

**Ousedale School**  
Aspire | Believe | Achieve



**Year 8 Guide – 2019/20**

## **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 students will be learning throughout the year along with any other information you need to know about the subject.

Ousedale's KS3 curriculum provides students with the wealth of knowledge needed to access our extensive, rich curriculum. The teaching, learning and confident application of knowledge is the driver behind the KS3 vision.

KS3 is a healthy struggle for learners that will provide students with exciting learning opportunities. The structure of the KS3 curriculum is one that is well sequenced, knowledge rich and provides stretch and challenge for all students. A deep approach to learning will foster students' passions thus informing their future pathway decisions.

KS3 will provide students with the appropriate level of challenge needed to ensure that all are experiencing "the best knowledge in the best order".

### **Measuring achievement in Key Stage 3**

As you may be aware, there is no longer a national set of level descriptors for each subject at Key Stage 3. In order to measure the achievement 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 our assessment procedures, we will send home information regarding your child's achievement 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 MFL. 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. For Year 8 the frequency will be:

- Once a week: Maths, English, Science, MFL, History, Geography.
- Once a fortnight: PER, Music, IT, Art, Technology, and Drama.

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

# **ENGLISH**

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## ***Strengthening the Foundations for Life-long Learning***

All students in Years 8 will experience 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 encourages 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 study both Literature and English Language. During Literature, students study a main text (either drama, a poetry collection or novel) and, during English Language, students will explore additional texts and media sources 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 extend 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: *Love and Friendship***

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

### **Spring Term – Identity: *Exploring Who We Are***

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

### **Summer Term – Society: *Diversity, Class and Culture***

- An exploration of Detective Fiction, with a focus on both heritage and modern texts, including Arthur Conan Doyle's 'The Hound of the Baskervilles' or 'The Man with the Twisted Lip', and Catherine Johnson's 'Sawbones'

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 share the same strengths and areas for development. Students will continue to be monitored for their Literacy knowledge and 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, Michael Grant, 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
- Midwinter Blood – Marcus Sedgwick
- Rooftoppers – Katherine Rundell
- Liar and Spy – Rebecca Stead
- The Wall – William Sutcliffe
- The Curious Incident of the Dog in the Night-time – Mark Haddon
- The Diary of a Young Girl – Anne Frank
- War Horse – Michael Morpurgo
- Waiting For Anya – Michael Morpurgo
- The Book Thief – Marcus Zusak
- Animal Farm – George Orwell
- Small Steps – Louis Sachar
- Lord of the Flies – William Golding

# MATHS

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## *Making Maths count!*

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.

Students continue to be taught in sets in Year 8. Pupils are assessed at two points in the year – Autumn and Summer term. Assessment results are used to inform set movements.

Students are set homework once a week. 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.mymaths.co.uk)
- <http://www.mrreddy.com/ks3.htm>
- [www.bbc.co.uk/schools/ks3bitesize/maths](http://www.bbc.co.uk/schools/ks3bitesize/maths)
- <https://www.educationquizzes.com/ks3/maths/>

# SCIENCE

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## *The power to understand the world around us and shape its future*

In Science lessons, 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.

Our students to follow a programme of study that will ensure they will have studied the foundational knowledge across Science disciplines, allowing for a smooth progression across Key Stages.

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 as well as enhancing student's scientific knowledge and fostering a love of Science.

Students are set according to their ability in Science and movement across sets is informed by regular assessments and progress tracking.

Organisation of the Human body	Electricity and magnetism	Respiration
Patterns in the Periodic table	Evolution	Reactions
Structure of the Earth	Light and Sound	Photosynthesis

# COMPUTING AND DIGITAL APPLICATIONS

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## *Programming and Developing our Digital Future*

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

Each of the topics covered will develop the student's skills in digital literacy, decomposition, computation and problem solving. The four blocks are listed below.

### **Block 1** – Data Representation, BeebEm Programming and Computational Thinking

Students will learn what binary (digital data) is and how text (ASCII and UNICODE), numbers and images are represented in binary. They will also learn about converting between different bases including hexadecimal, binary and denary.

Students then use the BeebEm emulator to write simple programs in basic (this is taught through video tutorials). This enables the students to get an understanding of how much computers have developed from the 1980's.

Students will refresh their memories on computational thinking before completing the Bebras Challenge.

### **Block 2** – Python – Programming

Students will learn how to create programs using Python. During this module the students will be learning techniques that can be used in many programming languages. They will be taught about the declaration of variables, data types, input, output, casting (changing datatypes), selection with if statements and iteration with while and for loops

### **Block 3** – Networks and the Internet

Students will be learning about how networks including the internet work. We will be looking at the hardware forms a network and how data is transported around them. During this module the students will also learn about the history of the internet, topologies, hardware, network media, MAC and IP addresses, Client-Server networks, cookies and the website retrieval service

The students will also create a very simple website using HTML code to demonstrate the syntax and gain an understanding of what the browser converts to the websites we view.

### **Block 4** - Gamemaker

Students will learn how to use the Gamemaker programming IDE which uses elements of drag and drop block coding as well as the option of adding more complex scripting.

Students will be reminded about the key programming constructs of Iteration, Sequence and Selection.

They will follow tutorials to make a space game and then they will be asked to design and make improvement on their game by trying to make suggested improvements.



# ART

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## *'Creativity takes courage' - Henri Matisse*

In Year 8 Art, all students will continue to develop depth in important concepts about making art by studying the formal elements and composition through artists and concepts. Students will increase knowledge about the formal elements throughout the year by exploring artists and concepts both in a practical and academic way.

### Term 1

Students explore Colour in depth through painting using knowledge of artists. Students look at colour theory, which includes colour mixing and its application.

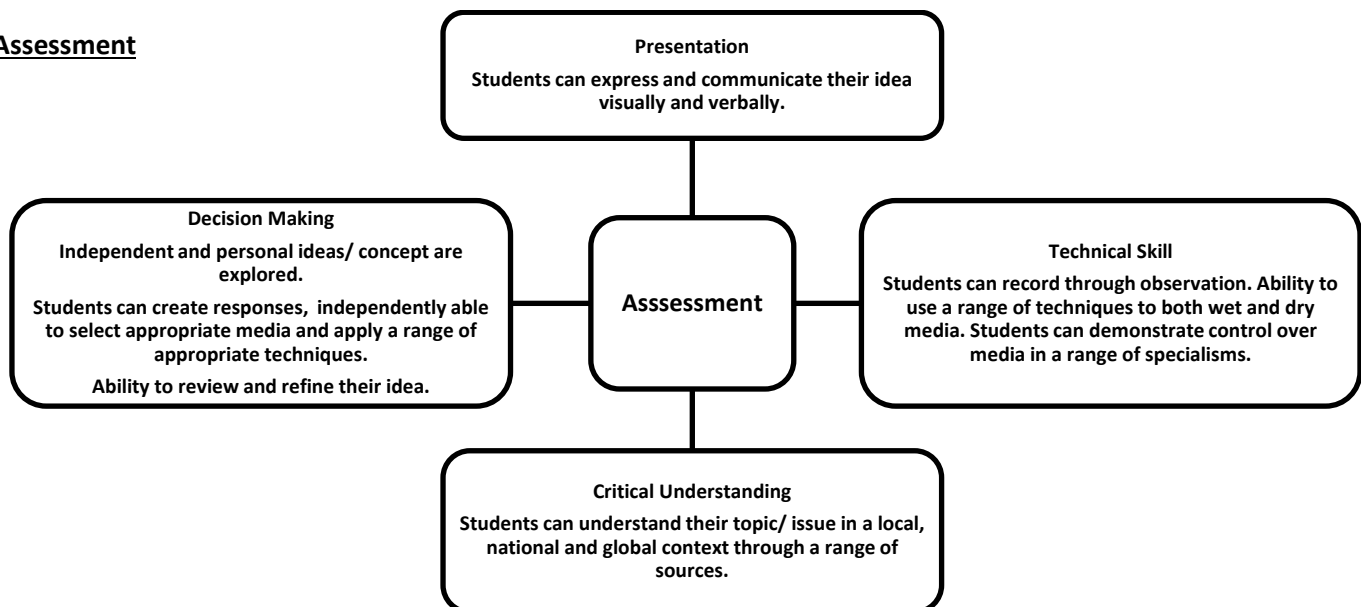
### Term 2

Student's knowledge is built up of an exploration of Pattern making cultural links and to those outside of the subject of art using skills they may look at in Science and Maths.

### Term 3

Students will expand on their practical expertise; by being inspired by mixed media and 3-Dimensional work this will build up their knowledge of materials and techniques that are not formal ways of making art.

### Assessment



# DESIGN TECHNOLOGY

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## *Design and Inspire the Future*

In Year 8, students study one hour of Design and Technology a week. Students start with a refresher of Health & Safety, followed by Food Technology, Textiles and Resistant Materials topics on a rotation system. This means students will spend an equal amount of time in each area and specialist room.



- **Food Studies – Mastering Intermediate Kitchen Practice**

Students will continue to learn about healthy eating and nutrition. They will follow recipes designed to increase students' understanding of ingredients and their function within a dish. Practical cooking skills will be enhanced and students will be completing various practical lessons where they will be required to bring in the appropriate ingredients in labelled containers.

- **Resistant Materials – Keyrings**

Students will study the properties and characteristics of different materials and start to discover the wide range of material choices available to a designer. Product branding, promotion and packaging are also studied as students consider how their keyring would be promoted and sold in the marketplace. Within this rotation, students will design and make their own keyrings from a polymer material, and for those able to rise to the challenge, they will make a keyring from a metallic material.

- **Textiles – Wall Hangings**

Students will study the environmental impact of the textiles industry and consider what it means to have a sustainable supply chain. Students will explore techniques, patterns and colours used in cultural patterns and use this research to develop their own ideas inspired by the work of others. Students will learn how the printing process has evolved over time. Building on the skills gained in Year 7, students will upcycle a piece of material and make their own wall hanging inspired by the cultural patterns they have explored. Students will use hand sewing techniques, pattern printing and fabrication. For those able to rise to the challenge, simple machine sewing skills will be developed.

# DRAMA

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## *Confidence developed in Drama opens doors to a bright future*

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 be 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

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## *Communication, cultural understanding and widening horizons*

*Teachers will share their passion and expertise for languages so that students will develop a deep knowledge of language structure in the written and spoken form which opens doors to different cultures and experiences.*

Throughout the year students will cover a variety of topics, will learn the grammar which underpins the language as well as expanding their cultural knowledge

### **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.

# GEOGRAPHY

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## *Geographers solve global problems*

Geography seeks to open students' eyes and minds to the wider world around them. Geography students are aware of the real life application of geography, and have the knowledge and skills to be able to be part of this in the future. Our curriculum offers the fundamental principles that underpin geography, as well as more pertinent issues that are a significant part of our ever changing world. We aim to develop geographers that have the passion to take on and change the world.

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. Our department vision, Geographers Solve Global Problems, underpins each topic. Students will look at big global issues and what we can do, as geographers, to help.

Over the course of Year 8, 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.

### Term 1a – Climate Change: A global challenge

Climate change has the potential to affect everywhere on Earth, bringing various challenges with it. In this topic we will look at what climate change is, what is causing it, and why it is such an important issue.

### Term 1b – Closing the development gap

Globally, 1 in 10 people don't have water close to home, and 1 in 4 doesn't have a decent toilet; development is a massive global challenge. In this topic we will look at what development is and how we measure it, and how this varies around the world.

### Term 2a – Japan: Overcoming Challenges

Japan's location in the world, along with its physical and human characteristics, means that every year it faces a number of challenges. However, Japan has developed unique ways to deal with these challenges and subsequently people living there maintain a high quality of life.

### Term 2b – The Challenge of 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. We will then look at the challenge of hurricanes.

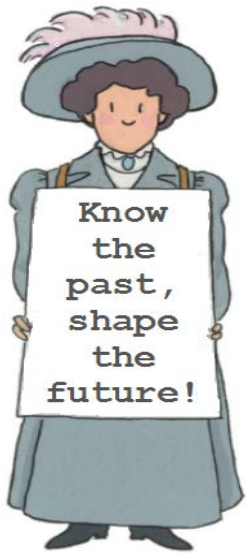
### Term 3 – Geographic Investigations

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

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## *Know the past, shape the future!*



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. We will also study the events of WW1 and the long lasting impact that this had across Europe.

### **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. Students will also look at terrorism, the history of terrorism and the impact of terrorism on the modern world

### **Summer Term**

In the final term students will study the causes of World War One. We will look at key events such as Gallipoli and the Battle of the Somme. We will also study war poetry, the Home Front and women's role in the war effort. 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 changing nature of Europe by looking at 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 Themes studied in year 8**

- Democracy
- Extremism
- Conflict
- Ideologies/new ideas
- Religious Tension
- Key individuals
- Economic Development
- Society/Culture
- Communication and New Technology
- Equality and Diversity

# MUSIC

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## *Where words fail, Music speaks.*

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:

### **Term 1a: Classical performance**

- Learning and advancing understanding of music notation reading through solo keyboard performance.
- Expanding musical knowledge through instruments of the orchestra, major and minor chords.
- Developing compositional techniques through structured melodic writing, in ternary form.
- Widening students listening appraisal skills with an emphasis on Haydn, Mozart and Beethoven.

### **Term 1b: Samba**

- Learning and acquiring knowledge of the culture of music in Brazil.
- Developing compositional techniques through group composition using rhythmic devices.
- Expanding musical knowledge through syncopation, polyrhythms and call and response.
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### **Term 2a: 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 major, minor chromatic and whole tone scales and harmonically through consonant and dissonant harmony.

### **Term 2b: 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..

### **Term 3a: Cycles**

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

### **Term 3b: 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, structure and word setting.



# PE

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## Creating healthy active lifestyles

Our Vision in PE is to Inspire Healthy Active Lifestyles.

Through a range of sporting opportunities we are committed to providing high quality physical education for all.

Through learning opportunities we will give students the knowledge and capabilities to demonstrate leadership, awareness of safety, fostering the spirit of fair play and respect.

We will engage students to show determination and the resilience to enhance theoretical understanding and apply this to physical education. Providing the opportunity for future pathways and careers that are underpinned by the knowledge gained.

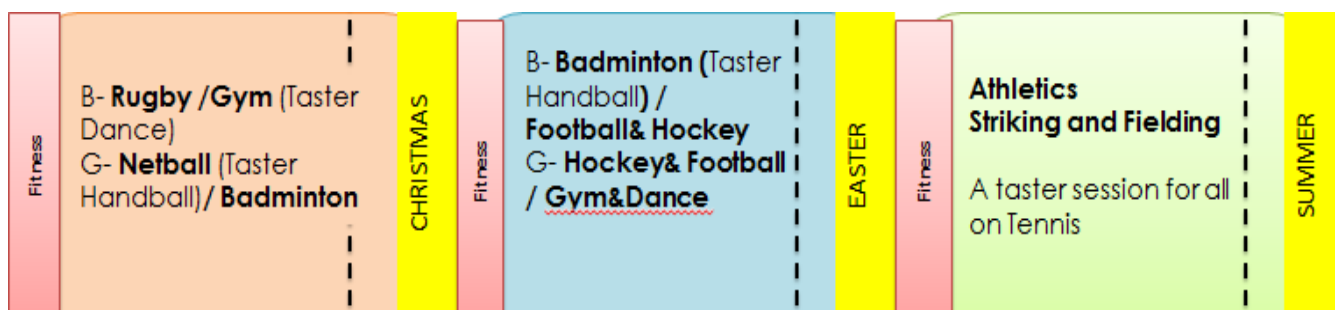
Overall developing the well-being of every student so they can engage in lifelong participation and develop the skills they need to contribute to society.

In year 8, all of their PE lessons will be practical based. We will look at Physical Competencies, Physical Activity, healthy active lifestyles in terms of physical outcomes but also look at personal competencies such as social, emotional and metacognitive skills.

Within the resources we have, we want to offer students a rich and balanced curriculum with a chance to try activities that will give them transferable skills and the confidence to go on when leaving school to lead healthy active lifestyles. Our subject package, for year 8, is wide-ranging and this allows student to experience a varied range of activities.

Our assessments are teacher based and focused on the lessons we deliver. We do however want to recognise and celebrate all sporting achievements and talents and so we encourage this. PE homework is to be active outside of lesson time.

In year 8, students will complete the following programme:



# PHILOSOPHY, ETHICS & RELIGION

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## *Exploring belief, embracing difference, promoting respect*

PER provides the opportunity to discover and explore a range of philosophical, ethical and religious beliefs and worldviews. Students are encouraged to reflect on, question and analyse views different to their own, whilst developing the values of tolerance and respect.

In year 8 we aim to consolidate what has learnt in year 7, by offering further opportunities to widen their understanding of religion and non-religious topics. We aim to include content that draws on real life examples to challenge students to develop higher level skills of analysis and evaluation. Each topic has a key question that challenges students to think and encourages active enquiry.

### **1. Creation Stories: The Natural World:** *Is religion helpful in saving the planet?*

Exploring creation stories from a variety of worldviews, then comparing religious and scientific approaches to the origins of the universe and life. This leads on to a consideration of the threats to the natural world and what our response should be.

### **2. Islam: Demonstrating Faith:** *What do you have to do to be a Muslim?*

Exploring the key beliefs and practices of Islam, leading to a consideration of a number of ways that being religious can impact your life, for instance through prayer, pilgrimage and fasting.

### **3. Judaism: The Holocaust:** *Where does the Holocaust leave faith in God?*

Exploring the key beliefs and practices of Judaism, then focusing on the impact of the Holocaust on Jewish faith. This ties in with Holocaust Memorial Day, so we will look at how this event should be remembered today.

### **4. Humanism: Moral Dilemmas:** *What can humanists tell us about how we should behave?*

Exploring the key beliefs and practices of Humanism as a non-religious worldview, including how humanists may consider morality and moral dilemmas.

### **5. Religious Differences and Conflict:** *Can different religions work together?*

Exploring different denominations and branches of faith within religion, as well as considering the positive impact of religious commitment and interfaith dialogue.

### **6. Introduction to Philosophy:** *What is real?*

Exploring different branches of philosophy and ultimate questions that existence poses. This will lead on to an introduction to Socratic questioning and Plato's Cave analogy.

# SPANISH

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## *Communication, cultural understanding and widening horizons*

Students in Year 8 who are studying Spanish will learn a variety of topics and the basics of grammar in the language. In order to enable them to progress rapidly, they will have vocabulary to learn every week throughout the year; 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 at school. They will also learn how to tell the time in Spanish.

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 school in more detail before moving on to describing people. They will add to their knowledge from the Autumn term by describing themselves and their family members using adjectives. They will then learn how to talk about 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 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. They will start to learn the skills of translation both into English and into Spanish.

### **Summer Term**

Students will learn to talk their holidays using the past tense, they will be able to describe what they did on holiday and what they thought of it. Then, in the second half of the summer term, they will develop their knowledge of language so as to talk about their free time in more detail and about food, including what they like and dislike.

They will extend their work by adding detail, connectives, opinions, reasons for their opinions and time phrases. They will consolidate the use of the future and past tenses. These tenses will enable them to move up to the higher levels. They will work on strategies to develop their writing in order to be able to produce longer texts that include a variety of linguistic structures as well as content vocabulary.

# PSHE

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## *A healthy mind in a healthy body*

Think different.

Learn about yourself; learn more from others.

Value diversity.

Be ready for the online world.

Get involved in your community.

Secure the skills to have a happy and successful life.

Be an inspiration.

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-** The importance of developing high confidence levels and good 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 on the effects to the body.

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

# Homework Timetable 2019-2020

## Year 8 (Olney Campus)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8ARC</b>	Drama Music	Technology Maths Science	History Geography	English Languages PER	Art IT
<b>8STR</b>	Music IT	Technology Maths Science	History Geography	Art English Languages	Drama PER
<b>8JR</b>	Art Technology Music	PER Maths Science IT	History Drama Languages	English	Geography
<b>8LKR</b>	Art Music Technology	IT PER Maths Science	History Drama Languages	English	Geography

**Note:**

- Once a week: Maths, English, Science, MFL, History, Geography.
  - Once a fortnight: PER, Music, IT (week 1), Art, Technology, and Drama (week 2).
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# Important Dates

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2 <sup>nd</sup> October	Year 8 Meet the Tutor Evening
16 <sup>th</sup> October	ACE Day
22 <sup>nd</sup> – 24 <sup>th</sup> October	School Production – Beauty and the Beast
14 <sup>th</sup> November	Autumn Music Concert
2 <sup>nd</sup> – 6 <sup>th</sup> December	Charities Week
18 <sup>th</sup> December	Christmas Carol Service
6 <sup>th</sup> February	ACE Day
14 <sup>th</sup> February	Staff Training Day
25 <sup>th</sup> March	Spring Gala Concert
31 <sup>st</sup> March	ACE Day
6 <sup>th</sup> May	Year 8 Parents' Evening
22 <sup>nd</sup> May	Year 8 into 9 Creative Options Deadline
10 <sup>th</sup> June	KS3 Achievement Awards
2 <sup>nd</sup> July	Staff Training Day
8 <sup>th</sup> – 10 <sup>th</sup> July	ACE Days

# Useful Contacts

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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](mailto:jeremy.stormer@ousedale.org.uk)

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**Edward Crofts**

Year 8 PAL

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