of fun and a very creative subject.

In Year 8 students will have one hour of Drama a week.

Autumn Term

In this first term, students will be **exploring** and **developing** their knowledge of some essential techniques: **Explorative Strategies and Drama Elements and Mediums**. They will also be learning about how they can interpret a script and how to create a character. They will explore the pressures and dilemmas of being a modern day teenager.

- 1. Freeze frames and Thought tracking**
- 2. Scripted Loop Dialogues**
- 3. Box Scripts**
- 4. Physical Theatre including Drink Driving**
- 5. Status**
- 6. Characterisation**
- 7. Peer Pressure**
- 8. Split Scenes**
- 9. Space**

Spring Term

In this second term, students will discover how to create Mood and Atmosphere and how they can find true love through creating their own character Monologues. They will also learn how to create dramatic tension and the importance of that famous drama pause.... They will also have fun with changing some traditional fairy tales and discover what a Given Circumstance is.

- 1. Mood and Atmosphere**
- 2. Monologues**
- 3. Tension**
- 4. Alter Egos**
- 5. Fairy Tales**
- 6. Given Circumstances**
- 7. Theatre Styles**

Summer Term

In the summer term, students will be introduced to the Italian comedy style called Commedia Dell'Arte and get the opportunity to play Heroes and Villains with some good old fashioned Victorian Melodrama. They also will be given the opportunity to explore modern day teenage dilemmas through creating their own Drama Documentaries. They complete the year by creating their own Breakfast style Radio Shows that would give Chris Evans a run for his money and try to solve some Murder Mysteries in a big old mansion and discover the joys of Mystery Scripts and cliff hangers.

- 1. Commedia Dell'Arte**
- 2. Melodrama**
- 3. Documentaries**
- 4. Radio Shows**
- 5. Mystery Scripts**
- 6. Dial M for Murder**

FRENCH

Autumn Term

In French students will have the opportunity to express their opinions on TV programmes, films and books using a variety of vocabulary. They will also learn how to talk about the Internet and describe what they did using the past tense.

Following on from this, students will further their knowledge of French culture and will study Paris in detail. During this topic they will develop their use of regular and irregular verbs in the perfect tense and study how to ask questions using the perfect tense.

Spring Term

During the Spring term, students will learn to discuss their characters and talk about their own personalities. They will learn to discuss their relationships, preference of music and clothes. When studying these topics, they will learn to agree, disagree and give reasons to back up their opinions. They will use the past, present and near future tenses to create more complex sentences.

Following on from this topic, students will learn to talk about where they live including describing their home and events in their town or village. They will use comparative adjectives, prepositions and learn to simultaneously use three tenses.

Summer Term

In the final term students will learn to discuss about their talents and ambitions and give their opinion using the superlative. They will also learn to encourage and persuade someone using a variety of structures and tenses.

Finally, students will further their knowledge of French history and culture by learning about the French revolution and discussing French-speaking countries.

GEOGRAPHY

In Geography this year, the theme that will underpin learning is Challenging World. Students will build upon their geographic foundations by considering challenges faced by human and physical interactions, and how these are changing. In each topic students will complete an issues analysis; applying their knowledge and understanding taken from a range of resources to answer questions about some of world's greatest global issues.

Over the course of the Key Stage 3, students will establish and develop a range of geographical skills including map work, atlas skills and enquiry skills. The development of these skills will be integrated within lessons and will progress throughout the year.

The message we want students to understand is that geographers solve global problems.

Term 1a – Challenging World

During Year 7 students will have developed a global understanding and should be confident in the idea of continents, countries, and be able to identify a range of places around the world. This unit will build upon those ideals by introducing challenges faced all across the globe. It will continue to develop students' understanding of interactions between human and physical environments, and consider the impacts of these on different groups of people.

Term 1b – Coasts

Within this topic we will be exploring the physical processes that form coasts and the way in which future issues for coastal areas will be managed in the future. We will do this through a range of examples of different coastal areas. This is an excellent topic in terms of the links to the GCSE.

Term 2a – Russia

The topic will focus on Russia as an area which, despite facing a number of physical challenges, has developed as a region which now has many strengths. Students will explore the importance of resources within the region and how the challenges they face are changing as a result of this.

Term 2b – Weather and Climate

In this topic students will explore the challenges faced by weather climate. There will be a focus on the UK, looking at both recent and past events, and how we are working to reduce their impact in the future. The topic will end by considering how climate may change in the future, and what the impacts could be for different parts of the world.

Term 3 – Geographic Investigations

During the summer term, Year 8 will develop their geographic investigation skills. Each student will complete their own geographic investigation, including setting an appropriate geographic question, collecting individual data, presenting their results and concluding their findings.

HISTORY

In History this year, the theme for Year 8 will be Empire and the consequences of Imperialism, ranging from the development and abolition of the Transatlantic slave trade, the fight for Civil Rights, the rise and fall of the British Empire throughout history and the impact of the changing nature of conflict and revolutions.

Autumn Term

Students will look at the British Empire's rise to become the biggest empire the world has ever seen, controlling over a quarter of the world, and then how it declined throughout the twentieth century. Key events will include: the Indian Mutiny, the scramble for Africa, and a debate on whether we should be proud of the achievements of the British Empire.

Students will then look at immigration and how that has developed over time. Key topics that will be covered include: the Windrush generation and how that changed the face of Britain, and how the government tried to deal with racial tensions during the 1970s and 1980s.

Spring Term

Students will look at the Transatlantic slave trade, taking it from the birth to abolition. Key events will include: How triangular trade worked, what life was like for slaves during the middle passage, and how slavery was eventually abolished.

Students will then look at Civil Rights in America and how black people campaigned for their rights in America. Key topics will include: the work of individuals like Harriet Tubman, Martin Luther King and Malcolm X, life in the inter-war years and how far equality was achieved.

Summer Term

In the final term students will study the causes of World War One including war poetry, the Home Front, how women helped the war effort and also the end of the war. This leads into the importance of Russia and also international relations from 1918-1939.

Students will study the international attempts at peace following World War One. Students will investigate the Treaty of Versailles and how fair this peace treaty was on Germany, the League of Nations' attempts to maintain peace in the 1920s and the 1930s and the causes of World War Two.

Key skills that students will develop this year are explanation, evaluation and analysis of events and sources. Cross-referencing sources will feature in a number of assessments.

MUSIC

Students will cover all musical elements in a variety of projects that encompass the 3 strands of musical learning; Performing, Composing and Listening and appraising. The projects cover a wide range of musical genres to give students a varied musical understanding. Further to the curriculum, to enhance students' musical experience we offer a variety extra-curricular music ensembles, clubs and workshops to enrich students' lives.

Throughout the year students will complete units on:

Classical performance

- Learning and advancing understanding of music notation reading through solo keyboard performance.
- Expanding musical knowledge through major and minor chords.
- Developing compositional techniques through structured melodic writing.
- Widening students listening appraisal skills via the music of the Classical period.

Samba

- Learning and acquiring knowledge of the music of Brazil.
- Developing compositional techniques through group composition.
- Expanding musical knowledge through syncopation and Call and Response.
- Widening students' appreciation of music with an introduction of numerous musical cultures.

Programme Music

- Learning and understanding the creation of mood and character through Music.
- Developing performance skills through the music of the Romantic period.
- Expanding musical knowledge through chromaticism and whole tone scales.

Reggae

- Learning and acquiring knowledge of the music of Jamaica.
- Developing performance skills within an ensemble.
- Expanding musical knowledge and composition through primary chords and syncopation.
- Widening students' appreciation of music with an introduction of numerous musical cultures.

Cycles, Minimalism and Gamelan

- Learning and acquiring knowledge of the musical cycles through minimalism and the music of Indonesia.
- Expanding musical knowledge through rhythmic augmentation and diminution.
- Widening students' appreciation of music with an introduction of numerous musical cultures.

Popular Music Ensemble

- Learning and understanding popular music, how it is created and performed.
- Developing performance skills within an ensemble.
- Expanding musical knowledge through chord sequences and word setting.

PE

Our key aims are to develop students' capabilities, knowledge and understanding within our subject so they can lead a healthy active lifestyle, actively take part and build confidence across a range of activity areas and develop skills such as resilience, team work, co-operation and communication. This is not an exhaustive list and we intend to tailor our delivery to be inclusive of all pupils. It is our aim to have every student involved in physical activity during their time at school but also beyond this into adult life.

Over the course of the year students will cover a variety of activity areas based on the resources and expertise we can offer within school. We hope that our activity choices will offer students the variety but also the depth and content to allow them to improve their all-round competence and performance across the range of activities. We also have a strong focus on knowledge of fitness and health and their ability to analyse and adapt to the changing situations with regards to leadership and ideas/ tactics within sport.

Each term students will take part in a minimum of three specific fitness lessons per hour of PE, this is to help them gain knowledge and understanding and be self-reflective of their own capabilities and build on their awareness of how to train to improve. The main focus of these sessions is to be ACTIVE or build knowledge through testing etc

An example of the activities students will be involved in through KS3 are:

Multi-skills (Yr 7), Fitness, Rugby/Football (Boys), Netball (Girls), Gymnastics, Dance (Girls), Hockey, Badminton, Basketball, Handball, Athletics and Striking and Fielding.

Our assessments will be teacher-based and will reflect where students are at that moment in time; we will take into account their performance in the activities we offer and look at the holistic profile of each child as best we can.

Within lessons we expect every student to attend school with their PE kit (even when injured) so they are prepared to join in, in a suitable manner. We encourage all students to give every element a try to the best of their capabilities and take a positive approach. The nature of our subject does mean there is an element of risk so we do all in our power to keep our students as safe as possible whilst still allowing them to be challenged and pushed to their limits. Please keep us up to date with any medical conditions or injuries so we can cater for your child.

Supporting and Challenging students:

We regularly differentiate the tasks and activities students are involved in so that we can provide the appropriate learning opportunity. We believe in our subject and its importance; with many future pathways available we include content of KS4 level work and beyond to develop students.

We have carefully structured our extra-curricular programme to support the lesson activities; we would encourage you to support your child's learning by ensuring they are involved in a variety of practical activities outside of school hours and/or through encouraging them to be a part of our extra-curricular programme. It is recommended that children take part in a minimum of 5 hours of moderate physical activity per week to maintain a healthy active lifestyle, alongside eating a healthy balanced diet.

PHILOSOPHY, ETHICS & RELIGION

Over the course of Key Stage 3, students will be asked to think critically about a wide range of philosophical, religious and ethical issues. They will consider a variety of religious responses to those issues in order to develop thoughtful, well-argued views of their own.

Autumn Term

Evil and Suffering

A philosophical investigation into the concept of evil and the problem of suffering.

Life After Death

A philosophical and religious investigation into the possibility of life after death and the impact of such beliefs on people's lives.

Spring Term

Humanism

A study of the Humanist movement, including an investigation into how Humanists make moral decisions.

Animal Rights

An investigation into the value and status of animals, contemporary use and abuse of animals and religious views on animal rights and the means of protecting those rights.

Summer Term

An Introduction to Ethics

A study of how we make decisions, including a look at ethical theories.

An Introduction to Philosophy

An overview of how to think about the big questions in life, including how to argue philosophically.

SPANISH

Students will have vocabulary to learn every week throughout the year and will be tested to ensure that they are learning the new words; this will give them more confidence when tackling texts and when listening to extracts of spoken Spanish. We recommend spending 5-10 minutes on this every day rather than trying to learn all the words the day before the test. There are some apps that can be downloaded for free which can help students with this, such as Quizlet, but the traditional methods of 'look, cover, write, check' or making small revision cards can be just as effective.

Autumn Term

Students learn to greet people, introduce and describe themselves and give personal information; they will learn how to describe their family and pets. They will learn how to say what they like and dislike doing in their free time. Students will also learn the vocabulary for basic school equipment and classroom language as well as being able to talk about what they study and their school. They will start to learn the language required for describing pictures and having conversations with people in role play situations.

As well as learning spelling and pronunciation, students will cover basic grammar concepts such as gender, accents, agreement of adjectives, how to form commands and questions, use of the negative and how to conjugate common verbs in the present tense. They will add some detail and opinions to their work. Students will review basic skills such as using a bilingual dictionary and use the target language for classroom commands.

Spring Term

Students will learn to describe their home (rooms and furniture) and its location as well as activities that they do in their free time and in their home town. They will learn to explain what they have done recently where they live and what they are going to do. They will develop the skills needed to describe pictures.

They will understand how to form the present tense of –AR/IR/ER verbs. They will learn to use different prepositions. They will also start to use the immediate future tense and the preterite tense (one of the past tenses). They will start to learn the skills of translation both into English and into Spanish.

Summer Term

Students will learn to talk about food, including what they like and dislike. They will learn to discuss going out and what clothes they like to wear. They will develop their knowledge of how to use the immediate future tense to express what they are going to do. They will practise this language in role play situations and in conversations.

They will extend their work by adding detail, connectives, opinions, reasons for their opinions and time phrases. They will reinforce the use of the future and preterite tenses. These tenses will enable them to reach a level 3.6+. They will work on strategies to use longer texts as a model for creative writing. They will develop further their skills in translation so that this includes using different tenses.

PSHE

Year 8 will be taught in form groups for PSHE and the course will be delivered by their form tutor.

Topics covered this year include:

Confidence and Self- esteem

Family Relationships and dealing with Conflict – how to deal with conflict in the most effective ways; strategies of avoiding conflict; appreciation of roles and responsibilities.

Life Skills – the physical and emotional changes during puberty and how it can affect students in different ways.

Alcohol and Smoking –basic factual information.

Democracy and Justice - includes a mock trial where students develop an understanding and awareness of the democratic system

Homework Timetable 2018-2019

Year 8 (Olney Campus)

	Monday	Tuesday	Wednesday	Thursday	Friday
8MR	English			Technology English	
8CTW	English			Technology English	
8SPC	English			Technology English	
8MB	English			Technology English	

Maths/Science sets

	Monday	Tuesday	Wednesday	Thursday	Friday
E1	Science	Maths	Science		Maths
E2	Science	Maths	Science		Maths
E3	Science	Maths	Science		Maths
F1	Maths	Science	Maths		Science
F2	Maths	Science	Maths		Science

Other sets

	Monday	Tuesday	Wednesday	Thursday	Friday
O1	History	Geography RS	French/Spanish Art	ICT Music	French
O2	Music History	Geography	French	ICT	French RS Art
P1	Geography	History ICT	French/Spanish Art	RS Music French	
P2	RS ICT	Music Art	History	French	Geography

Please note that Art, Music, Technology and ICT homework will be set fortnightly.

Important Dates

26 th September	ACE Day
3 rd October	Y8 Meet the Tutor evening
18 th – 20 th October	School Production – Sound of Music
20 th November	Autumn Music Concert
19 th December	Christmas Carol Service
7 th February	ACE Day
15 th February	Staff Training Day
26 th March	ACE Day
3 rd April	Spring Gala Concert
8 th May	Yr 8 Parents' Evening
12 th June	KS3 Achievement Awards
24 th – 28 th June	Y8 End of Year exams
4 th July	Staff Training Day
10 th – 12 th July	ACE Days

Useful Contacts

If you have any queries, in the first instance please contact your child's Form Tutor. Other useful contacts include:

Jeremy Stormer

Director of Pastoral & Academic Standards jeremy.stormer@ousedale.org.uk

Sophie Myers

Year 7 & 8 PAL sophie.myers@ousedale.org.uk