



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 view points and consider unusual angles when observing for drawing.</p>
Main concepts and topics covered	<p>Programme of study followed includes three projects:</p> <ul style="list-style-type: none"> • Viewpoints (exploring different angles/ drawing) • Japanese lanterns (3D structure/ printing) • Mexican ex-votos (painting skills)
Contents	<p>Term1 We arrange still lives and draw them from different and unusual angles. We observe objects through unusual shapes (keyholes etc.) and draw what we see.</p> <p>Term 2 We research into the intricate art of Japan. We analyse the importance of Hokusai's 'Great wave' and its popularity, and look into structures of lanterns. Painting or printing on the lantern with precision being the focus.</p> <p>Term 3 The art of expressing gratefulness in Mexico is investigated (Ex-votos). Painting on wooden plaques and investigating meaning in what we are grateful for.</p>
Course outcomes	<p>The study of Art & Design encourages students to develop the following skills:</p> <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	<p>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).</p> <p>Assessment at Key Stage 3 is measured against level descriptors outlined within the National Curriculum for Art & Design. All Art & Design skills, addressed by the National Curriculum, are taught within the themes outlined above, and assessed both in class and for independent learning homework tasks. Students are encouraged to become involved in the assessment of their own work and that of peers. We discuss marking criteria and lesson objectives thoroughly to ensure that students are aware of what level they are working towards and how they are going to achieve this. Self-assessment and peer assessment opportunities are also used.</p> <p>There is an exam at the end of Year 8 that mainly tests students' observational skills.</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, paired work, group work, project work and investigations are used to deliver the curriculum.</p>
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 marks that correspond with National Curriculum levels. Students could be awarded a 4, which would be represented as 4c, or 4b, 4a. The letters a & b indicate what sub-level they have reached, for example 3b is half way to 4c and 3a is nearly a level 4c. All homework is graded in this way together with an effort grade of one of the following; (D) poor, (C) satisfactory, (B) good, or (A) excellent. It is hoped that all students will achieve at least a good for effort, which will require at least half an hour's worth of work at home.</p>
Additional expectations	<p>Art & Design easily links to all other subject areas; however we have specifically teamed up with the Music department in the second term, to deliver a cross-curricular approach. Students will study Music from Japan and Mexico.</p> <p>The Art department holds a twice-weekly Art club after school. This is an opportunity for students to continue with class work, ask for help with homework, or use the department's resources, books, computers, printers, paints etc.</p> <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 cyber bullying) 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.

DRAMA

Length of Course	This is the second year of the three year Key Stage 3 Drama course.
Course description and aims	Students will embark on new schemes of work exploring different imaginary worlds. Students will continue to develop their confidence and ability to perform through composed, improvised and experiential drama. They will develop drama through episodic scenes, which increasingly complexities the drama. Reflective phases both from role and outside the drama, enable the critical development of character and allows the drama's significance to be fully realised.
Main concepts and topics covered	The course aims to develop an understanding of human experience in particular circumstances. To develop belief, commitment and integrity of feeling when performing in drama. To develop an awareness in the participants of being both actors and audience. Students take an increasing share in making decisions about the work, fulfilling the function of playwright. Students will be able to communicate using a range of subject specific terminology.
Contents	Students will develop fictional characters through the re-creation of past lives and memories. Time will be introduced as a structural concept, using the dramatic conventions of time to create tension (between the past, present and future of a character). In their drama work students will explore notions of public and private behaviour. They will experiment using different media genres within the drama form, such as a TV news report or old family movies. New drama conventions will include forum theatre, telephone conversations, play within a play and writing from role. Students will continue to explore and experiment with a range of attitudes, opinions, points of view and voices.
Course outcomes	Students will have made their own relationships to the subject or theme of the drama and created their own personal responses. A large proportion of the content of the drama lesson is contributed by the student, this is not easy to specify or predict and so the outcome remains largely unpredictable. But generally speaking students will be more confident when performing in front of an audience. Motivation and understanding will be strengthened, language use extended, flexibility of thinking encouraged, concepts tested and opportunities created for creative thinking and problem-solving.
Types of assessment	There will be summative assessments in particular skills at regular intervals throughout the year. The assessment will cover a wide range of skills dependent on the unit. Throughout the year students will receive verbal feedback during lessons and will be encouraged to discuss their development with others. They will be also be assessed on their level of commitment to the work; the ways in which they reflect on the experience both within and outside the drama; their capacity to see wider implications and to draw.
Methodology	Lessons are practical and structured to allow for spontaneity, whilst engaging students in purposeful learning. The teacher sometimes works within the dramatic fiction, taking a role, sometimes outside it, setting tasks and prompting reflections on the drama. Students will be expected to contribute to the lesson throughout and attend with their subject journal, which will be used during the lesson to make notes and record their development.
Text and materials	Where scripts are used during the course, these will be provided in the lesson. Students may be expected to organise costumes and props where appropriate. Students will be recording work in a journal which will support the practical work they experience.

Grading policy	Students will be assessed against the Drama levels stipulated by the Arts Council UK. These levels are designed to assess students within the three standards of responding, developing and evaluating. Grading will be given through verbal and written feedback at the end of units and through the reports. The students will be given the levels at the start of the year so they can track their progress as they move through the course.
Additional expectations	For students to build and develop their knowledge we encourage them to experience a wide range of theatre and therefore students should seek opportunities to be involved in Theatre. School shows and visiting the theatre will allow them to develop their own personal knowledge of the subject and enhance their learning experience.

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 organised 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	The broad aims of the course are to help students to: <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	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 and maintain a record of that reading. <p>Language work will include:</p> <ul style="list-style-type: none"> • Writing to persuade, entertain, 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	Students will develop fictional characters through the re-creation of past lives and memories. Time will be introduced as a structural concept, using the dramatic conventions of time to create tension (between the past, present and future of a character). In their drama work students will explore notions of public and private behaviour. They will experiment using different media genres within the drama form, such as a TV news report or old family movies. New drama conventions will include forum theatre, telephone conversations, play within a play and writing from role. Students will continue to explore and experiment with a range of attitudes, opinions, points of view and voices.
Course outcomes	Attainment/Assessment targets: <p>Reading Students will:</p> <ul style="list-style-type: none"> • Identify different layers of meaning and comment on their significance and effect • Give personal responses to literary texts, referring to aspects of language, structure and themes in justifying views, and making connections to real life experiences • Summarise a range of information from different sources <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 organise ideas into well-developed, linked paragraphs; spell irregular words accurately • Present work neatly and legibly <p>Speaking and Listening Students will</p> <ul style="list-style-type: none"> • Use standard English fluently in formal situations • Adapt talk to the demands of different contexts, purposes and audiences; show understanding of ideas and sensitivity to others; demonstrate knowledge of language variety and usage 																																		
Types of assessment	A combination of formative and summative assessments will be used. National Curriculum levels will be based on a variety of tasks covering a range of skills. This will be a combination of home and class assignments.																																		
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	Shakespeare made easy Romeo and Juliet Developing Poetry Skills Buddy	Modernised by Alan Durband Geoff Barton Nigel Hinton
Grading policy	Timed and coursework pieces are graded using UK National Curriculum Levels.	
Additional expectations	<p>Wider Reading Programme</p> <p>Wider Reading: In conjunction with the library, students are encouraged to participate in our Reading Challenge. This is designed to foster an enjoyment of books and will be active through the academic year. An attempt will be made to introduce students to a wide range of fiction and non-fiction writing. In the course of this reading, the students will have the opportunity to write book reviews, story outlines, beginnings/chapters of different kinds of books, design book jackets, blurbs and make book presentations.</p>	

FOOD TECHNOLOGY

Length of Course	The second year of a three year Key Stage 3 course
Course description and aims	<p>Food is very much a global issue, which is of everyday importance to everyone around the world and a necessity in life. Everybody is a consumer, user and maker of food. It is our aim to educate our students about food and where it comes from. We aim to provide them with the knowledge and skills to make their own food and have a clear understanding of it, which ultimately impacts directly on their quality of life.</p> <p>Within the Year 8 Food Technology course we look in detail at Pastry and Bread Products, which incorporates developing an understanding of the Function of Key Ingredients, Nutrition and Quality Control, whilst also reinforcing knowledge of food safety and hygiene learned previously.</p> <p>All of this continues to build on the foundations laid in Year 7, and increases our student's skills base giving them the confidence to cook independently.</p>
Main concepts and topics covered	<ul style="list-style-type: none"> - Pastry products and the pastry making process. - Bread products and the bread making process - The Function of Ingredients - The Function of Nutrients in the Human Body - Food Hygiene, and Safety - Cross Contamination
Contents	During the 10 week rotation we look in detail at the function of four key ingredients, and through our practical work see these functions in action. We also look in detail at Nutrients and their function within the human body. Again we touch upon Food Hygiene and Safety issues, including cross contamination and personal hygiene and its importance in the kitchen environment. Some of the dishes that we make in Y8 include Quiche, Dutch Apple Lattice and Cinnamon Rolls.
Course outcomes	<p>The study of Food Technology encourages your child to develop the following skills:</p> <ul style="list-style-type: none"> • Practical cookery skills • Working with a variety of food groups • Analytical/Evaluation skills • Problem solving • Team and Paired Work • Function of Foods • Nutrition and the Human Body
Types of assessment	<p>Assessment by the teacher is carried out during the learning process through a variety of tasks including assessed practical work, assessed theory tasks and homework tasks.</p> <p>Students also perform self assessments by reflecting on their practical work against national curriculum criteria and identifying for themselves what areas they feel they should make improvements in order to progress through the levels. Students also assess each other's work, and suggest improvements that could be made.</p> <p>Students are also assessed by the end of year exam which is completed towards the end of the school year.</p>

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, project work and investigations are used to deliver the curriculum.
Text and materials	Students will soon be able to access the recipes made in class via the school website.
Grading policy	In Food Technology all grading is done in line with National Curriculum criteria. Students and their teachers constantly review work in line with this criteria in order to ensure progress is being made. Both formative (teacher) and summative (formal test) assessments are undertaken in Food Technology. Teachers report a level to parents 3 times a year. Students are encouraged to be aware of their progress through the sub levels by personal target setting and monitoring through self assessment.
Additional expectations	<p>Year 8 are expected to complete one home work a week lasting approximately 30 minutes. Sometimes larger project based pieces of homework are set, which are spread over more than one week.</p> <p>Students are expected to bring an appropriate container to take their food home in when undertaking practical lessons in Food Technology. All food is provided for students to cook.</p>

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 should also develop an understanding of interaction with the environment, contrasting opportunities and interrelationship between different communities.</p> <p>The syllabus is related to the National Curriculum of England though, modified to suit local requirements.</p>
Course Aims	<p>The aim of geography in year 8 is to provide students with a more in depth understanding of the physical forces which shape our earth, and to teach them about why the interaction of humans in their environment is such a fragile balance.</p> <p>In this year group, the students develop their Geographical skills further learning to annotate diagrams and think more about Geographical process.</p>
Main concepts and topics covered	<p>River & Floods</p> <p>Students study how water shapes the land; how people manage water resources and the importance of water.</p> <p>[1] The Water Cycle [2] River Processes [3] Upland Features [4] Lowland Features [5] Why Rivers Flood? [6] River Management</p> <p>Living with Volcanoes & Earth quakes</p> <p>This unit looks at the causes and effects of earthquakes and volcanoes and how people can help to reduce their effect.</p> <p>[1] Structure of the Earth [2] Plate Tectonics [3] Volcanoes [4] Earthquakes [5] Tsunami [6] People & Disaster [6] Case Study - Population</p> <p>Ecosystem</p> <p>A study of the natural world and the many and varied inter-actions which make each Biome so unique. Also how fragile ecosystems can be managed and protected.</p> <p>[1] What is an Ecosystem? [2] The Tropical Ecosystem [3] Deforestation [4] Savanna Lands [5] Antarctica</p> <p>Tourism</p>

	<p>This unit looks at all aspects of tourism, both the local, regional and international dimensions of this global business.</p> <p>[1] What is Tourism [2] Why Tourism is Important. [3] Europe Tourism [4] Tourism in UK & London [5] An Island in the Mediterranean [6] Tourism in an LEDC [7] Managing Tourism</p> <p>Population</p> <p>Students look at population; distribution, density, planning and change across the globe.</p> <p>[1] Where do people live? [2] Population Change [3] Population Pyramid [4] Migration in Europe [5] Migration Issues [6] Population Case Study</p> <p>End of Year Project – A project to create a 3D resource, the student can select the topic from a list of subjects covered in the year.</p>						
Course outcomes	<p><u>Skills Acquired</u></p> <ul style="list-style-type: none"> • Source analysis including data and graphical interpretation • Mapping • Time management • Model/ Poster making • Decision making • Presentation • Critical thinking • Ability to explain “Why” a human/physical feature or process might occur. • Ability to suggest basic reasons why features might differ in different regions of the world • Ability to use located examples on a local/regional/global scale • Provide case study examples as evidence for my answers 						
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="432 1599 1078 1827"> <thead> <tr> <th>Type of Assessment</th> <th>% Weightage</th> </tr> </thead> <tbody> <tr> <td>Assignments</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	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 • Book marks and charts made by students • Tests
Methodology	<p>Methods used for teaching Geography include:</p> <ul style="list-style-type: none"> • Class discussions involving the students • Explanation of concepts by the teacher • Clarification of key concepts using OHP (slides, DVDs and video cassettes) • 'Student – centred' activities like individual presentations • Usage of flipcharts and interactive activities using the Inter Active White Board • Role plays • Projects on relevant topics • Making of charts and models by the students
Text and materials	<p>Geography 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 Geography 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	<ul style="list-style-type: none"> • The students will need to use an Atlas as and when required • The students need to carry their own stationery • Maps will be provided as and when required • The students need to carry their writing books and text books for every lesson • All pieces of homework are important – whether reading or writing or researching • Even if a piece of homework is not formally set the teacher expectation would be for students to complete all class work, make a note of any key term and definitions in the back of their books and read through their recent work before next lesson

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, Witchcraft, The English Civil War, The History of Plains Indians & the Story of the Titanic.</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>How did medieval Monarchs keep control?</u></p> <ul style="list-style-type: none"> • Causes of the Peasants' Revolt, 1381 • Events of the Peasants' Revolt, 1381 • The effects of the Peasants' Revolt • Peoples' rights: their demands; their achievements <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) • From marriage to divorce • The Reformation • Dissolution of the monasteries • The Pilgrimage of grace • 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"> • Who should Elizabeth marry? • Problems faced by Elizabeth • Religious problems under Elizabeth • Portraits • The execution of Mary, Queen of Scots • Spanish Armada • An obituary for Elizabeth <p><u>Source based enquiry on Witchcraft</u></p> <ul style="list-style-type: none"> • How were witches identified? • Did witches really exist? • Why did people think witches exist?

	<ul style="list-style-type: none"> • Why were Witch finders so active in the 1640s • Why did the number of witchcraft trials decline? <p><u>How did the Plains Indians survive on the Plains?</u></p> <ul style="list-style-type: none"> • Lifestyle and beliefs of the Plains Indians • Conflict between Indians and white settlers • Perceptions of Native Americans • The reality of a cowboys life and work • Battles to end the Plains Indians <p><u>The Plague and Fire of London</u></p> <ul style="list-style-type: none"> • Causes, effects, treatments and significance of the Plague • Causes, events and effects of the Fire of London <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 <p><u>Case Study: The Titanic</u></p> <ul style="list-style-type: none"> • The building of the Titanic • Why did the Titanic sink? • Who was to blame? • Who was on board the Titanic? • Did White Star Line claim Titanic was unsinkable or was that what people believe? • An extended piece of writing on using sources to support your answer – ‘Whose fault was the sinking of the Titanic?’ • Why was the sinking of the Titanic such a memorable event? • Lessons learned 						
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 <p>Chronological understanding</p> <ul style="list-style-type: none"> • 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="432 1621 1278 1856"> <thead> <tr> <th>Type of Assessment</th> <th>% Weightage</th> </tr> </thead> <tbody> <tr> <td>Assignments Peasants Revolt, Henry VIII, Mary I, Native Americans / Witches Project, Titanic</td> <td>60</td> </tr> <tr> <td>Tests: End of Year 8 Exam taken in May</td> <td>40</td> </tr> </tbody> </table>	Type of Assessment	% Weightage	Assignments Peasants Revolt, Henry VIII, Mary I, Native Americans / Witches Project, Titanic	60	Tests: End of Year 8 Exam taken in May	40
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Assignments Peasants Revolt, Henry VIII, Mary I, Native Americans / Witches Project, Titanic	60						
Tests: End of Year 8 Exam taken in May	40						

Length of Course	1 school year
	<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
Methodology	<p>The methodology used in Year 8 is interactive and varied.</p> <p>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	<p>Homework</p> <p>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.</p>

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 • 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>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.</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. 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 <i>phrases with infinitives</i> • 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 • 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>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 three 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 National Numeracy Strategy. Pupils are encouraged to develop and practice 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 processes and applications</p>
Contents	<p>Term 1 Powers and roots, sequences, angles on parallel lines, mutually exclusive events, percentage increase and decrease, index notation, volume of cuboids, imperial units,</p> <p>Term 2 Gradients of a straight line, multiplying and dividing decimals, enlargements, more complex linear equations, stem and leaf diagrams.</p> <p>Term 3 Adding and subtracting fractions, expanding and simplifying expressions and equations, using algebra, graphs and diagrams to solve problems, circumference and area of a circle.</p>
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,3D shapes • Handling data • Estimation • Problem solving • Logical reasoning • The ability to think in abstract ways
Types of assessment	<p>Assessment by the teacher is carried out during the learning process through a variety of tasks including the use of mini white boards, quick 10 questions, 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 two formal written texts during the year. With a final year exam in the summer term.</p>
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, group work, project work and investigations are used to deliver the curriculum.

Text and materials	<p>New Maths Frameworking Year 8. Students are issued with a text book and practice book suitable for their ability. These texts are available electronically through the BISR VLE.</p> <p>Students also have access to MyMaths http://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:</p> <p>http://www.bbc.co.uk/schools/ks3bitesize/maths/ http://nrich.maths.org/students http://www.emaths.co.uk http://www.bbc.co.uk/bitesize/ks3/maths/</p>
Grading policy	<p>Both formative (teacher) and summative (formal test) assessments are referenced to the criteria in the National Curriculum levels. Teachers report a level to parents 3 times a year. Students are encouraged to be aware of their progress through the sub levels by personal target setting.</p>
Additional expectations	<p>Year 8 are expected to complete two sets of home work a week, each home work should last approximately 35 minutes. One of the tasks may be from MyMaths.</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,</p> <p>Students are expected to bring: a ruler, geometry set, calculator, pen, pencil and their mathematics books to every lesson.</p>

MUSIC

Length of Course	1 academic year
Course description and aims	Year 7 students will learn about all aspects of music through a journey that promotes understanding of Western Classical Music from C16th to the present focusing on the "Building Blocks" and "Syntax" of the Western "notated" musical tradition to draw a connection between the past and modern musical genres.
Main concepts and topics covered	<ul style="list-style-type: none"> • The Baroque Period • The Classical Period • The Romantic Period • The Modern Period
Contents	A historical appreciation from the Baroque era onwards seeks to clarify how our musical language is developed in context with social and cultural circumstances.
Course outcomes	Students will gain an understanding of how the Western musical language has developed from the "notated" tradition of music and how it relates to modern musical language.
Types of assessment	Assessment is based on <ul style="list-style-type: none"> • Written work • Performance • Creative / Compositional tasks
Methodology	A combination of taught elements and autonomous research orientated tasks are fused with practical and creative activities throughout the course.
Text and materials	Mixture of teacher prepared materials and online multimedia resources Instrumental resources from the department.
Grading policy	Reflective of the expectations as outlined in the National Curriculum of England and Wales.
Additional expectations	Development of general musicianship.

SCIENCE

Course description and aims	Key Stage 3 Science includes three main units of study: Biology, Chemistry and Physics. There are usually four topics within each unit which are taught in a specific order throughout the year. Along with learning the subject content, pupils will also be developing certain skills to help them become more independent learners in science. These skills include; Practical experimentation, thinking scientifically, communicating and collaborating, working critically with evidence and understanding the applications and implications of Science.												
Main concepts and topics covered (in order taught through the year)	8A Food, Glorious food. 8E Water 8I Heat transfer 8H Explaining the Earth 8B Going for Gold 8F Materials and Recycling 8G All that Glitters 8K Light 8C Doctors and Diseases 8L Sound 8J Forces and Transport 8D The way of the Dodo												
Contents	As above												
Course outcomes	<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 												
Types of assessment	<p>Pupils will be completing 5 written tests throughout the year where they will be assessed on their knowledge and understanding of the topics they have covered. As a department we wanted to make sure the pupils have the best opportunities to complete their work to the highest standard. Therefore we have included when the examinations are due to take place so the pupils can prepare in plenty of time:</p> <table border="1"> <thead> <tr> <th>Due to take place</th> <th>Topics tested</th> </tr> </thead> <tbody> <tr> <td>End of September 2014</td> <td>8A + 8E</td> </tr> <tr> <td>Beginning of November 2014</td> <td>8I + 8H</td> </tr> <tr> <td>Middle of January 2015</td> <td>8B + 8F</td> </tr> <tr> <td>Beginning of April 2015</td> <td>8C, 8K + 8L</td> </tr> <tr> <td>End of May 2015</td> <td>End of year exam All topics</td> </tr> </tbody> </table> <p>Pupils will also be assessed on Science skills through Assessing Pupil Progress (APP) tasks that will be set throughout the year. These will be marked and written constructive feedback will be given back to the pupils.</p>	Due to take place	Topics tested	End of September 2014	8A + 8E	Beginning of November 2014	8I + 8H	Middle of January 2015	8B + 8F	Beginning of April 2015	8C, 8K + 8L	End of May 2015	End of year exam All topics
Due to take place	Topics tested												
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Beginning of April 2015	8C, 8K + 8L												
End of May 2015	End of year exam All topics												
Methodology	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												

	<p>communication skills. Self and peer assessment will be undertaken throughout the lessons, enabling pupils to understand how to improve.</p>
Text and materials	<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. Your child will also have access to the virtual textbook online through the VLE or can download a version onto a USB drive from a CD ROM.</p> <p>Each pupil will also be allocated a class folder. These folders will be kept in the teacher's classroom and pupils will be expected to keep these organised. Each Pupil will be keeping test assessments and APP assessments in these folders; also any other important documentation that proves that the student has successfully completed any skills based activities.</p>
Grading policy	<p>Test and APP assessments will be graded using the UK's traditional levelling system. Only tests and APP tasks will be levelled in this way but will both contribute towards the overall assessment of your child within science.</p> <p>The test levels awarded will reflect the level of learning and understanding of the subject content.</p> <p>The APP assessment level awarded will reflect the time and effort put in from the pupil but will also assess their science skill ability.</p>
Additional expectations	<p>Homework will be set following the schools Homework policy, which is 30-60 minutes per week for year 8 science. Homework's will range from worksheets that may take ½ an hour to complete to the APP activities which should take longer. Appropriate time frames will be given for the completion of the larger homework tasks. Pupils are expected to organise their homework time appropriately and not leave homework to the last minute.</p> <p>The science classroom is set up to encourage student-centred learning. Of course, there will be teacher instruction, but a main portion of your child's learning is his/her responsibility. Therefore we expect all homework's and APP activities to be completed to the highest standard and handed in on time.</p>