



BISR Curriculum Guide

YEAR 8

ART & DESIGN

Length of Course	The second year of a three year Key Stage 3 course
Course description and aims	<p>Art & Design is a crucial element in the curriculum entitlement of every student. Understanding human experience, observing the world around us, having the ability to communicate ideas, to be creative and innovative, as well as a problem solver are all skills demanded by the rapidly evolving global economy.</p> <p>Aim of this programme:</p> <ul style="list-style-type: none"> • Students to be able to analyse and evaluate artefacts from different cultures and make connections with own work. • To increase their proficiency in the handling of different materials • To draw and express perception and invention • To evaluate and analyse creative works using the language of art, craft and design. • To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Within the Year 8 Art & Design course pupils will be taught to develop their creativity and ideas, and increase proficiency in their execution. They will develop a critical understanding of artists and designers, expressing reasoned judgements that can inform their own work. From the start of year 8 students will explore the idea of drawing from different viewpoints and consider unusual angles when observing for drawing.</p>
Main concepts and topics covered	<ul style="list-style-type: none"> • Intermediate drawing skills • Exploring texture and detail using colour • Intermediate 3D modelling • Introduction to Printing • Art and Design Technology
Content	<ul style="list-style-type: none"> • Intermediate drawing skills - Explore mark making, variety of drawing material and techniques, • Exploring texture and detail using colour - Exploring a variety of materials and techniques, • Intermediate 3D modelling -3D modelling, developing a sculpture design, implementing a design, glazing techniques, coloured slip, Assemblage, kiln basics. Claymation modelling and other construction techniques may also be introduced in project. • Introduction to Printing – Printing techniques such as lino, monoprint, collagraph printing. Two colour prints. • Art and Design Technology- use of technology such as stop motion, photography, image editing.
<p>KPI – Key Performance Indicators for Y8Art and Design These outline the key learning outcomes for the course.</p>	
Drawing:	<p>Understand and apply intermediate drawing skills: line drawing, gradient in tone, perspective.</p> <p>Demonstrate understanding of art elements and principles of design to create a sense of space, mood and point of view. Use the principles to create mood and meaning.</p>
Painting:	<p>Use a variety of brush strokes to create various textures.</p> <p>Use and identify analogous colors. Understand the color wheel and demonstrate it's use in design. Use of the properties of color- hue, value, chroma, in design and composition,</p>

3D:	Intermediate clay techniques pinch and coil, attachment techniques, colour application, design and build a clay sculpture
Technology:	Use of art applications to create animation, design and modify images. Identify technologies used in different art forms.
Development of ideas:	Develop own ideas based on observational research. Realise each step of the design process.
Record ideas/observations:	Be able to use a range of techniques to record their observations worksheets and other media as a basis for exploring their ideas. Demonstrating a variety of independent research sources
Analyse and evaluate:	Ability to analyse and evaluate their own work and that of others, using unit vocabulary, in order to strengthen the visual impact or applications of their work Ability to describe an artwork and subject matter.
Contextual Links:	Research and link to own work - history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day
Course outcomes	The study of Art & Design encourages students to develop the following skills: <ul style="list-style-type: none"> • Creativity: Producing images and artefacts that are both original and of value/ taking risks and learning from mistakes/ exploring and experimenting with ideas, materials and tools • Competence: Investigating, analysing, designing, making and reflecting effectively • Cultural understanding: Engaging with a range of images from different contexts, recognising the varied characteristics of different cultures • Critical understanding: Exploring visual, tactile and other sensory qualities of their own and others' work/ identifying how values and meanings are conveyed/ developing their own views and expressing judgement
Types of assessment	Student progress is assessed both formatively (as part of an on-going process throughout lessons) and summative (at the end of every topic based or homework project). Assessment at Key Stage 3 is measured against KPIs (Key Performance Indicators). All Art & Design skills, addressed by the National Curriculum, are included in our KPIs as well as more specific skills. Students are encouraged to become involved in the assessment of their own work and that of peers. PAR – we use the PAR marking model across the senior curriculum. PAR Positive, Action, Response is a three phase assessment model. The first is some positive feedback, the second is an area on which to improve and the third is what the student will implement to improve it. PAR marking in Art can take the form of self-assessment, peer assessment on an ongoing basis with regular teacher assessment during and at the end of each project. Sometimes PAR marking can take the form of verbal feedback by the teacher.
Homework	Homework is set weekly and requires a minimum of 45 minutes effort. Homework is always linked to classwork and is an important part of the learning experience
Methodology	A variety of teaching styles are used to cater to the different learning styles of students. A range of activities which involve individual work, paired work, group work,

Text and materials	<p>The following websites will provide students with useful information to aid their studies in Art & Design.</p> <p>Drawing techniques http://www.bbc.co.uk/learningzone/clips/topics/secondary/art_and_design/drawing.shtml</p> <p>Easy to understand guide that covers over 40 artistic styles and movements http://www.bbc.co.uk/arts/yourpaintings/</p> <p>Painting Art glossary http://www.bbc.co.uk/arts/yourpaintings/about/schools/art-guide.shtml</p> <p>Artists http://www.bbc.co.uk/arts/yourpaintings/artists</p> <p>The creative industry http://www.bbc.co.uk/blast/art_design/</p>
Grading policy	<p>Students are given marked using Emerging, Developing, Secure or Mastered in relation to Key Performance Indicators relevant to the current topic or project.</p> <p>Homework is assessed through the PAR marking system and students are asked to identify which level they are at in terms of EDSM.</p>
Additional expectations	<p>Students are required to have a basic art set in order to produce homework:</p> <ol style="list-style-type: none"> 1. Set of sketching pencils (minimum of 5 shading pencils) 2. Water Colour pencils – minimum set of 12 3. black fine tip marker <p>We encourage students to visit galleries and exhibitions when on holiday. This enables students to gain a better understanding of art and artists' work.</p>

ICT

Length of Course	The second year of the three year Key Stage 3 Computing course
Course description and aims	<p>Computer systems and the people who build and maintain them play a very important role in our lives. This course helps build the foundations for our students to be not only users of technology but to start to understand how computers work so that they could be the future designers of computer applications to help improve the quality of our lives.</p> <p>In key stage 3 computing our students follow the national curriculum. In year 8, we build on work done in previous years and begin to prepare students for the GCSE examination. Students have 3 lessons every two weeks. They are equipped to use information technology to create programs, systems and a range of content. Our aim is to ensure that all students can analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve such problems. We also aim to ensure that students can present information effectively using a variety of media. We teach our students to be digitally literate, responsible and creative.</p>
Main concepts and topics covered	<p>E-safety, responsible use of social networking and cyber bullying</p> <p>Spreadsheets</p> <p>Graphics</p> <p>Introduction to HTML</p> <p>Databases</p> <p>Python programming</p> <p>Binary</p> <p>ActionScript Animation</p> <p>Movie making</p>
Contents	<p><u>Term 1</u></p> <ul style="list-style-type: none"> € E-Safety and cyber bullying (how to stay safe online, what to post and not post on social networking sites, how to prevent cyberbullying) € Spreadsheets (Charts, basic formulae, Functions – INT, ROUND, VLOOKUP, COUNT, IF statements etc) € Graphics (Graphics theory, Adobe Fireworks) € HTML (Adding images, Hyperlinks, CSS, DIV tags) <p><u>Term 2</u></p> <ul style="list-style-type: none"> € Databases (Data types, creating tables, using queries with one or more criteria, using AND, OR and NOT and <, <=, >, >= in searches) € Python programming (input, print, len and INT functions, variables, string manipulation, selection and loops) <p><u>Term 3</u></p> <ul style="list-style-type: none"> € Binary (representation of numbers in binary, binary addition, conversion between binary and decimal) € ActionScript Animation (Events, Event listeners and handlers, movie properties - X, Y, Rotation, Alpha, scaleX, scaleY, Visible, Collision detection) € Movie making (planning, photocomposition rules)
Course outcomes	<p>The course empowers our students to</p> <ul style="list-style-type: none"> € Be responsible and creative users of technology € Understand algorithms € Know the hardware and software that makes up computer systems € Understand simple Boolean logic € Carry out binary operations on numbers € Create and manipulate graphics

Types of assessment	Formative assessment is carried out by the teacher and involves marking of teacher set tasks, observations, questioning and self assessment for each taught unit. In addition to this there is summative assessment at the end of three of the units of work and an end of year examination covering all the topics taught for the year.
Methodology	A variety of techniques and teaching styles are used to cater for the diverse learning styles of our students. They include individual and group activities, research and investigation, and project work to encourage independence and creativity.
Text and materials	We encourage students to work through activities on the following websites to support their learning. www.w3schools.com www.code.org www.codeacademy.org www.codeschool.com
Grading policy	All formative and summative assessments are given a level for each unit of work using a levels assessment sheet related to the national curriculum. Students are given the assessment sheet at the start of each unit of work and are encouraged to set a target and self assess their work before the teacher assesses it. Teachers report student's levels once each term to parents.
Additional expectations	Homework is provided once each week lasting about 30 minutes. We set homework tasks which may or may not require the use of a computer. Where computers are not available for students to use at home, they are encouraged to attend one of the lunch time homework clubs in the ICT suite to complete the homework. Encourage your child to practice programming on some of the websites listed above.

DESIGN & TECHNOLOGY

Length of Course	The second year of a three year Key Stage 3 course
Course description and aims	<p>In Year 8, Design & Technology is made up of three component parts: Cooking and Nutrition, Resistant Materials and Textiles. Year 8 encourages the students to combine practical skills with creative thinking to design and make products. We allow students to develop confidence in using their practical skills and promote the learners to be increasingly independent. The course helps prepare learners for the possible rigors of the GCSE courses, in either Food Preparation and Nutrition or Design Technology should they decide to select it as an option at the end of Key Stage 3.</p> <p>Each component carefully builds upon skills taught in Year 7 to engage and challenge all learners. Exciting but challenging practical work is undertaken, increasing our learners' skills base further giving them the confidence to design, plan and complete practical work independently, providing them with valuable skills when they come to leave home and go to university.</p>
Main concepts and topics covered	<ul style="list-style-type: none"> • Function of ingredients • Pastry • International cooking • Sustainability • Computer Aided Design (CAD) • Computer Aided Manufacture (CAM) • Joining Techniques • Accurately measuring and marking out lap joints • Understanding a variety of sanding/finishing techniques • Using a sewing machine, safely • Tie dyeing techniques • Seams/Fabrics/Components
Contents	<p>Cooking and Nutrition, Resistant Materials and Textiles are allocated 11 weeks' curriculum time respectively. Each will be taught consecutively according to the Faculty timetable.</p> <p>In Cooking and Nutrition, learners study a core of theory work that focuses on examining on the functions of various ingredients as well as learning the practical skills of making different types of pastry. All recipes are made from scratch within year 8.</p> <p>Resistant Materials focus on developing learners' skills in CAD/CAM that have been introduced in Year 7. Learners are encouraged to design original ideas developed around a theme of the Middle East. Ideas are modelled to scale to allow feedback and analysis of design ideas, and ultimately, the manufacture of ideas sing CAD/CAM.</p> <p>Textiles allows learners to create their own wall hanging with various different shapes and sizes of pockets. The main techniques introduced to the students are the folding and attaching their pocket including different style and appearances. The students are take part in tie-dyeing their pockets which is attached to the wall hanging using a sewing machine.</p>

Course outcomes	<p>The study of Design & Technology encourages your child to develop the following skills:</p> <ul style="list-style-type: none">- Enhanced practical cookery skills- Working with a variety of food groups- Research Skills- Planning Skills- Analytical/Evaluation skills- Problem solving- Team and Paired Work- Enhanced practical skills
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DRAMA

Length of Course	This is the second year of the three year Key Stage 3 Drama course.
Course description and aims	<ul style="list-style-type: none">  To develop students' understanding of theatre and drama, themselves and the world they live in.  To build their knowledge of a variety of forms of drama and gain satisfaction from working within it.  To build confidence and communication and other life skills.  To develop drama skills and knowledge and how to apply them to create theatre.  To stimulate creativity and problem solving.  <u>To build on the skills and knowledge gained in Year 7</u>
Main concepts and topics covered	<ul style="list-style-type: none">  Students will develop their knowledge and application of the conventions of theatre and performance.  Students will gain a knowledge different forms of theatre  Students develop their skills and knowledge of drama strategies and elements of drama and how these are used to create performance.  Students will gain an understanding of theatre practitioners and their ideas and how these are reflected through their work and texts.  <u>Student will develop their knowledge of contemporary theatre and theatre-</u>
Contents	<ul style="list-style-type: none">  Elizabethan Theatre and Shakespeare.  Melodrama and its application to modern film making.  Naturalism and Stanislavsky with a focus on how to create character.  Devising/Physical Theatre-using movement as a stimulus and to tell a story
Course outcomes	<p>Students will:</p> <ul style="list-style-type: none">  Perform a variety of extracts from Realist plays  Perform in a variety of Shakespearian extracts  Create and perform their own mini-Melodrama  Complete research about Elizabethan Theatre, Melodrama and Physical Theatre and present it to others  Create and perform their own piece of theatre, working from a stimulus
Types of assessment	<ul style="list-style-type: none">  Students will have both practical and written assessment throughout the year.  During lessons, students will be continuously assessed through observation and be given verbal and written feedback, which will be formalised and used to set individual targets.  Continuous assessment will take the form of teacher, peer or self-assessment.  Written work will be set as required, usually for homework, and marked and recorded formally once a half term.  A summative practical assessment will be completed at the end of every unit.  <u>Online testing of key terminology</u>
Methodology	<ul style="list-style-type: none">  All lessons are practical lessons.  Written work in undertaken to support practical work and to develop an understanding of why something is being done; this creates practical work that is meaningful for both performer and audience.
Text and materials	<ul style="list-style-type: none">  A selection of Shakespearian extracts  A selection of extracts from Realist plays  A selection of short Melodrama scripts  <u>Relevant videos and images</u>

Grading policy	 Students will be assessed using Key Performance Indicators and awarded a level between 1-7
Additional expectations	 It is really important that students are exposed to Theatre as much as possible so they can develop and apply their skills and talents. Going to the theatre and being involved in school productions will give them another experience of theatre and allow them to develop as a performer and a student

ENGLISH

Length of Course	One year. Year 8 is the second year of the three year Key Stage 3 English programme.
Course description and aims	The course is a combined literature and language course. Language objectives are organized into four main areas of English. These comprise the four language strands: reading, writing, listening and speaking, and language study. The literature course is aimed at exposing students to a wide variety of texts covering different literary genres.
Course Aims	<p>The broad aims of the course are to help students to:</p> <ul style="list-style-type: none"> € Read and respond to a range of literary and non-literary selections read to extract meaning beyond the literal with some understanding of how choice of form and style shapes meaning € Write using appropriate style and tone for different purposes € Write with greater accuracy using a range of punctuation, vocabulary and paragraphing € Gather and collate relevant evidence to present a clear point of view € Understand the importance and significance of tone in speaking and listening
Main concepts and topics covered	<p>The focus will be on the development of language skills and appreciation of themes, characters and writer's craftsmanship. Thematic and formal links between texts and an understanding of the influence of cultural contexts on texts will be encouraged. In addition to empathy and discursive responses to the texts, students will write their own poems and stories in different forms. Students will be involved in oral presentations and dramatizations as a means to explore text and show their understanding. They will also be expected to read independently throughout the year and maintain a record of that reading.</p> <p>Language work will include:</p> <ul style="list-style-type: none"> € Writing to persuade, entertain, and express point of view and review. There will also be revision and reinforcement of skills taught in Year 7- writing to narrate, inform, describe and explain € Remedial and vocabulary enhancement with a particular focus on usage € Students will do a writing project on Travel writing and a literature essay on a character
Contents	The focus will be on the development of language skills and appreciation of themes, characters and writer's craftsmanship. Thematic and formal links between texts and an understanding of the influence of cultural contexts on texts will be encouraged. In addition to empathy and discursive responses to the texts, students will write their own poems and stories in different forms. Students will be involved in oral presentations and dramatisations as a means to explore text and show their understanding. They will also be expected to read independently throughout the year.
Course outcomes	<p>Attainment/Assessment targets:</p> <p>Reading Students will:</p> <ul style="list-style-type: none"> • Identify different layers of meaning and comment on their significance and effect <p>Give personal responses to literary texts, referring to aspects of language, structure and themes in justifying views, and making connections to real life experiences</p> <p>Summarize a range of information from different sources</p>

	<p>Writing</p> <p>Students will:</p> <ul style="list-style-type: none"> € Write fluently and engagingly, adapting style and register to different forms € Attempt a range of sentence structures and varied vocabulary to create effects; use a range of punctuation to clarify meaning, and organize ideas into well-developed, linked paragraphs; spell irregular words accurately € Present work neatly and legibly <p>Speaking and Listening</p> <p>Students will</p> <ul style="list-style-type: none"> € Use standard English fluently in formal situations 										
Types of assessment	A combination of formative and summative assessments will be used. NC levels will be based on a variety of tasks covering a range of skills. This will be a combination of home and class assignments.										
Methodology	<ul style="list-style-type: none"> • Use of multimedia • Independent research by students • Study of characters • Presentations by students and teachers • Group and panel discussions on relevant issues • Debates • Dramatization of scenes from texts • Critical thinking tasks 										
Text and materials	<p>Novels</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Refugee Boy</td> <td style="width: 50%;">Benjamin Zephaniah</td> </tr> <tr> <td>The Boy in Striped Pyjamas</td> <td>John Boyne</td> </tr> <tr> <td>Noughts and Crosses</td> <td>Malorie Blackman</td> </tr> <tr> <td>The Other Side of Truth</td> <td>Beverly Naidoo</td> </tr> <tr> <td>Hatchet</td> <td>Gary Paulsen</td> </tr> </table> <p>Plays</p> <p>Frankenstein</p> <p>The Secret Diary of Adrian Mole</p> <p>The Amersham Chronicles (online)</p> <p>Troy</p> <p>Shakespeare</p> <p>The Tempest</p> <p>Macbeth</p>	Refugee Boy	Benjamin Zephaniah	The Boy in Striped Pyjamas	John Boyne	Noughts and Crosses	Malorie Blackman	The Other Side of Truth	Beverly Naidoo	Hatchet	Gary Paulsen
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Grading policy	Summative pieces will be assessed using Key Performance Indicators.
Additional expectations	Students are encouraged to participate in the Faculty's annual House Activities Week. Furthermore, in conjunction with the Library, students should benefit from interactions with the Visiting Author. In addition, they should be encouraged to participate in various challenges such as the PTA Poetry Contest and the International Week story competition.

GEOGRAPHY

Length of Course	This is the second year of the Key Stage 3 Geography course
Course description	<p>Geography will encourage students to develop a sense of place and an understanding of the world on a local, regional and global scale. It also develops an understanding of interactions between people and their environments through enquiry based investigations of geographical issues.</p> <p>The syllabus is based on the National Curriculum for England with an international twist which is tailored to our student community.</p>
Course Aims	<p>The aim of geography in Year 8 is to provide students with a more in depth understanding of the human and physical processes which shape our earth, and to understand why the interaction of humans in their environment is such a fragile balance, underpinned by the concept of sustainability.</p> <p>In this year group, the students develop their Geographical skills further through us if IT and classroom resources. They also will start to develop an understanding of Geographical enquiry processes through a fieldwork investigation in the desert.</p>
Main concepts and topics covered	<p>India Student investigate a range of human and physical issues through their study of India.</p> <p>[1] Incredible India [2] Growing India [3] Diverse India [4] Changing India [5] Innovative India [6] Industrious India [7] Thirsty India [8] Industrious India [9] Destination India [10] Future India</p> <p>Weather and Climate Using examples of extreme environments students learn about atmospheric processes.</p> <p>[1] What is weather? [2] Weather Diary [3] Extreme weather and climate [4] Atlantic storm [5] Dust storms [6] Tornadoes [7] The coldest place on earth [8] The wettest place on earth [9] The hottest place on earth [10] From one extreme to another</p> <p>Rocks and Scenery Through classroom study and a trip to Thumamah students will learn about the role of stones.</p> <p>[1] Rock around the block</p>

	<p>[2] Rock story [3] The fossil mystery [4] The map that rocks! [5] Rocks and landscape [6] Exploring landscapes [7] From rock to soil [8] What in Earth? [9] Oil strike! [10] Rocks to riches?</p> <p>Geographical Enquiry Process</p> <p>Based on the Royal Geographical Society's Young Geographer of the Year Competition</p> <p>[1] Identification of question [2] Pre- research planning [3] Research design [4] Primary and secondary fieldwork collection [5] Data presentation [6] Analysis and conclusions [7] Evaluating the process [8] Results</p>						
Course outcomes	<p>Besides acquiring a set of skills the pupils learn to appreciate the world around them and understand the way it affects their decision making abilities.</p> <p>Skills Acquired</p> <ul style="list-style-type: none"> • Source analysis including data and graphical interpretation • Spatial understanding of phenomena • Time Management • Decision making • Critical thinking • Ability to draw conclusions from the information • Ability to support my conclusion with facts and reasons • Independent thought and critical evaluation in all my work 						
Types of assessment	<p>Assessment will be an on-going process and the overall grade at the 3 different data collection points will include formative and summative assessments.</p> <table border="1" data-bbox="416 1632 1062 1877"> <thead> <tr> <th>Type of Assessment</th> <th>% Weightage</th> </tr> </thead> <tbody> <tr> <td>Assignments End of topic assessments</td> <td>60</td> </tr> <tr> <td>Tests: End of Year 8 Exam taken in May</td> <td>40</td> </tr> </tbody> </table> <p>Examples of work to be assessed:</p> <ul style="list-style-type: none"> • Written assignments including essays • Oral presentations e.g. debate, discussions, quizzes, role-plays. • Research work on a particular topic/whole project • Class work and home work 	Type of Assessment	% Weightage	Assignments End of topic assessments	60	Tests: End of Year 8 Exam taken in May	40
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	<ul style="list-style-type: none"> • Board displays by students • Summative assessments • Models and charts made by students • Use of ICT in the learning process (presentations, interactive educational websites and worksheets)
Methodology	<p>Methods used for teaching Geography include:</p> <ul style="list-style-type: none"> • Group based enquiries • Interactive activities • Class discussions involving the students • Explanation of concepts by the teacher • Clarification of key concepts using (PowerPoints, videos, websites) • ‘Student – centred’ activities like individual presentations • Role plays • Projects on relevant topics • Making of charts, models and videos by the students.
Text and materials	<p>Geography lessons require standard equipment to be brought every lesson including exercise book and laptops. They are also expected to bring a black or blue pen, green or red pen, pencils, an eraser, glue, ruler, colour pencils, sharpener and scissors.</p> <p>In Geography we use a varied amount of resources, some online and some textbooks which are all available on the VLE.</p>
Grading policy	<p>All assessment is criterion referenced and aligned to learning objectives as outlined in teacher’s termly projections. Teachers mark work on the basis of mark schemes made in collaboration with colleagues of the same year group.</p> <p>Formative assessments may be given a descriptor (Emerging, developing, securing, mastery), and a praise and action comment to which the student’s must respond. It values teacher judgment and informs the learner about strengths and areas of development. All summative assessments are given a descriptor on a scale as published in the whole school assessment policy.</p>
Additional expectations	<ul style="list-style-type: none"> • The students need to carry their exercise books and laptops for every lesson. • All pieces of homework are important – whether reading or writing or researching. • Homework will be set via the school’s VLE, submission of this may be online or in class printed out depending on the work set.

HISTORY

Length of Course	This is the second year of the Key Stage 3 History course.
Course description	<p>History develops in young people an interest in and enjoyment of exploring the past. A study of History provides opportunities for examining events, people and societies from ancient, medieval and modern times. Year 8 Units can include The Peasants' Revolt, the Tudor Monarchs including Henry VIII, Edward VI, Mary I and Elizabeth I, the English Civil War & the history of the Native Americans.</p> <p>The Year 8 syllabus is closely related to the UK National Curriculum, though modified to suit local requirements and the skills of individual teacher.</p>
Course Aims	<p>The aim of History in year 8 is to give the students a sound understanding of key issues, events and perceptions, which have shaped History of the Modern Age.</p> <p>Students gain and develop knowledge, conceptual understanding, research skills, analytical and interpretive skills as well as communication skills, contributing to the development of the student as a whole.</p> <p>Increasingly, students should develop a lifelong interest in and enjoyment of History.</p>
Main concepts and topics covered	<p><u>Henry VIII</u></p> <ul style="list-style-type: none"> • Problems Henry faced during his reign • The life and times of Henry VIII (1509 – 1533) • Dissolution of the monasteries • The other wives of Henry VIII • Was Henry a star or a monster? <p><u>Bloody Mary</u></p> <ul style="list-style-type: none"> • An extended piece of writing on using sources to support your answer – 'Does Mary I deserve the title as England's bloodiest Queen?' <p><u>Elizabeth I</u></p> <ul style="list-style-type: none"> • Problems faced by Elizabeth • Portraits • The execution of Mary, Queen of Scots • Spanish Armada – causes of the victory / defeat <p><u>How did the Plains Indians survive on the Plains?</u></p> <ul style="list-style-type: none"> • Lifestyle and beliefs of the Native Americans • Conflict between Native Americans and Europeans • Perceptions of Native Americans – were they Savage or Noble? • The reality of a cowboys life and work • Battles to end the life of the Native Americans • Was Custer a good leader? <p><u>Causes of the Civil War</u></p> <ul style="list-style-type: none"> • Investigation into different economic, social and religious causes for the war. <p><u>Source based Study Oliver Cromwell (Hero or Villain)</u></p> <ul style="list-style-type: none"> • Look at various Sources (Music, video, animated and written) • Oral presentations by pupils via a mock trial of Cromwell

Course outcome	<p>The development of skills is an ongoing process in Key Stage 3. They include:</p> <ul style="list-style-type: none"> • Historical Enquiry • Historical Debate • Source analysis • Chronological understanding • Time Management skills • Exam taking skills • Note making skills • Concept Mapping • Hands on Approach 						
Types of assessment	<p>Assessment will be an on-going process and the overall grade at the 3 different data collection points will include formative and summative assessments.</p> <table border="1" data-bbox="416 730 1370 1003"> <thead> <tr> <th data-bbox="416 730 1195 801">Type of Assessment</th> <th data-bbox="1195 730 1370 801">% Weightage</th> </tr> </thead> <tbody> <tr> <td data-bbox="416 801 1195 936"> Assignments Henry VIII using sources, Armada essay, Native Americans using sources, End of the Native Americans, Causes of the Civil War essay using sources. </td> <td data-bbox="1195 801 1370 936">60</td> </tr> <tr> <td data-bbox="416 936 1195 1003"> Tests: End of Year 8 Exam taken in May </td> <td data-bbox="1195 936 1370 1003">40</td> </tr> </tbody> </table> <p>Examples of work to be assessed:</p> <ul style="list-style-type: none"> • Written assignments including essays • Oral presentations e.g. debate, discussions, quizzes, role-plays. • Research work on a particular topic/whole project • Board displays by students • Tests 	Type of Assessment	% Weightage	Assignments Henry VIII using sources, Armada essay, Native Americans using sources, End of the Native Americans, Causes of the Civil War essay using sources.	60	Tests: End of Year 8 Exam taken in May	40
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Methodology	<p>The methodology used in Year 8 is interactive and varied. They include interactive class discussion, explanation of concepts by the teacher, evaluation of sources, both written and visual, student-centred activities like debates, group discussion, oral and power point presentations by students, role plays and project work. The use of iPad learning will be introduced in the near future.</p>						
Text and materials	<p>History lessons require standard equipment to be brought every lesson including writing book and planner. They are also expected to bring a black or blue pen, green or red pen, pencils, an eraser, glue, ruler, colour pencils, sharpener and scissors.</p> <p>In History we use a varied amount of resources, some online and some textbooks. A full list of the textbooks used can be found on the VLE.</p>						
Grading policy	<p>All assessment is criterion referenced and aligned to learning objectives as outlined in teacher's termly projections. Teachers mark work on the basis of mark schemes made in collaboration with colleagues of the same year group.</p> <p>Formative assessments may be given a level, an effort grade or a comment. It values teacher judgment and informs the learner about strengths and areas of development. All summative assessments are levelled on a scale as published in the whole school assessment policy using National Curriculum levels.</p>						

Additional expectations	Homework Is set each week and involves students in a variety of tasks, some written and some more creative. They may be asked to practice skills learnt in class, undertake research or work on a long-term project.
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LANGUAGE AND CULTURE

ARABIC

Length of Course	This is the second year of a Three Year Key Stage 3 course
Course description and aims	<p>During the course of the one year the students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in Arabic. Students will develop knowledge of the culture of Arabic-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.</p> <p>The purpose of the Modern Foreign Languages programme is to develop the skills of listening, speaking, reading and writing. This is done through purposeful and fun activities which build up language gradually. The emphasis is on real language which will become the useable property of the learner.</p>
Main concepts and topics covered	<ol style="list-style-type: none"> 1. Myself and others <ul style="list-style-type: none"> € Talk about yourself and family. € Recall essential/basic vocabulary from y7 (alphabets,numbers,activities) € Recognise countries in Arabic € Discuss capital cities in the Middle East € Understand tourist publicity about towns 2. Housing <ul style="list-style-type: none"> € Where do you live € Furniture € Describe my house € My bedroom ad where things are 3. Weather and seasons <ul style="list-style-type: none"> € Learn weather phrases € Talk about activities you do in different seasons € learn about climate and seasons 4. Home life and daily routine <ul style="list-style-type: none"> € Telling the time € My daily routine € Other people's daily routine € Household work € Describe activities you do after school 5. Eating and drinking <ul style="list-style-type: none"> € Food and drink € Buying food € Basic food recipe € In a restaurant 6. Family and self <ul style="list-style-type: none"> € Learn about extended family € Physical description € Parts of the body € Illnesses and injuries

	<ul style="list-style-type: none"> € Treatment <p>7. Myself</p> <ul style="list-style-type: none"> € Buying clothes € Talking about fashion and styles € Describing people and clothes € Comparing clothes and prices <p>8. Making travel arrangements</p> <ul style="list-style-type: none"> € Talking about holiday plans € What will you be doing € Expressing preferences about different aspects of holiday and giving reasons € Saying what places to visit in town
Content	<ul style="list-style-type: none"> € First person singular € Past,present,future tenses € To make difference between feminine and masculine when asking questions € Use of Adjectives € Connectives in extended writing € Demonstrative pronouns € Prepositions € Personal pronouns € Singular and plural of numbers € To use a variety of questions types € Interrogative pronouns € 2nd and 3rd personal pronouns € Verbs of making order € Singular, Dual, Plural of nouns € Using adverbs € Comparative and superlative
Course outcomes	<p>Listening and Responding To organise and respond to key ideas from spoken texts in familiar contexts</p> <p>Reading and Responding To organise and respond to key ideas from written texts in familiar contexts</p> <p>Speaking To interact with others by sharing key points of information in Arabic</p> <p>Writing To understand and develop writing skills on a moderate level To write texts to present key points of information in Arabic</p> <p>Communication To share information and ideas in a small group</p> <p>Cultures To understand and compare/contrast own culture to that of Arab nations</p>
Types of assessment	<ul style="list-style-type: none"> € End of unit tests € Level assessments each term € End of year exam

Methodology	<p>A variety of teaching strategies and approaches are used to help students remain focused and to make teaching effective and enjoyable e.g.</p> <ul style="list-style-type: none"> € Group work € Pair work € Individual work € Games € Different kinds of listening activities such as selective and detailed listening € Different kinds of oral work such as conducting surveys, role plays, songs, interviews and presentations € Different kinds of written work such as dialogues, short letters/essays, fill in the blanks etc. € Using Information Technology
Text and materials	<p>Mastering Arabic 1 CDs Flashcards Worksheets Information Technology Websites DVDs Realia</p>
Grading policy	<p>All assessment is criterion referenced and aligned to learning objectives as outlined in the teacher's projections for the term. Teachers mark work on the basis of mark schemes made in collaboration with colleagues of the same year group.</p> <p>Formative assessments may be given a mark, a grade or a comment. It values teacher judgment and informs the learner about strengths and areas of development. All summative assessments are graded on a scale as published in the whole school assessment policy.</p>
Additional expectations	<p>For learning a Foreign Language regular revision of vocabulary and grammar is necessary. Additional reading (story books, according to the language level the student has achieved) is strongly recommended, as are the language websites to which the school has a subscription.</p>

FRENCH

Length of Course	This is the second year of a Three Year Key Stage 3 course
Course description and aims	<p>During the course of the one year the students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in French. Students will develop knowledge of the culture of French-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage.</p> <p>The purpose of the Modern Foreign Languages programme is to develop the skills of listening, speaking, reading and writing. This is done through purposeful and fun activities which build up language gradually. The emphasis is on real language which will become the useable property of the learner.</p>
Main concepts and topics covered	<p>1. En ville Identify some French shops and what they sell Shop for food and other items Say how much of something you want to buy Talk about money and prices</p> <p>2. On fait des Projets Talk about countries in Europe Talk about means of transport Say what you are (not) going to do Say what you can and can't do Ask permission to do something Read and write holiday postcards Describe places Find out about the <i>Tour de France</i></p> <p>3. De Jour en Jour Find out about school life in France Talk about your school Make comparisons Describe morning & evening routines Find out about Louis XIV Say what you don't want to do Talk about school technology Discuss homework</p> <p>4. En Famille Describe yourself and others Greet & introduce people Ask & answer questions when staying with a French family Talk about helping at home Talk about the past & present Say what you have done recently Talk about presents & souvenirs Say goodbye & thank you</p> <p>5. Bon Appétit Find out about cafes in France Say what drinks you like Buy snacks Describe food and meals Understand a short story</p>

	<p>Discuss what you like to eat & drink Order a meal</p> <p>6. En Voyage Talk about travel plans Understand information about train journeys Ask for information and tickets Find out about air travel Describe a journey Describe a day out Discuss what you did recently Find out about William the Conqueror</p> <p>7. Ça va? Discuss clothes & what to wear Describe people's appearance Talk about parts of the body Understand a longer reading text Say how you feel & describe what hurts</p> <p>8. On va s'amuser Learn about Nîmes Find out what's on Discuss going out Exchange contact details Accept or decline an invitation Talk about a match Discuss sport at school Describe a recent weekend Talk about reading</p>
Content	<ul style="list-style-type: none"> € <i>Acheter, préférer</i> and other -er verbs € <i>Vendre</i> and other -re verbs € <i>Choisir</i> and other -ir verbs € Say there isn't any of something, using <i>ne....pas de (d')</i> € Say there isn't any more of something, using <i>ne.....plus de (d')</i> € Prepositions with towns, countries, continents € Partir, venir € Aller + infinitive € Pouvoir + infinitive € Apprendre & comprendre € The comparative with plus que € Reflexive verbs € Vouloir + infinitive € Dire, lire, écrire € Perfect tense with avoir € Expressions of time € Ce, cet, cette, ces € Boire € Pour + infinitive € Perfect tense of irregular verbs € Ask questions in the perfect tense € Use the negative in the perfect tense € Perfect tense with être € Mettre with clothing € Object pronouns le, la, les

	<ul style="list-style-type: none"> € The imperative form € Dormir € Voir, sortir € Comparative with moins/aussi que
Course outcomes	<p>Listening and Responding To organise and respond to key ideas from spoken texts in familiar contexts</p> <p>Reading and Responding To organise and respond to key ideas from written texts in familiar contexts</p> <p>Speaking To interact with others by sharing key points of information in French</p> <p>Writing To understand and develop writing skills on a moderate level To write texts to present key points of information in French</p> <p>Communication To share information and ideas in a small group</p> <p>Cultures To understand and compare/contrast own culture to that of Francophone nations</p>
Types of assessment	<ul style="list-style-type: none"> € End of unit tests € KPI assessments each term € End of year exam
Methodology	<p>A variety of teaching strategies and approaches are used to help students remain focused and to make teaching effective and enjoyable e.g.</p> <ul style="list-style-type: none"> € Group work € Pair work € Individual work € Games € Different kinds of listening activities such as selective and detailed listening € Different kinds of oral work such as conducting surveys, role plays, songs, interviews and presentations € Different kinds of written work such as dialogues, short letters/essays, fill in the blanks etc. € Using Information Technology
Text and materials	<p>Text book Tricolore 2 Total series from the United Kingdom</p> <p>Workbook</p> <p>CDs</p> <p>Flashcards</p> <p>Worksheets</p> <p>Information Technology</p> <p>Websites</p> <p>DVDs</p> <p>Realia</p>
Grading policy	<p>All assessment is criterion referenced and aligned to learning objectives as outlined in the teacher's projections for the term. Teachers mark work on the basis of mark schemes made in collaboration with colleagues of the same year group.</p> <p>Formative assessments may be given a mark, a grade or a comment. It values teacher judgment and informs the learner about strengths and areas of development. All summative assessments are graded on a scale as published in the whole school assessment policy.</p>
Additional expectations	<p>For learning a Foreign Language regular revision of vocabulary and grammar is necessary. Additional reading (story books, according to the language level the student has achieved) is strongly recommended, as are the language websites to which the school has a subscription.</p>

SPANISH

Length of Course	This is the second year of a Three Year Key Stage 3 course
Course description and aims	<p>During the course of the one year the students will develop the knowledge, understanding and the listening, reading, speaking and writing skills necessary for effective interaction in Spanish. Students will develop knowledge of the culture of Spanish-speaking communities and an understanding of the interdependence of language and culture, thereby encouraging reflection on their own cultural heritage. The purpose of the Modern Foreign Languages programme is to develop the skills of listening, speaking, reading and writing. This is done through purposeful and fun activities which build up language gradually. The emphasis is on real language which will become the useable property of the learner.</p>
Main concepts and topics covered	<p>1. Mi vida Talk about activities during free time Describe friends using adjectives Understand nationalities Talk about places in town Do an extended interview</p> <p>2. ¡Diviértete! Talk about television programmes Talk about films Make plans Make excuses Say what someone else likes or dislikes</p> <p>3. Mis vacaciones Describe past holidays Say what you did on holiday Give more details of your holiday Give a presentation about holidays Learn more about Spanish-speaking countries</p> <p>4. La comida Talk about mealtimes Shop for food Eat at a restaurant Talk about a past meal Use the preterite of different verbs</p> <p>5. La ropa Talk about clothes Talk about school uniform Choose an item of clothing Talk about a trip to Argentina Talk about different types of shops</p> <p>6. Me duele ... Learn the parts of the body Describe symptoms Talk about healthy and unhealthy food Talk about healthy living Talk about lifestyle changes</p>

Content	<ul style="list-style-type: none"> € Express opinions using <i>me gusta...</i> € Use <i>y, pero, también, nunca</i> € Use the near future tense (<i>ir a + infinitive</i>) € Give opinions using adjectives € Compare things using <i>más...que</i> € Use <i>querer</i> and <i>poder</i> € Use phrases with infinitives € Use the preterite of <i>ser</i> and <i>ir</i> € Use the preterite of <i>-ar</i> verbs € Express opinions about past events € Use time expressions € Understand the difference between <i>tú</i> and <i>usted</i> € Use the preterite of <i>-er</i> and <i>-ir</i> verbs € Make colours agree € Use comparative and superlative adjectives € Use <i>se puede</i> to say what can be bought there € Use <i>me duele</i> and <i>me duelen</i> € Use <i>para</i> to make more complex sentences € Use three tenses together
Course outcomes	<p>Listening and Responding To organise and respond to key ideas from spoken texts in familiar contexts</p> <p>Reading and Responding To organise and respond to key ideas from written texts in familiar contexts</p> <p>Speaking To interact with others by sharing key points of information in Spanish</p> <p>Writing To understand and develop writing skills on a moderate level To write texts to present key points of information in Spanish</p> <p>Communication To share information and ideas in a small group</p> <p>Cultures To understand and compare/contrast own culture to that of Spanish speaking nations</p>
Types of assessment	<ul style="list-style-type: none"> € End of unit tests € KPI assessments each term € End of year exam
Methodology	<p>A variety of teaching strategies and approaches are used to help students remain focused and to make teaching effective and enjoyable e.g.</p> <ul style="list-style-type: none"> € Group work € Pair work € Individual work € Games € Different kinds of listening activities such as selective and detailed listening € Different kinds of oral work such as conducting surveys, role plays, songs, interviews and presentations € Different kinds of written work such as dialogues, short letters/essays, fill in the blanks etc. € Using Information Technology
Text and materials	<p>Text book Mira 2 Express from the United Kingdom</p> <p>Workbook</p> <p>CDs</p> <p>Flashcards</p> <p>Worksheets</p> <p>Information Technology</p> <p>Websites</p>

	DVDs
Grading policy	<p>All assessment is criterion referenced and aligned to learning objectives as outlined in the teacher's projections for the term. Teachers mark work on the basis of mark schemes made in collaboration with colleagues of the same year group.</p> <p>Formative assessments may be given a mark, a grade or a comment. It values teacher judgment and informs the learner about strengths and areas of development. All summative assessments are graded on a scale as published in the whole school assessment policy.</p>
Additional expectations	For learning a Foreign Language regular revision of vocabulary and grammar is necessary. Additional reading (story books, according to the language level the student has achieved) is strongly recommended, as are the language websites to which the school has a subscription.

MATHEMATICS

Length of Course	The second year of a two year Key Stage 3 course
Course description and aims	<p>Mathematics is important in everyday life and the study of mathematics enables students to apply their knowledge, skills and understanding to relevant real world situations.</p> <p>In Key Stage 3 pupils in mathematics follow the 2014 National Framework. Pupils are encouraged to develop and practise their mental arithmetic skills and formalise their recording of mathematics by developing standard methods. The work covered in Year 8 builds on the work covered in Year 7.</p> <p>Year 8 students are taught in ability sets and they have six mathematics lessons per fortnight.</p>
Main concepts and topics covered	<p>Number and Algebra</p> <p>Geometry and Measure</p> <p>Statistics</p> <p>Mathematical reasoning and applications</p>
Contents	<p>Students in Year 8 will cover the following concepts:</p> <ul style="list-style-type: none"> • Factor and powers • Expressions and equations • 2D shapes and 3D solids • Decimals and Ratio • Transformations • Fractions, decimals and percentages • Constructions and loci • Probability • Scale drawings and measures • Graphs • Lines and angles
Course outcomes	<p>The study of mathematics encourages your child to develop the following skills:</p> <ul style="list-style-type: none"> • mathematical reasoning • increasing fluency of computation • developing a competence with formal algebra • developing an understanding of 2D and 3D shapes • handling data • estimation • problem solving • logical reasoning • the ability to think in abstract ways
Types of assessment	Assessment by the teacher is carried out during the learning process through a variety of tasks including the use of ActiveLearn interactive

	<p>digital resources, mini white boards, 10 quick questions, unit assessments, observation and the marking of written work.</p> <p>Students are encouraged to make self-assessments by reflecting on their work and completing the student appraisal before the Student Led Conferences (SLC). There are three formal written assessments during the year including a final year exam in the summer term.</p>
Methodology	<p>A variety of teaching styles are used to cater to the different learning styles of students. A range of activities which involve individual work, group work, project work, flipped learning and investigations are used to deliver the curriculum.</p>
Text and materials	<p>Pearson KS3 Maths Progress Theta 2 and Delta 2. Students have access to the Pearson Digital Platform called ActiveLearn. The link to the website is available through the BISR VLE.</p> <p>Students also have access to MyMaths www.mymaths.co.uk</p> <p>These materials are supplemented by a wide variety of teacher's personal favourite work sheets, games and activities.</p> <p>Useful websites: www.pearsonactivelearn.com www.mathswatchvle.com/ www.bbc.co.uk/schools/ks3bitesize/maths/ http://nrich.maths.org/students www.emaths.co.uk</p>
Grading policy	<p>Both formative (teacher) and summative (formal test) assessments are referenced to the criteria in the National Curriculum. Teachers report a progress and attainment to parents 3 times a year. Students are encouraged to be aware of their progress through the gap analysis to set their personal target.</p>
Additional expectations	<p>Year 8 are expected to complete two sets of homework a week, each homework should last approximately 30 minutes. One of the tasks will be an on-line homework.</p> <p>Activities to do at home: Encourage your child to practise mental arithmetic- working out change and sale prices in shops, to play number, board and card games, revising key concepts covered in Year 7 and completing additional activities from the available resources.</p> <p>Students are expected to bring: a ruler, calculator, pen, pencil, geometry set, iPads and their exercise books to every lesson.</p>

MUSIC

Length of Course:	The first year of a three year Key Stage 3 course.
Course description and aims:	<p>Year 8 pupils will build on their previous knowledge and skills through performing, composing and listening. They will develop their vocal and/or instrumental fluency, accuracy and expressiveness, and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions.</p> <p>They will listen with increasing discrimination and awareness to inform their practice as musicians. They will use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.</p>
Main concepts and topics covered	<ul style="list-style-type: none"> • Jazz and Blues • Film Music • Samba • Guitar and Ukulele skills through ‘Band’ work • Keyboard and Drum Skills through ‘Band’ work. • VIP Music Technology
Contents:	<ul style="list-style-type: none"> • Jazz and Blues - Pupils begin by learning about the history, origin and development of the Blues and its characteristic 12-bar Blues structure exploring how a walking bass line is developed from a chord progression. • Film Music - pupils explore the challenges and musical devices used in film soundtrack composition. The unit focuses on three genres of film soundtrack: Action/Thriller Soundtracks, ‘Western’ Soundtracks and “Horror Movie” Soundtracks. <p>They perform a number of “James Bond” Themes.</p> <ul style="list-style-type: none"> • Samba - Through performing Samba pupils will learn the sounds and understand the roles of each instrument used in Samba and experience the exhilaration and physical impact of percussion ensemble music. • Band skills – skills on Guitar, Ukulele, Drums, Keyboard and Voice, will develop through listening, practising and performing a variety of songs. • Music Technology – VIP and Sibelius programs to compose and arrange music.
Course outcomes	<p>Students will be able to:</p> <ul style="list-style-type: none"> • play and perform confidently in a range of solo and ensemble • improvise and compose; and extend and develop musical ideas • use staff and other relevant notations appropriately and accurately • listen with increasing discrimination to a wide range of music

Types of assessment:	Assessment is carried out by the teacher and involves marking of teacher set tasks, observations and self and peer assessment for each taught unit. In addition to this there is an end of year examination covering all the topics taught for the year.
Methodology:	A variety of techniques and teaching styles are used to cater for the diverse learning styles of our students. They include individual and group activities, research and investigation, and project work to encourage independence and creativity
Text and materials:	Mixture of teacher prepared materials and online multimedia resources. Instrumental resources from the department.
Grading policy:	All formative assessments will use our working without levels 'can do' statements. Students will be made aware of the assessment statements for each of the four categories – Mastered, Secure, Developing and Emerging. Students will be encouraged to set realistic targets and also self-assess their work before teacher assessment.
Additional expectations:	Involvement in extra curricula music.

Science

<p>Course Description and Aims</p>	<p>Science at BISR includes three main units of study: Biology, Chemistry and Physics and follows the English National Curriculum. There are four topics within each unit which are taught on rotation with each class having access to a subject specialist. We use Pearson's 'Exploring Science – Working scientifically' package as the basis for our year 8 course.</p> <p>Along with learning the subject content, pupils will also be developing their science skills in line with the National Curriculum. These key skills are linked to developing an understanding of scientific attitudes, experimental skills and investigations along with analysis and evaluation.</p> <p>All science learning in year 8 is assessed using the EDSM framework.</p>
<p>Main Topics</p>	<ul style="list-style-type: none"> • 8A Food and Nutrition • 8B Plants and their reproduction • 8C Breathing and Respiration • 8D Unicellular organisms • 8E Combustion • 8F The periodic table • 8G Metals and their uses • 8H Rocks • 8L Fluids • 8J Light • 8L Earth and Space
<p>Course Outcomes</p>	<ul style="list-style-type: none"> • To develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics • To develop understanding of the nature, processes and methods of science through different types of science enquiries that helps them to answer scientific questions about the world around them • To be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future
<p>Types of Assessment</p>	<p>Pupils will receive tests at the end of every topic where they will be assessed on their knowledge and understanding of the topic they have covered. The tests will be reported using EDSM.</p> <p>Pupils will also be assessed on their science skills by using an EDSM grading. The pupils will be observed or questioned on a specific skill relating to the curriculum and given an EDSM score accordingly. This practical assessment is designed to raise the practical skill level and understanding of the students.</p>
<p>Methodology</p>	<p>Pupils will be taught science in a variety of different teaching styles that incorporates Visual, Auditory and Kinaesthetic activities. There will be times when pupils work individually, in pairs or in groups hence developing their communication skills. Self and peer assessment will be undertaken throughout the lessons, enabling pupils to understand how to improve using the Point Action Response (PAR) marking response.</p>
<p>Text and Materials</p>	<p>Textbooks will be assigned to each pupil and should be brought into school every day they have a science lesson, or they can be left at school in the teacher's classroom. Please make sure that your child handles the textbook responsibly.</p>
<p>Grading Policy</p>	<p>The only work that will be formally assessed will be end of topic tests and the specific skills. These will receive an EDSM grade along with a PAR marking response were appropriate.</p>
<p>Additional Expectations</p>	<p>Homework – We have chosen to use the VLE and our innovative Flip Learning topics are: 8B Plants and their reproduction, 8L Earth and Space and 8H Rocks. These flip learning tasks represent the</p>

	<p>homework we expect a child in year 8 to do. The teacher may on occasion ask the children to complete the odd piece of work at home, but the expectation is that the Flip Learning task is where the child should focus their homework time.</p>
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