

**Blessed Hugh Faringdon
Catholic School and
Sixth Form Centre**



'True Teaching'

**YEAR 8
2024 - 2025**

**Curriculum Booklet
to assist Students and
Parents**

"Outstanding School"
Section 48 Inspection



Blessed Hugh Faringdon Catholic School and Sixth Form Centre



October 2024

Dear Parents and Carers,

As you are aware, at Blessed Hugh Faringdon we place great emphasis on the importance of good home school links. It is intended that this booklet will contribute to even greater mutual support, as we seek to maximise the potential of your child.

Details of the curriculum have been outlined for each subject. It is hoped this information will be valuable to you, as you support your child.

Please contact the school should you need clarification of any of these details and speak to the relevant Subject Leader or Head of Year.

Yours sincerely

A handwritten signature in black ink that reads 'Simon R. Uttley'.

Dr Simon Uttley
Headmaster

2024/2025

Head of Year 8

Miss A Buckley

Tutors

8BL

Mrs M Mandal

8DB

Mr D Carter

8MK

Mr R Howse & Ms M Sindhu

8ML

Miss C Wang & Mr A Raza

8MT

Miss T Hobson

8OR

Mr D Naches

RELIGIOUS EDUCATION

Year 8 Programme of Study

Subject Leader, Mrs L Amieiro

AUTUMN: *Term 1* **Creation and Covenant – The people of God and The Commandments**

Core Skills: Understanding how sin entered the world and how God tried to guide humanity through the 10 Commandments. Students will study how the Jewish faith is linked with Christianity. The students will also explore the application of Gods Commandments in todays world, studying key Christian figures; Desmond Doss and Sophie Scholl.

AUTUMN: *Term 2* **Prophecy and Promise – The Prophets**

Core Skills: To develop an understanding of what Prophecy is and its role in the Christian faith. Students will assess the relevance of the Prophets. Students will also explore the liturgical season of Advent.

SPRING: *Term 3* **Galilee to Jerusalem – Jesus' teachings today**

Core Skills: To investigate the teachings of Jesus and their relevance today. Students will explore key parables and miracles of Jesus and apply them to ethical and moral issues.

SPRING: *Term 4* **Dessert to Garden - The Problem of Suffering**

Core Skills: To explore the theological issue of the 'problem of evil and suffering'. Students will explore key questions such as 'why would God create suffering?' or 'Is there meaning in suffering?'. This mature topic will allow students to reflect on local and global issues.

SUMMER: *Term 5* **To the ends of the earth – Christian ideas of Life after death.**

Core Skills: To develop a knowledge and understanding of what Christians teach about life after death with a focus on Jesus' resurrection.

SUMMER: *Term 6* **Dialogue and Encounter – The 2nd Vatican council & Hinduism**

Core Skills: To develop the knowledge and understanding of the 2nd Vatican council and its impact on modern Catholicism. Students will also have an opportunity to explore another world faith, Hinduism.

Equipment:

Bible and exercise books are provided in lessons. Students often like to use their New Testament given out to them in Year 7.

Homework:

PowerPoint presentations, research topics, reading, project and display work, writing frames and extended pieces of writing to develop evaluation skills.

Assessment Schedule:

Regular assessments designed to reflect the GCSE structure, both formative and summative. Comments to help students improve will be written at the end of selected pieces of work in line with school marking policy.

Recommended Reading / Useful Websites:

- [Home \(catholiceducation.org.uk\)](http://catholiceducation.org.uk) (Catholic Resource classroom resource material)
- [YOUCAT | Catechism for beginners](http://youcat.org) (for youth Catholic catechesis)
- [CAFOD education resources for primary and secondary schools](http://cafod.org.uk)
(CAFOD Education resources – helpful for catholic social teachings)
- [Home - RE:ONLINE \(reonline.org.uk\)](http://reonline.org.uk) (Religious Studies on the web)
- [Resources - RE:quest \(request.org.uk\)](http://request.org.uk) (Religious Studies on the web)

Any queries, please contact Mrs Amieiro, Head of RE Department

Extra Resources for Gifted and Talented:

- Extended vocabulary provided in glossary
- Additional videos and discussion ideas can be found on the websites linked above.

Extra Resources for Basic Skills students:

- Keywords provided on request or “Children’s Bible”.
- Sentence structure prompts given in lesson but can be sent home for Homework.

AUTUMN: *Term 1* **Of Mice and Men or Darkside**

Reading: Character
Plot
Atmosphere
Analytical writing
Narrative techniques and structure
Context and contemporary issues

Core Skills: Analysis of language

AUTUMN: *Term 2* **Hunger Games**

This is a writing to persuade assessment where you persuade someone to replace you 'volunteer' to be in the games.

Writing and Reading combined:

Reading: Some analysis and establishment of genre (dystopia)
Writing: Writing to persuade – persuasion DARK FOREST and argument methods, core writing skill and practice- punctuation, spelling, vocabulary etc

SPRING: *Term 3* **Romeo and Juliet: this is a reading assessment based on theme**

Shakespeare: Romeo and Juliet will provide a basic contextual understanding as well as a forerunner to Macbeth that will form an important base for KS4.

Reading and Writing combined:

How to become a critic, analysing different stimuli, evaluative skills, register, creative writing, essay writing, understanding thematic aspects of writing

Core Skills: Analysis and comparative skills.

SPRING: *Term 4* **Gangsta Rap**

This is a writing assessment but will include some reading skills as students 'read' and find other writing techniques to utilise in their own writing.

Reading: Interrogating a number of different forms within the genre
The recognition and effect of literary devices

Writing: How to structure description/narrative writing
How to answer a GCSE question linked to ideas on this text.

Summer: *Term 5* **Frankenstein play**

This is a reading assessment with an emphasis on structure. It charts the changes in the monster throughout the play.

Reading: Exposure to a number of different contextual issues, genre, the Gothic, debates, structural and linguistic conventions of 19C. This also foregrounds novels studied at GCSE.

Speaking and Listening: The performance of aspects of this play

SUMMER: *Term 6* **Martyn Pig + Exam**
Assessment: end of year exam

Reading: Comprehension, narrative techniques, genre type
Investigative analysis, how to structure a story, analytical skills,
comparative skills, Views/Perspectives

Core Skills: Reading for meaning, narrative techniques and views/perspectives (writing)

Equipment:

Pen, pencil, ruler, exercise book, colouring pencils/pens, glue stick, scissors and imagination!

Homework:

One piece of written homework per week via EL menu

Assessment Schedule:

- Summative assessment of core skills after each unit
- Formative assessment throughout units

Recommended Reading:

Regular sustained practice of reading skills essential

Extra Resources for Gifted and Talented:

- www.poetry.about.com
- www.homeworktips.about.com

Extra Resources for Basic Skills students:

- www.homeworktips.about.com
- www.Shakespeare.about.com

MATHEMATICS

Year 8 Programme of Study

Subject Leader, Mrs J Hulin

Number 1	Calculations Negatives, Laws of indices Types of Number
Algebra 1	Expressions Brackets Solving Equations
Ratio & Proportion 1	Fractions Decimals Percentages Ratio
Geometry 1	Polygons Angle rules on parallel lines
Smoothie Project	Data collection Analysing data Displaying Data Using ratio and proportion with nutritional values Plans and Elevations Nets Surface Area Volume

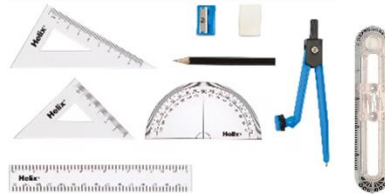
Equipment:

Pen, pencil, eraser, and pencil sharpener

Casio Scientific Calculator: [FX-83GT CW](#), [FX-85GT CW](#) or [FX-991 CW](#)

Maths set to include:

- Ruler;
- 180 degree protractor;
- Pair of compasses or compass ruler;
- Set square.



Maths Sets and Calculators (Casio FX-83GT CW) are available on parent pay as a bundle.

Homework:

1 hour per week set on SPARX maths.

SPARX maths is an AI generated homework that adjusts its difficulty to each individual students level. It is essential that students complete their homework independently to ensure that it remains at an appropriate level.

Assessment Schedule:

Mini Assessments at the end of each unit.

Termly Assessments combining all prior learning.

Recommended Reading/Useful Websites:

- sparxmaths.com
- www.bbc.co.uk/schools
- KS3 Maths: Core Book 2, ISBN: 9781292280042
- Murderous Maths by Poskitt Kjartan
- The Number Devil: A Mathematical Adventure by Hans Magnus Enzensberger

Extra Resources for Gifted and Talented:

- <https://nrich.maths.org/>
- Junior Mathematical Challenge archive | UK Mathematics Trust (ukmt.org.uk)
- KS3 Maths: Depth Book 2, ISBN: 9781292280011
- What If?: Serious Scientific Answers to Absurd Hypothetical Questions by Randall Munroe
- Maths On The Back Of An Envelope by Rob Eastaway

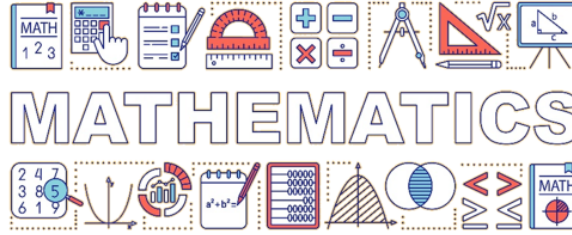
Extra Resources for Basic Skills students:

- <https://mathsmadeeasy.co.uk/ks3-revision/ks3-maths/>
- KS3 Maths: Support Book 2, ISBN: 9781292279954

SIXTH FORM

College

Apprenticeship



MATHEMATICS



GCSE Mathematics - ALL students
GCSE Statistics - SOME students

REVISION
Take part in the Intermediate UK Maths Challenge (FEBRUARY)
Probability: Probability Distributions
Algebra: Functions and Graphical Transformations
Geometry: Circle Theorems
Algebra: Algebraic Fractions

Higher
Foundation
February Mock Exams
November Mock Exams

REVISION
Ratio & Proportion: Using Ratio
Probability: Using Probability
Algebra: Simultaneous Equations

YEAR 11

Geometry: Polyhedrons and curvilinear shapes
Statistics: Collection of data
Ratio & Proportion: Direct and Inverse Proportion
Geometry: Vectors & Geometric Proof

Autumn Assessment
Spring Assessment
Summer Assessment
End of Year 10 Mock Exams

YEAR 10

Algebra: Graphs
Take part in the Intermediate UK Maths Challenge (FEBRUARY)
Statistics: Processing and Representing Data
Statistics: Summarising data
Geometry: Bearings

Algebra: Sequences & Inequalities
Geometry: Pythagoras' Theorem and Trigonometry
Take part in the Intermediate UK Maths Challenge (FEBRUARY)
Number: Place Value, Estimation, combinations, Index Laws, Standard Form & Surds

End of Year 9 Assessment
Summer Assessment
Spring Assessment
Autumn Assessment

YEAR 9

Geometry: Transformation, Loci Similarity & Congruence
Probability: Using Probability
Ratio & Proportion: Growth and Decay, Compound Measures
Algebra: Expressions, Equations, Formulae

Number: Calculations, Negatives, Powers, roots & Types of Number
Ratio & Proportion: Fractions, Decimals, Percentages & Ratio
Geometry: Polygons and Angles rules on parallel line
Geometry: Prisms

Autumn Assessment
Spring Assessment
Summer Assessment

YEAR 8

Algebra: Expressions, Brackets and Solving Equations
Take part in the Junior UK Maths Challenge (APRIL)
Statistics: Analysing & Displaying Data

Geometry: Drawing Accurately and Angle Rules
Take part in the Junior UK Maths Challenge (APRIL)
Ratio & Proportion: Fractions, Decimals, Percentages
Number: Money, time, Negatives, Types of Number & Order of Operations

Summer Assessment
Spring Assessment
Autumn Assessment

YEAR 7

Algebra: Linear Sequences and Straight-line graphs
Probability: Calculating Theoretical and Experimental Probability
Geometry: Unit Conversion and Two-dimensional shapes
Algebra: Expressions and Formulae
Introduction to Key Stage 3 Mathematics

Algebra: Linear Sequences and Straight-line graphs
Probability: Calculating Theoretical and Experimental Probability
Geometry: Unit Conversion and Two-dimensional shapes
Algebra: Expressions and Formulae
Introduction to Key Stage 3 Mathematics

Summer Assessment
Spring Assessment
Autumn Assessment

Algebra: Linear Sequences and Straight-line graphs
Probability: Calculating Theoretical and Experimental Probability
Geometry: Unit Conversion and Two-dimensional shapes
Algebra: Expressions and Formulae
Introduction to Key Stage 3 Mathematics

Algebra: Linear Sequences and Straight-line graphs
Probability: Calculating Theoretical and Experimental Probability
Geometry: Unit Conversion and Two-dimensional shapes
Algebra: Expressions and Formulae
Introduction to Key Stage 3 Mathematics

SCIENCE

Year 8 Programme of Study

Subject Leader, Miss M Dimbylow

AUTUMN: *Term 1*

Physics

- Energy
- Heat transfers
- Generating electricity

Term 2

Biology

- Scientific skills
- Healthy lifestyle
- Drugs and alcohol
- Body systems

SPRING: *Term 3*

Chemistry

- Periodic table
- Reactivity
- Compounds and reactions

Term 4

Physics

- Electricity
- Magnetism

SUMMER: *Term 5*

Biology

- Adaptation
- Inheritance
- Extinction

Term 6

Environmental Chemistry

- Greenhouse effect
- Pollution
- Polymers

Equipment: Pen, pencil, ruler, protractor, calculator, eraser, pencil sharpener, glue

Homework: A variety of tasks – written exercises, calculations, research, creative work and investigations.

Assessment Schedule: Termly examination on content covered.

Recommended Reading / Useful Websites:

- BBC Bitesize
- KS3 Science revision guide

Extra Resources for Gifted and Talented:

- Differentiated worksheets
- Extended practical tasks
- Open ended research opportunities

Extra Resources for Basic Skills Students:

- Differentiated worksheets
- Support with practicals

SIXTH FORM

College

Apprenticeship



MICROBES & HEALTH:
Communicable diseases, Defense against diseases, Drug development

Solar System, Star Life Cycles
Red Shift
FORCES:

Transformers & the National Grid
Magnetism & Motor Effect
ELECTRICITY & MAGNETISM:

Trophic Levels, Food Production
Adaptations, Interdependence & Competition, Ecosystems, Biodiversity
INTERDEPENDENCE:

Alkenes, Alcohols, Carboxylic Acids, Polymerisation
Crude oil
EARTH:

DNA, Cloning
GENETICS & EVOLUTION:
Reproduction, Variation & Evolution, Genetics & Evolution, Classification



EARTH:
Earth's atmosphere, Greenhouse Gases, Climate Change, Pollutants, Potable Water, Life Cycle Assessments, Recycling

QUANTITIES & EQUATIONS:
Purity, Formulations, Identification of unknown substances, Identification of positive and negative ions

WAVES:
Waves, EM Spectrum, Sound waves, Lenses, Black Body Radiation

YEAR 11

Monoclonal Antibodies
Plant Disease
MICROBES & HEALTH:
Communicable diseases, Defense against diseases, Drug development

Static Electricity
Series and Parallel Circuits, Domestic Uses and Safety, Energy Transfers, National Grid
ELECTRICITY & MAGNETISM:

Titration
Reactivity of Metals, Extraction of Metals, Reactions of Acids, Acids and pH, Electrolysis
TREND & PATTERNS:

The brain & Eye, Control of Body Processes, Infertility Treatments, Plant Hormones
Homeostasis, Human Nervous System, Hormonal Coordination, Hormones & Reproduction
CELLS & SYSTEMS:

QUANTITIES & EQUATIONS:
Chemical measurements, Using Amount of substance, Concentrations, Yield & Atom Economy, Using Concentrations

INTERDEPENDENCE:
Photosynthesis, Respiration, Metabolism

ENERGY:
Isotopes, Atoms & Nuclear Radiation, Hazards & uses, Fission & Fusion

PHYSICAL CHEMISTRY:
Exothermic & Endothermic Reactions, Energy Changes, Rates of Reactions, Reversible Reactions, Chemical Cells

FORCES:
Forces & Interactions, Forces & Elasticity, Forces & Motion, Newton's Laws, Moments, Levers & Gears, Fluid Pressure

Nanotechnology
Ionic, Covalent and Metallic Bonding, Allotropes of Carbon
PARTICLES:

Energy Stores and Systems, Energy Changes, National & Global Resources
ENERGY:

Culturing Microorganisms
Cell Structure, Cell Division, Transport in Cells
CELLS & SYSTEMS:

ENERGY:
Density, Internal and External Energy Transfers, Gases, Gas Pressure

CELLS & SYSTEMS:
Human organ and organ systems, Plant organs and organ systems

PARTICLES:
The atom, The Periodic Table, Group 1, 7 and 0, Transition Metals

YEAR 9

What happens to the energy in the world?
ENERGY:

Do all chemicals react the same?
PHYSICAL CHEMISTRY:

Why do all living organisms depend on each other?
INTERDEPENDENCE:

How do our bodies work?
CELLS & SYSTEMS:

How does a lightbulb work? Why do I get a shock from a trampoline?
ELECTRICITY & MAGNETISM:

Can we help plants adapt?
GENETICS & EVOLUTION:

Are humans causing the earth to change more quickly?
EARTH:

YEAR 8

Why are living things similar but different?
GENETICS & EVOLUTION:

Why are substances different?
TRENDS & PATTERNS:

What does it mean to be alive?
CELLS & SYSTEMS:

What is everything made from?
PARTICLES:

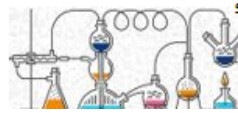
YEAR 7

How do we see and hear the world around us?
WAVES:

Is the Earth changing?
EARTH:

How do we fit into the universe around us?
FORCES:

BEING A SCIENTIST



AUTUMN *Term 1*

Sketchbook Cover Design: Graphic Composition

Core Skills

- Use overlapping, cropping, rotating and changes of scale to create dynamic compositions
- Experiment with layering materials and using a stencil technique to create work in the style of the artist
- Understand how different colour schemes convey different mood and emotions
- Meet the requirements of a project brief
- Identify key visual elements in artist's work and applying them to their own designs

SPRING *Term 3*

Sea Creatures

Core Skills

- Create variations of tone using linear marks
- Create tonal scales using colour
- Experiment with painted and printed textures
- Combine and layer materials
- Create movement through line and composition
- Understand how different colour schemes convey different mood and emotions
- Meet the requirements of a project brief
- Create artwork designs on analyses of artists' work
- Develop skills in a range of wet and dry media

Term 2

Cardboard Sculpture

Core Skills

- Experiment with mixed media
- Simplify shapes and forms
- Explore pattern and texture
- Record from observation
- Explore 3D media
- Express mood through colour and shape

Term 4

Abstraction

Core Skills

- Experiment with mixed media
- Simplify shapes and forms
- Explore pattern and texture
- Record from observation
- Explore 3D media
- Express mood through colour and shape

SUMMER *Term 5*

Landscape

Core Skills

- Use linear and aerial perspective to create depth
- Use colour to express season / temperature
- Observe the local environment: collect purposeful primary research to use as inspiration for design ideas
- Painterly mark-making: broken/fast brush marks, to capture movement
- Use complementary colours to create changes of tone

Equipment:

2B pencil, sharpener, eraser, sketchbook, colouring pencils, writing pen, paint & brush set (optional)

Homework:

Artist research, observational drawing, completing classwork.

Assessment Schedule:

- Summative assessment at the end of each project
- Regular verbal and written feedback
- Peer and self-assessment throughout each project
- End of project self-evaluation

Recommended Reading / Useful Websites:

- www.jasper-johns.org
- www.pablocicasso.org
- www.tate.org.uk/kids
- www.vangoghmuseum.nl

Google search engine for research into famous artists and topic specific images

Extra Resources for Gifted and Talented:

- Art Club
- Opportunities to work on a larger scale and with a wider range of media
- Extension activities within each project / opportunity to develop work in own direction
- Examples of high-level outcomes to provide challenge

Extra Resources for Basic Skills Students:

- Basic skills worksheets
- Paired/group work opportunities
- Scaffolded activities and close teacher guidance

Term 6

Independent Challenge Project

Core Skills

- Develop ideas from thematic starting points
- Analyse artists' work
- Develop skills in a range of wet and dry media
- Explore primary sources
- Develop ideas through investigations informed by research
- Refine ideas as work progresses through experiments with materials and techniques
- Realise personal intentions

COMPUTER SCIENCE

Year 8 Programme of Study

Subject Leader, Mr J Swanepoel

Objectives:

The Year 8 curriculum focuses on building on the key principles introduced in year 7 and gives the opportunity to apply these to solve problems of increasing difficulty.

Content comprises an introduction to the following topics:

- AUTUMN:** Term 1: Computing systems
Term 2: Developing for the web
- SPRING:** Term 1: Introduction to Python programming
Term 2: Media, vector graphics
- SUMMER:** Term 1: Mobile App development
Term 2: Data representation

Equipment: Standard school equipment

Homework: This will be set in line with the school homework timetable and will comprise activities completed electronically as well as theory and research tasks.

Assessment Schedule: Students will be assessed once every half term usually online. Key words will also be highlighted for each unit and tested once a half term.

DESIGN AND TECHNOLOGY

Year 8 Programme of Study

Subject Leader, Mr J Swanepoel

The Year 8 curriculum builds on the teaching and learning, delivered in Year 7, by expanding elements of designing, making and electronics. Students are encouraged to develop their evaluative skills when judging the quality of existing products and their own products. Building teamwork is an integral part of this year's course as students are encouraged to share ideas, resources and inspect each other's work, particularly during manufacture. All products are designed for a client.

Food and Nutrition:

Students continue to apply their knowledge of the key principles of safety and hygiene, previously introduced in Year 7. They develop their knowledge of basic recipes and cooking techniques. During the course, students will use ICT to guide research, which will inform their understanding of macronutrients and their purpose and importance within a balanced diet. Allergy awareness will also feature highly during the practical and theoretical lessons. During the practical lessons, students have the opportunity to make the following, along with other recipes. Emphasis on raising agents and food science also begin to factor into the year eight's learning:

- Leavened products (bread rolls and pizzas)
- Pasta dishes (Carbonara and Fiorentina)
- Tomato and basil quiche
- Tiramisu

Product Design – Mini Theatre Set Design:

The students will be collaborating with the Drama department to design and create mini 3D prototypes of a theatre set design. With the context of this project focusing on scaling, prototype development and systems and controls for the theatre lighting, the students will collaborate in groups on recreating the scene of the play which the Drama department will be working on at the time. Students will work with a wide range of materials used for modelling and prototyping, including the use of 3D CAD modelling and rapid prototyping using the 3D printer.

Product Design – CO2 Drag Racers:

This exciting project focuses more on STEM (Science, Technology, Engineering and Maths) in aerodynamic design! The students will learn about the importance of lift, drag and thrust in a racing car and how Biomimicry factors into the design. The students will design their own aerodynamic racer before constructing out of modelling foam and engineering the wheels and axels. As a class, the students will race in pairs down the track, using a CO2 cartridge as a propellant. Their race times will be used to help the student iterate and reflect on their original design and determine how to improve their future designs.

Extra Resources – Extended Learning Booklet:

The nature of tasks ranges from researching, generating design ideas, labelling and drawing of products at home. Students add to their learning in school through an extended learning booklet which includes:

- Scaling for prototyping and design
- Electronic device research
- Identifying materials
- Analysing a product
- Understanding the design process
- Understanding the making process
- Understanding aerodynamics and biomimicry.

Students will also be able to view exemplar materials

Extra Resources for Basic Skills students and Gifted and Talented students:

- Step by step guides to specific tasks
- Templates
- Display guides
- Freedom to be independent in the complexity of the work

Equipment:

The following equipment is **essential** in helping pupils to achieve their potential and enhance the presentation of their work:

HB lead pencil
Black or blue pen
Colouring pencils
Eraser

Pencil sharpener
30cm ruler
Glue stick
Small craft scissors

Why are extended tasks important?

Learning is done at the pace of each individual student. Extension tasks allow for students working at an accelerated rate to further develop their skills and abilities in designing and making beginning with a set task such as a tea light holder through to an independent project of their own choice'

Assessment Schedule:

The topics are studied over a period of 8 to 12 weeks. At the end of each rotation, students are graded according to the GCSE level descriptors, and they will be able to evaluate their progress towards their KS4 target grade.

Recommended Reading / Useful Websites:

Design and Technology is present in our everyday lives, so students are, initially, encouraged to look behind the reason why products are designed the way they are. Therefore, we encourage students to analyse a range of products. This can be a really useful tool when designing products where inspiration may be limited

These websites are recommended for ideas to support students to develop their knowledge and understanding of Design and Technology:

- www.technologystudent.com
- www.designweek.co.uk

The internet has an abundance of information but narrowing down the search to find useful data can be a challenge. Use the following instructions and websites to support subject specific learning.

Food Technology: www.bbc.co.uk/bitesize
www.foodafactoflife.org.uk/
www.technologystudent.com

Design Process: www.3d-i.org
www.designandtech.com
www.bsonline.techindex.co.uk/
www.designinsite.dk/htmsider/home.htm
www.skyscrapers.com/english/index.html
www.environment-agency.gov.uk
www.dtonline.org

**Product Design
/Engineering:**

www.howstuffworks.com

www.3d-i.org

www.designandtech.com

www.bsonline.techindex.co.uk/

www.design-council.org.uk

www.robots.net

www.plasticsresource.com/

www.cadinschools.org/showcase/default.asp

www.designinsite.dk/htmsider/home.htm

www.dtonline.org

WEDUCATION: Creating a set model box - Belgrade Theatre

AUTUMN:

Term 1

Puppetry from Around the World

Core Skills:

- **Cultural Awareness & Research:** Understanding the historical and cultural background of puppetry across different cultures.
- **Puppet Construction & Manipulation:** Designing and creating puppets, focusing on movement and manipulation techniques.
- **Voice Work & Characterisation:** Developing distinct voices and characters for puppets to bring performances to life.

Term 2

Set Text Study - The Curious Incident of the Dog in the Night-Time

Core Skills:

- **Text Analysis:** Breaking down the play's script to understand character motivations, themes, and plot structure.
- **Character Development:** Exploring techniques to build believable characters through voice, body language, and expression.
- **Staging & Blocking:** Understanding the importance of stage positioning, movement, and space to enhance storytelling.

SPRING:

Term 3

Styles of Theatre

Core Skills:

- **Style Recognition & Adaptation:** Learning the unique characteristics of various theatrical styles and adapting performances to fit each one.
- **Physicality & Movement:** Emphasizing the role of the body in conveying emotions and storytelling, especially in physical theatre.
- **Creative Expression:** Encouraging bold and imaginative performances that explore different aspects of theatre.

Term 4

The Grimm Fairytales (Genres of Theatre)

Core Skills:

- **Genre Exploration:** Understanding and applying the conventions of different theatrical genres to the same story.
- **Storytelling Techniques:** Developing narrative skills to adapt well-known stories to new styles and formats.

- **Character Versatility:** Practicing the ability to portray the same character in various genres, adjusting tone and style accordingly.

SUMMER:

Term 5

Murder Mystery (Plot Conventions)

Core Skills:

- **Plot Development & Suspense:** Understanding how to create tension and keep an audience engaged in a story.
- **Improvisation & Scriptwriting:** Learning to develop dialogue and scenarios in real-time, as well as crafting written scripts.
- **Teamwork & Collaboration:** Working together to develop and perform a cohesive mystery story, sharing ideas and responsibilities

Term 6

Creating a Production

Core Skills:

- **Production Planning & Management:** Learning how to organize, rehearse, and manage a production from start to finish.
- **Technical Skills:** Exploring elements such as lighting, sound, and costume to enhance the overall production.
- **Performance & Reflection:** Developing confidence in front of an audience and reflecting on their own and others' performances to foster growth.

Equipment: Pen / pencil and imagination

Homework: Complete work not finished in class

Assessment Schedule: Formative assessment at end of each term

FRENCH

Year 8 Programme of Study

Subject Leader, Mrs E Hargreaves

AUTUMN: Term 1 and 2	SPRING: Term 3 and 4	SUMMER: Term 5 and 6
<p><u>Unit 1: Les vacances</u></p> <ul style="list-style-type: none"> • Francophone countries • School holidays • What you visited on holidays • Regular verbs in the perfect tense to describe what you did on holidays • Irregular verbs in the perfect tense • Verbs that take 'être' in the perfect tense • Unit 1 revision • Unit 1 assessment 	<p><u>Unit 2: Les loisirs</u></p> <ul style="list-style-type: none"> • TV programmes, actors and actresses • Adjectives agreements • Digital technologies • Forming and answering questions • Going to the cinema • Describing leisure activities using negatives • Going shopping • Unit 2 revision • Unit 2 assessment 	<p><u>Unit 3: Ma ville</u></p> <ul style="list-style-type: none"> • Where you live and the weather • Where you live, using 'pouvoir' and 'devoir' • Helping at home • Daily routine, using reflexive verbs • More practice of reflexive verbs • Unit 3 revision • Unit 3 assessment

Core Skills:

- Developing vocabulary
- Memorising vocabulary
- Accurate pronunciation and intonation
- Reading aloud
- Working with a partner, asking and answering questions
- Recognising key vocabulary in listening and reading tasks
- Dictation and spelling
- Developing writing skills/extending sentences
- Applying grammar accurately
- Writing in different tenses
- Giving opinions
- Translating into English

Equipment:

Textbook Dynamo 2, Dynamo workbook, A4 blue exercise book, French-English/English French dictionary

Homework:

- As per homework timetable
- Frequent learning of vocabulary / phrases
- Reading and listening exercises
- Writing tasks

Assessment Schedule:

End of unit assessments and regular vocabulary tests

Recommended Reading / Useful Websites:

- www.languagenut.com Each student will be given login details to access this online platform
- <https://www.zut.org.uk>
- KS3 French - BBC Bitesize

Extra Resources for Gifted and Talented:

- Extension tasks
- Group work
- A focus on building thinking skills so pupils can modify and use learning for their own needs
- Projects with partner school in France: Le Collège François Mitterrand
- Projects about French culture

Extra Resources for Basic Skills students:

- Appropriately differentiated tasks
- Focus on core vocabulary.
- The use of writing frames
- Learning support in class

SPANISH

Year 8 Programme of Study

Subject Leader, Mr Le Paih

AUTUMN: Term 1 and 2	SPRING: Term 3 and 4	SUMMER: Term 5 and 6
<p><u>Unit 1: My familia y mis amigos</u></p> <ul style="list-style-type: none">• Describing your family• Using possessive adjectives• Hair and eyes colour• Using the verbs <i>ser</i> and <i>tener</i>• Saying what other people look like• Using verbs in the third person• Describing where you live• Using the verb <i>estar</i>• Unit 1 revision• Unit 1 assessment	<p><u>Unit 2: Mis vacaciones</u></p> <ul style="list-style-type: none">• Talking about a past holidays• Saying what did on holidays• Using the past tense of <i>-ar</i> verbs• Describing the last day on holidays• Using the past tense of <i>-er</i> and <i>-ir</i> verbs• Saying what your holiday was like• Using <i>ser</i>• Unit 2 revision• Unit 2 assessment	<p><u>Unit 3: Mis aficiones</u></p> <ul style="list-style-type: none">• Saying what you use your phone for• Revising the present tense• Saying what type of music you like• Giving a range of opinions• Talking about TV• Using the comparative• Saying what you did yesterday• Using the present and the past tense

Core Skills:

- Developing vocabulary
- Memorising vocabulary
- Accurate pronunciation and intonation
- Reading aloud
- Working with a partner, asking and answering questions
- Recognising key vocabulary in listening and reading tasks
- Dictation and spelling
- Developing writing skills/extending sentences
- Applying grammar accurately
- Writing in different tenses
- Giving opinions
- Translating into English

Equipment:

Textbook Viva 2, A4 yellow exercise book, Spanish-English/English-Spanish dictionary

Homework:

- As per homework timetable
- Frequent learning of vocabulary / phrases
- Reading and listening exercises
- Writing tasks

Assessment Schedule:

End of unit assessments and regular vocabulary tests

Recommended Reading / Useful Websites:

- www.languagenut.com Each student will be given login details to access this online platform
- KS3 Spanish - BBC Bitesize

Extra Resources for Gifted and Talented:

- Extension tasks
- Group work
- A focus on building thinking skills so pupils can modify and use learning for their own needs
- Projects with partner school in Peru: San Juan Bosco
- Projects about Spanish culture

Extra Resources for Basic Skills students:

- Appropriately differentiated tasks
- Focus on core vocabulary.
- The use of writing frames
- Learning support in class

AUTUMN: *Term 1*

Asia (China and Russia)

- Location – China and Russia
- Physical features – China and Russia
- One Child Policy
- Development

Core Skills: Map skills / mapping skills
Place
Statistical data
Research / ICT

Term 2

Risky Rivers

- Features of a river
- Long profile of a river
- Factors affecting flood risk
- How to protect areas against flood risk

Core Skills: Map interpretation
Scale on maps
Use of ICT / internet research

SPRING: *Term 3*

Global Issues

- Plastics in the ocean
- Climate change
- Adapting to climate change
- Tourism/sustainable tourism
- Wilderness areas
- Conflict areas

Core Skills: Space
Map skills / mapping skills
Place
Statistical data
Research / ICT

Term 4

Africa

- Physical landscape
- How has Africa's past shaped its present?
- Climate and biomes in Africa
- Population challenges and opportunities
- Urbanisation in Africa

Core Skills: Use of data
Place
Space
Graph Interpretation
Atlas and map skills

SUMMER: *Term 5*

Population

- What is population
- Demographic transition model
- Population Pyramids
- Population – Ethiopia
- Population and distribution
- Ageing population
- Migration
- Water around the world
- What have they done to Ogallala?
- Desertification
- Renewable energy

Core Skills: Space
Place
Human and physical processes
Data interpretation
Map skills

Term 6

Challenges and opportunities in the UK

- Poverty in the UK
- Reducing poverty in the UK
- Water in the UK
- Waste management
- Air pollution
- Reducing car use

Core Skills: Space
Place
Human and physical processes
Data interpretation
Map skills

Equipment:

Standard – pen, pencil, ruler and colouring pencils.

Homework:

Set weekly – such tasks as descriptive writing, letter writing, research, word processing, production of brochures, active reading strategies, learning spellings of key words.

Assessment Schedule:

Modular, mid unit and end of unit assessment, with opportunities for peer/self-assessment.

Fieldwork:

A trip will take place in the summer term – to be confirmed

Useful Websites:

- KS3 – Geography BBC Bitesize www.bbcb.co.uk/bitesize
- Education quizzes www.education.quizzes.com

Extra Resources for Gifted and Talented:

- Gifted and talented pupils are:
- Encouraged to read more widely around the topics
- Provided with specialised tasks in lessons

HISTORY

Year 8 Programme of Study

Subject Leader, Mr M Hryniewicz

AUTUMN: *Term 1*

Challenges to the Catholic Church

Was the Reformation a “good thing”?

Core Skills:

Chronological understanding
Using evidence and interpretations
Change and continuity

Term 2

The English Civil War

Why did the English fight the English in 1642?

Core Skills:

Causation
Using evidence

SPRING: *Term 3*

Changing ideas 1660 to 1789

Why were kings back in fashion by 1660?

Core Skills:

Analytical narrative
Change

Term 4

The Slave Trade

What was it like to be involved in the slave trade?

Core Skills:

Using evidence
Interpretations

SUMMER: *Term 5*

The British Empire

How did the British Empire develop?

Core Skills:

Chronology
Causation

Term 6

The Industrial Revolution

What was the Industrial Revolution?

Murder Mystery:

Why was Jack the Ripper never caught?

Core Skills:

Using evidence
Change

We also study the following topics:

Black History Week in October and The Holocaust in January

Equipment: Fully equipped pencil case. World map.

Homework: Research and enquiry. Communicate knowledge and understanding effectively in written form. Interpretation of people’s actions, beliefs and attitudes. Analysis of historical events.

Assessment Schedule:

Term 1:	Source skills and knowledge test
Term 2:	Source skills and knowledge test
Term 3:	Source skills and knowledge test
Term 4:	Source skills and knowledge test
Term 5:	Source skills and knowledge test
Term 6:	Source skills and knowledge test

Useful Websites:

- BBC website: <http://www.bbc.co.uk/history/forkids>
- <http://www.spartacus.schoolnet.co.uk>

MUSIC

Year 8 Programme of Study

Subject Leader, Mr P Windibank

AUTUMN: *Term 1 - Fusion of Pop and Reggae “Rude” by Magic*

Core Skills: Review of Reggae characteristics
Listening – key vocabulary
Improving technique on a range of classroom instruments and vocals
Chords F, C introduced – improved recognition of chord symbols/charts

Term 2 - Creating Tension

Core Skills: Focusing on how composers create tension in music
Listening: Focusing on how tension is built (increase dynamics/tempo/dissonance)
Composing: Creating riffs with chromatic movement

SPRING: *Term 3 - Baroque Music - Canon*

Core Skills: Focus on musical elements in Baroque Music
Listening – key vocabulary (Harpsichord, Ground Bass)
Group/class work (rehearsing and performing as a group/class)

Term 4 - Ballads “Unchained Melody”

Core Skills: Focus on musical elements that help create Ballad
Listening – key vocabulary (Legato/piano)
Group/class work (rehearsing and performing as a group/class)

SUMMER: *Term 5 - Major – No Minor! “Forget You” by C Lo Green*

Core Skills: Review of characteristics of pop focusing on soul/gospel features in the music
Improving technique on a range of classroom instruments and vocals
Chords F, C introduced – improved recognition of chord symbols/charts

Term 6 - Latin Music “Oye Como Vas” by Santana

Core Skills: Key Characteristics of Latin Music
Learn to play a solo on ukulele
Improvisation

Equipment:

Keyboards, glockenspiels, guitars, ukulele, guitars, drum kit (Supplied by the school)

Homework:

Listening tasks based around piece studied

Assessment Schedule:

End of each term

Recommended Reading / Useful Websites:

Recording of C Lo Greens Forget you. The piece from about 2.02' of the clip in the youtube link below from the TV show Glee - <https://www.youtube.com/watch?v=OAGa1MWnKk4>

Extra Resources for Gifted and Talented:

Students are encouraged to perform a wider number of parts on a range of instruments focusing on more technical versions of the piece, particularly if they have experience of an instrument. The full version includes a bridge with additional chords and a key change not included in the classroom arrangement. High ability students are expected to take a lead in the organisation of rehearsals and help other students stay in time. They are also expected to include some improvisation in their performance.

Extra Resources for Basic Skills students:

Students are encouraged to perform one or two simpler parts but to a higher standard.

PHYSICAL EDUCATION

Year 8 Programme of Study

Subject Leader, Mr D Carter

AUTUMN:

Term 1

Girls Football
Boys Basketball
Mixed Core Skills

Term 2

Girls TT/
Boys Badminton
Mixed Football
Fitness

SPRING:

Term 3

Girls Netball
Boys Football
Mixed Core Skills

Term 4

Girls Netball
Boys TT/ Badminton
Mixed Football

SUMMER:

Term 5

Girls Athletics
Boys
Mixed

Term 6

Girls Athletics
Boys Athletics
Mixed Rounders

Equipment:

Compulsory: Black shorts, black polo shirt, black/white rugby top, black football socks, white trainer socks, football boots/moulds, indoor trainers, shin pads.

(Astro-trainers can be worn but NOT in place of boots due to health and safety on the pitches)

Optional: Black Tracksuit, Black and white fleece, plain black skins

Assessment Schedule:

Practical assessment at the end of each unit of work

Our departmental focus is evaluating and improving performance

Recommended Reading / Useful Websites:

- www.readingrockets.co.uk
- www.rfu.com
- www.england-netball.co.uk
- www.skysports.com
- www.knowthegame.co.uk
- www.berkshirehockey.org.uk
- www.bbc.co.uk/sport
- www.readingac.com
- www.youthsportstrust.org

Extra Resources for Gifted and Talented:

- Range of extra-curricular/enrichment opportunities
- Gifted and talented PE enrichment day
- Visiting star performers
- Opportunities to attend county and district trials in a range of sports
- Sports Day – whole school participation
- Links with community clubs for coaching and joining clubs outside school

Extra Resources for Basic Skills students:

- use of a range of modified equipment to aid learning
- close liaison with support staff to maximise pupil progress
- activity afternoons for low ability / low self-esteem pupils as part of the school sports partnership

Challenges to the Catholic Church

Was the Reformation a “good thing”?

Core Skills:

Chronological understanding
Using evidence and interpretations
Change and continuity

SPRING: *Term 3*

Changing ideas 1660 to 1789

Why were kings back in fashion by 1660?

Core Skills:

Analytical narrative
Change

SUMMER: *Term 5*

The British Empire

How did the British Empire develop?

Core Skills:

Chronology
Causation

The English Civil War

Why did the English fight the English in 1642?

Core Skills:

Causation
Using evidence

Term 4

The Slave Trade

What was it like to be involved in the slave trade?

Core Skills:

Using evidence
Interpretations

Term 6

The Industrial Revolution

What was the Industrial Revolution?

Murder Mystery:

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Core Skills:

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Change

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Term 5:	Source skills and knowledge test
Term 6:	Source skills and knowledge test

Useful Websites:

- BBC website: <http://www.bbc.co.uk/history/forkids>
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