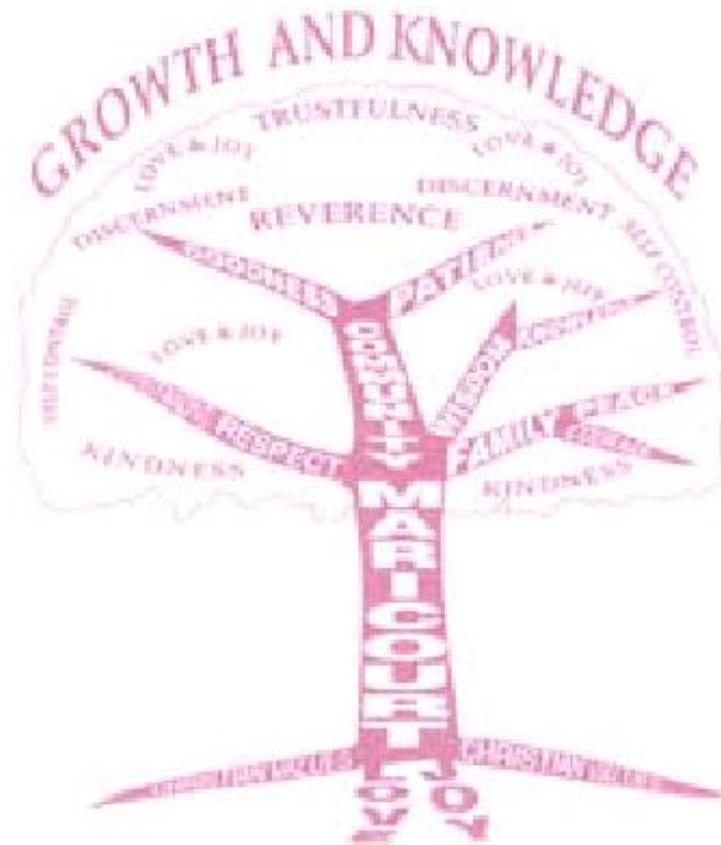


Maricourt Catholic High School



Curriculum Information – Year 8

2018/2019

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Religious Education

Pupils examine how our cultural and religious history helps to form Christian identity and explore the wonder and mystery of being human. In 'Life Times' pupils explore their cultural and religious backgrounds and reflect upon how that helps form our identity and prepares us to fulfil our vocations. In 'Living History' pupils explore how the Exodus from Egypt and the Covenant at Sinai are key events in our history, preparing for the new and everlasting covenant. Through 'Here in this place' pupils understand that human beings are called to be co-workers in creation and reflect upon how the Kingdom of God is taught by Jesus through Parables.

Course content

- **Life Times;** In a Time and a Place, Making History, A Sense of Vocation, A Lifetime's Work.
- **Living History;** The People of God, People of Spirit and Truth, In Search of Wholeness, Saviour of the World.
- **Here in this Place;** A Place for Everyone, A Sacred Place, A Place of Hopes and Dreams, A Place for Saints.

Learning activities and teaching approaches

A full range of activities will be used by staff throughout the course including;

- discussions, question/answer
- written exercises/project work
- use of role play and group work
- use of media and ICT
- Presentations

It is very important that students are fully involved in all activities; therefore teaching styles will vary, but at the same time ensure that exercises are differentiated so that all students can be involved.

Extended work

Pupils will be set work over the two-week timetable cycle to be completed at home or outside of lesson time. Extended work will vary according to the topics being covered, but will always be relevant to support the learning taking place in lessons.

Tasks will include:

- Written exercises
- Learning Keywords
- Research exercises
- Creating illustrations and display work

- Revision

Assessment

Continual monitoring of classwork and homework will occur. Gold, silver and bronze progress indicators are awarded for six pieces of work throughout the year, one each half term.

Assessments in Year 8

- Life at the Time of Jesus
- Vocation
- Confirmation
- Exodus
- The Rich Young Man
- Stewardship

Personal Social and Health Education

Course content

Rights & Responsibilities; British Identity, People and Parliament, Multi-Cultural Society, Diversity, the EU, Personal Identity; Key Skills, Organisation & Revision, Emotional Intelligence, Debates: Debating Skills, Fuelling the Debate, Relationships; Bullying, Cyber-Bullying, Healthy Lifestyles: Drug and Alcohol Awareness, Healthy Eating, Risky Behaviour

Learning activities and teaching approaches

A full range of activities will be used by staff throughout the teaching of PSHEE and Citizenship lessons in Years 7-11 including:

- Discussions, question/answer
- Computer based exercises/project studies
- Internet based research
- PowerPoint presentations
- Practical skill exercises
- Use of role play and group work
- Use of video clips and live performances
- Work experience and mock interviews (in Year 10 & 11)
- Group work tasks
- Debates

It is very important that students are fully involved in all activities; therefore teaching styles will vary, but at the same time ensure that exercises are differentiated and scaffolded so that all students can be involved.

Our PSHEE and Citizenship Curriculum is further enriched by the guest speakers and external providers we bring in throughout the school year. Examples include Merseyside Police (Discussing Anti-Social Behaviour with Year 7 & 8), The Anthony Walker Foundation (Delivering Anti-Bullying and Hate Crime sessions with Year 8 and 10), Rob Thomas (Discussing Knife Crime with Year 10 students), Merseyside Youth Association (working with Year 7 & 8) and SMASH (working with a number of Year groups to discuss the dangers of Drug use). As well as these and numerous other visitors we also run a host of Enterprise activities and school trips which further enhance the Social, Moral, Spiritual and Cultural values of our pupils with our annual Year 9 retreat, visits to museums and art galleries and end-of-year reward trips to theme parks.

Extended work

Maricourt Pledges

These 14 pledges are made to all learners during their time at Maricourt...

- Be given a residential trip opportunity
- Watch a Professional Performance
- Present to an Audience (class, teachers, panel of external community members)
- Represent the school in an activity or sporting event (taking place in or out of school)
- Meet a person who can widen their knowledge of the world (a guest speaker)
- Receive an 'International' experience (residential abroad or guest speakers/activities)
- Visit or engage with a national or local park, museum, gallery or library
- Visit a place of worship or spiritual significance to widen knowledge of different cultures
- Take part in work related learning (work experience)
- Be involved in a club, society or organisation inside or outside of school
- Actively contribute to charity work or a community project inside or outside of school
- Be a volunteer within school or for an organisation outside of school
- Take part in a democratic vote every school year
- Take part in an Enterprise activity delivered by specialists

Maricourt prides itself on being able to offer such a variety of cultural experiences and developmental opportunities to our learners.

- Producing and presenting an assembly to the rest of the year group
- Research and extended reading tasks to consolidate learning that has taken place in lessons
- Community work achieved through the collection of Hampers and Good Shepherd Fundraising activities each year.

Assessment

Regular assessment takes place during all PSHEE & Citizenship lessons. Each Unit of work in each year group now has a self-assessment and teacher assessment form to be completed. Throughout KS3 a series of Milestone Assessments are completed and feedback is given to students from the class teacher. Year 7 pupils now have a PSHEE & CITIZENSHIP PASSPORT that they will record, self-assess and reflect in to show their progress throughout the curriculum.

Mathematics

COURSE CONTENT

Students cover topics from Number, Algebra, Geometry & Measures, Probability and Statistics throughout Year 8, building on their prior knowledge. Students' skills in terms of using and applying maths are developed through all units of work.

Below is an overview of units covered during year 8:

Set 1 Outline	Set 2 and 3 Outline	Set 4 Outline	Set 5 Outline
Using Decimals	Decimals, Percentages	Negatives, Multiples, Factors, Primes	Place value, Four operations, Multiples factors primes
Solving Equations	Pythagoras	Angles, Constructions	Angles
Perimeter, Area, Volume	Rounding, Indices, Standard form	Decimals	Decimals
Prime factors, Indices, Standard form	Averages, Scatter graphs	Averages, Scatter graphs	Averages, Charts
Sequences	Ratio, Fractions	Fractions, Ratio	Fractions
Angles, Plans and elevations, Constructions	Solving equations	Simplifying expressions, Solving equations	Negative numbers
Fractions, Percentages, Ratio	Trigonometry	Percentages	Simplifying expressions, Solving equations
Pythagoras, Trigonometry	Sequences	Sequences, Formula	Percentages
Probability	Transformations	Probability	Probability
Graphs	Perimeter, Area, Volume	Area, Perimeter	Area
Averages, Scatter graphs	Probability	Transformations	Coordinates, Graphs
Transformations	Graphs	Graphs	Volume
		Volume	

Learning activities and teaching approaches

Students are taught in ability groups within the two school bands and are formally tested three times a year; at the end of each term. The progress of students is monitored regularly, with changes in teaching groups possible if we feel a student is misplaced and it is affecting their progress.

Extended work

Students have the opportunity to attend the weekly puzzle club taking place in A13 every Tuesday Lunch. Here they will be able to think logically to solve puzzles and deepen their mathematical understanding.

Students also have the opportunity to attend the weekly chess club taking place in N12 every Wednesday lunch. This club is for pupils of all ability in chess and is attended by pupils from year 7 – 13.

Students in Years 7, 8, 9, 10 and 12/13 are entered for the UK Mathematical challenges at Junior, Intermediate and Senior Levels respectively. Many of our students achieve Gold, Silver and Bronze certificates.

Assessment

There will be formal milestone assessments throughout Year 8.

Milestone 1 – week beginning 20th November 2017

Milestone 2 – week beginning 19th February 2018

End of Year exam – week beginning 4th June 2018

The teacher generally assesses attitude, effort and organization. This will form the picture that the class teacher builds up of a student. These will be recorded formally through the progress reviews and reports.

English

Throughout the English curriculum there is a clear focus on improving students' basic skills of technical accuracy, namely their spelling, grammar and punctuation. Our approach to teaching grammar emphasises the function of words, phrases and clauses in context, and helps students to develop their understanding of the ways that parts of sentence structures operate on their own and in relation to other, larger structures.

Course Content

The year 8 curriculum allows students to study two authors in depth, a full Shakespeare play and encounter a variety of literary forms. The curriculum is also designed to prepare students for progression into the next year's programme of study and, indeed, the next key stage.

Students are encouraged to become fluent, independent, critical readers of all kinds of texts, who question and reflect on what they have read and who enjoy reading for pleasure. Independent reading is promoted through one timetabled library lesson each week. Ten minutes at the start of every English lesson is dedicated to silent, independent reading. Students in year 8 take part in the Accelerated reader programme.

Term 1 and 2	Term 3 and 4	Term 5	Term 6	End of Year Exam
Study of a Modern Novel	Study of a Shakespeare play	Literary Non Fiction and non-fiction unit	Seminal World Literature Literary Shorts	Non fiction writing
Get Creative! Grammar unit Descriptive writing	Poetry: Grammar unit Playing With Words			

SPaG Content

Incomplete sentences, personal pronouns and related determiners, revision of noun phrases, use of adjectives to pre- and post-modify nouns and noun phrases, use of adverbs to modify verbs, adjectives or other adverbs, use of prepositional phrases to post-modify nouns, use of coordinating and subordinating conjunctions to help the reader understand the writer's meaning, positioning of subordinate clauses in a sentence, use of variety in sentence length to create tension, use of coordinating and subordinating conjunctions and coordinate and subordinate clauses to add descriptive detail, identification of minor sentences, variety of grammatical features to open sentences,

Learning Activities and Teaching Approaches

A variety of teaching and learning styles are used to help students develop their understanding of how meaning is created in both their own writing and in literary texts. Activities and learning are shaped so that students write for a variety of audiences and purposes and learn to appreciate the benefits of drafting and redrafting and proof reading. Students are encouraged to recognise the power of talk as a means of exploring language and ideas. They have opportunities in the classroom to take part in small groups, class discussions, role plays and drama. Students are encouraged to work independently and collaboratively in small groups, according to the task set. The department is well resourced with a variety of up-to-date materials.

Extended work

Students take part in the Accelerated Reader Programme which can be accessed from a home computer. One of their homework tasks each week is to read for twenty minutes each evening. Parents/guardians are required to fill in the record form in their reading logs. Other homework tasks might include: various writing tasks; preparing a presentation; grammar; spelling or research.

Throughout the academic year the department provides a range of extra-curricular opportunities. These include: theatre trips; National Poetry Day events; World Book Day; poet in residence project, visiting authors. We also offer a drama, journalism and reading clubs.

Assessment

At KS3 the department uses a combination of formative assessment and summative assessment. This ensures both the effective on-going monitoring of pupil progress and the diagnosis of areas for individual development, as well as the assessment of how overall learning has progressed at regular intervals.

Students complete either a reading or writing task at the end of each unit. These pieces focus on the assessment of specific skills or competences and are marked as a portfolio in assessment books that follow the pupil across the key stage.

Art

“Every child is an artist. The problem is how to remain an artist once we grow up.” — Pablo Picasso

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Course Content

In year 8 pupils are taught Art and Design once a week. They cover 2 Schemes of Work over the year swapping at February, the mid year point. Running 2 lengthy Schemes of Work enables pupils extended opportunity to develop a range of approaches to an initial starting point, re visit and improve work and is more in keeping with GCSE style projects.

In September pupils begin the theme “**Self**”. They explore self portraiture including drawing, proportion and tone and shade.

In February pupils begin the theme “**Observation**”. They explore drawing from primary and secondary sources and learn about composition and scale.

Outcomes will be determined by individual teachers and all pupils will study the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day ran parallel to practical work.

All year 8 pupils will study **sculpture** during one of their Schemes of Work.

Learning activities and Teaching approaches

A range of teaching and learning approaches will be adapted to ensure pupils have opportunity to;

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

All pupils will be expected to participate in tasks and activities will be differentiated to ensure this.

Extended work

Extended work will be given once every 2 weeks with tasks in between such as collecting, gathering, research etc. Tasks will be directly relevant to class work and will cover tasks such as drawing, copying artists work, producing original designs, completion of worksheets, collage etc.

Pupils will also produce a research task that will encourage them to visit a library, gallery and/or make comparisons between artworks.

Pupils will visit the Walker Art Gallery as part of Activity week and discuss/ question modern artwork from the John Moore's Exhibition.

Assessment

Assessment will follow the school policy.

Informal assessment such as verbal feedback, self/ peer assessment, touch marking should be present in each lesson. Formal assessed work will be completed each half term. Pupils will be given positive feedback as well as specific advice on how to improve. Pupils will also be marked on effort and be told if on target or not.

Progress will be measured from a year 7 baseline drawing test and subsequent levels of attainment.

Computer Science

The year 8 course embeds the skills students have developed in the year 7 scheme of learning. The programme of study has been designed to allow students to learn a variety of skills in selecting, organising and presenting information. The programme of study includes elements that will allow students to develop their knowledge of Computer Science topics including programming.

Course Content

- **Web Development** - Students will be introduced to the concept of web design and development. There is an option to use HTML code to create web pages or a choice of web authoring packages.
- **Networking**- Students will learn different types of computing networks. They will examine how networks and computers communicate with each other. Pupils will recognise different ways that networks can be set up.
- **Corporate ICT** - Students will explore different methods of presenting information in a business setting.
- **Management Information Systems** - Students will learn how collect data and using ICT enter store search and select data for output. Students will create a flat file database to introduce the concept of data handling.
- **Computational logic** - Students will be introduced to the theory behind computers. They will learn how to convert binary numbers into denary numbers and vice versa. They will develop truth and trace tables. Finally they will look at different types of errors which can occur when programming.
- **Python** - Students will be introduced into programming in Python. They will create programs using iteration, selection, sequencing and subroutines.

Learning Activities and Teaching Approaches

A range of teaching styles are embedded into the course content to suit the needs of all students, including:

- Discussion, question/answer
- Group work
- Individual tasks
- Practical tasks
- Research
- Presentation

Extended Work

Extended work will vary according to the work being covered, but will always map directly into unit of study. Examples include:

- Research exercise
- Extension tasks
- Common homework

Assessment

Each unit of work finishes with an end of unit assessment in order to map in what band the student is currently working at. Pupils will have access to the assessment sheet whilst completing the assessment which sets the criteria for each flight path. Students will make improvements of these assessments based on the feedback they have received. Students will complete homework each term which will also be assessed.

Design Technology

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, students design and make products that solve real and relevant problems within a variety of contexts.

Course Content

At Maricourt, in year 7 and 8 students follow an introductory course in three specialist areas:

- Food and Nutrition
- Textiles
- Product Design

Students spend three hours per fortnight in either food/textiles or product design.

Students are introduced to the design process and are taught basic skills such as the use of tools and equipment. Following introductory projects to assess levels, students will undertake projects where they are expected to develop their own ideas, work independently to solve problems and use a wide range of resources and equipment. Students will be asked to consider their own and others' needs wants and values.

Learning Activities and Teaching Approaches

The courses will be developing a repertoire of skills that include:

- Designing and making skills
- Knowledge and application of the principles of nutrition and health
- Knowledge about the source, seasonality and characteristics of ingredients
- Ability to feed yourself a healthy and varied diet
- Knowledge and understanding of materials including mechanisms and control systems
- Knowledge and understanding of 2D design, CAD/CAM
- Ability to investigate and analyse existing products
- Knowledge and understanding of existing products that can provide starting points and idea
- Knowledge and application of health and safety procedures

In each specialist subject, students will work on 'design and make' projects, using different materials, processes and skills. They will be required to develop, and model ideas, plan, make and evaluate products.

Projects covered include:

Textiles

- An introduction to skills and techniques, students will also explore the origin and structure of fibres and fabrics. They will learn about the suitability of fabrics for particular products and learn basic construction and decorative techniques.

- 'In the Bag' - making a decorated/creative textiles bag suitable for their identified target market. Students will apply prior knowledge of materials and construction techniques to design and make a bag.

Food

- An introductory unit exploring staple foods and basic skills, students will also investigate the functions of common ingredients
- Healthy eating, students will need to research seasonal foods and ways of adapting food products to make them healthier

Product Design

- After learning basic skills, material properties and modelling techniques, students use 2D design and ICT packages to design a rolling ball game
- Use basic electronics to design and make a celebration card
- Explore structures

Extended Work

In Food students will be challenged by comparing the different ways nutritional information is given about the food products we eat.

In textiles students will be challenged by working independently to conduct an in depth research project into a material of their choice.

In product design students will be challenged by investigating manufacturing techniques and extending the context of the design task.

Assessment

Assessment in Design and Technology will be based on National Curriculum expectations and students will be assessed against the school marking system. Students will be given regular next steps advice about how to develop their skills and knowledge.

Geography

Geography is a dynamic and progressive subject that affects us all in our lifetime, whether it is directly or indirectly. ***Geography is the subject which holds the key to our future.***

Geography extend students' locational knowledge and key geographical skills, encouraging them to think interactively about the interrelationships between the human and physical worlds, how they affect each other and how they might be managed for a sustainable future, their future. Geography provokes and answers questions about the natural and human worlds. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem solving skills. In studying geography students encounter different societies and cultures, stimulating them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment.

Course Content

- Ecosystems. This topic considers different environments around the world; how people and animals live there and geographical issues faced in each area. (From the Sahara Desert, to the Amazon Rainforest, and to Antarctica)
- Watery World. This is a key Geographical topic that explores the main features of a rivers, coasts and glaciation with a focus on how humans use and interact within these features.
- Africa. The Africa topic introduces students to the key geographical features within Africa; similarities and differences between the UK and Africa, promoting empathy.

Learning activities and teaching approaches

A full range of teaching and learning activities will be used in each topic mentioned above, the aim of which is to ensure that students are fully involved in classroom activities. In addition all exercises will be fully differentiated to allow every student to be involved in the exercises. This range of activities will include:

- Written exercises
- Use of video and ICT
- Independent research exercises
- Presentation exercises
- Role play activities
- Graph/chart/table creation and evaluation
- Individual, pair and group work activities

Extended work

Students will be provided with opportunities for extended work within the classroom and as homework's. These activities will vary between topics, but will always be fully relevant to the topic

being studied. The activities may include extended written exercises, open-ended projects, and research activities. There are also a number of websites within the Geography classrooms and books available to the students.

Assessment

There is continual monitoring and the student's classwork, homework and extended activities. In order to help us to provide attainment levels, there will be 6 assessments across each year group. This is 2 assessments per topic (mentioned above)

History

Course Content

- The British Empire – North America, Napoleon, Battles of Trafalgar and Waterloo, the Raj and India
- The Industrial Revolution, Changes in Transport, Entrepreneurs, Working Conditions and Living Conditions, Victorian life including crime and punishments
- Slavery and Liverpool, The Middle Passage, Life as a slave and on a plantation and Abolishment
- Irish migration to Liverpool
- WWI – causes, recruitment, trenches and conditions, Weapons, General Haig and the Somme, the Lusitania, The Home Front, Women’s suffrage and the Treaty of Versailles.
- WWII – Weimar Germany, Rise of the Nazis, Life in Nazi Germany, Causes of WWII, Dunkirk, Battle of Britain, Liverpool during the Blitz, Pearl Harbour, Operation Barbarossa, D-Day, The Jews and the Holocaust, The Atomic bomb.
- The USA in the Twentieth Century - Cold War, Cuban Missile Crisis, Assassination of Kennedy, Black Civil Rights, Vietnam, The end of Cold War.

Learning Activities and Teaching Approaches

A full range of activities will be used by staff throughout the course including:

- Discussions, question/answer
- Written exercises/project studies
- Source work exercises
- Debates and arguments
- Mysteries
- Use of role play and group work
- Use of video clips, ICT and music
- Multiple choice questions
- Storyboard activities

It is very important that students are fully involved in all activities; therefore teaching styles will vary, but exercises are differentiated so that all students can be involved.

Extended work

Pupils will be set work over the two-week timetable cycle to be completed at home or outside of lesson time. Extended work will vary according to the topics being covered, but will always be relevant to support the learning taking place in lessons. All of these will be accessible through the school VLE.

Tasks will include:

- Written exercises (questions, paragraphs, short accounts)
- Project studies (usually over a number of weeks)
- Research exercises
- Creating illustrations and display work
- Watching documentaries
- Completion of classwork

Pupils are actively encouraged to use the History rooms, books and equipment at lunchtimes and after school. History club is provided in the lower school and upper school for pupils to gain support, or take part in creating castles and the department newsletter

Assessment

Continual monitoring of classwork and extended work occurs and is marked in line with school policy. Attainment levels, are given on six pieces of work over the year, two each term. These are then recorded by staff in the department tracker. Pupils are given time to read, reflect and act upon their teacher's comments in lesson time to support their development and progress.

Assessments currently cover in Year 8

- Should we be proud of the British Empire – a study of sources?
- Life in Victorian England
- A letter from the trenches – conditions in WWI
- Was 1941 the turning point of WWII?
- Holocaust Leaflet
- Summer exam

Modern Foreign Languages

Course Content

Students in Year 8 continue studying either Spanish or French, depending on the language studied in Year 7. As well as being able to communicate effectively in a foreign language, students in Year 8 are also expected to communicate with a higher level of grammatical accuracy. By the end of the year students will be confident in using at least 3 tenses, setting a sound foundation for the requirements of GCSE and beyond. All students will also take part in an international online language learning competition, in November and again in May.

The following areas of language are introduced:

Spanish: My holidays; Music, film and technology; Eating and drinking; Going out

French: Technology; A week in Paris; My identity; My lifestyle

Learning activities and approaches

Students are given every opportunity to practise skills in a variety of situations and contexts. These include:

- Pair work
- Group work
- Songs
- Games
- Gap filling
- Comprehension activities
- Making videos
- Reading for pleasure
- Drama and mime
- Use of online activities in the language lab

Extended work

Students are offered the opportunity to do extended work both in class and as homework. This enables students to further develop competence in the four skills of listening, speaking, reading and writing. They may include the following:

- Learning new vocabulary
- Longer reading tasks of authentic or adapted resources
- Reading authentic /adapted materials for fun
- Preparing for and/or recording a speaking or writing task

Assessment

Student progress is constantly monitored and at the end of each module students are formally assessed in comprehension skills (listening and reading,) and in speaking or writing. Students are

regularly given time to respond to written and verbal feedback to improve their own work before the final assessments.

Extra-curricular activities

Students in Year 8 are invited to attend after-school events to celebrate international events and traditions. Students in this year group will also have the opportunity to take part in trips to France and/or Spain.

Music

Course Content

Music at Maricourt encourages and enables pupils to become confident and capable performers, composers and listeners. Through KS3 they develop these three strands, whilst learning about a variety of genres of music and how the elements of music are used in them:

- Unit 1 – Rap
- Unit 2 – Musicals
- Unit 3 – Chords
- Unit 4 – Stomp
- Unit 5 – The Blues
- Unit 6 – Structure

Learning Activities and Teaching Approaches

A range of teaching and learning approaches will be used to ensure that pupils are enabled to:

- play and sing a variety of music by ear, from memory and from notation
- plan and rehearse group performances in a variety of styles
- improvise, select, arrange and combine musical ideas individually and in groups
- listen in order to identify musical features and elements
- act on feedback given
- give constructive comments about their own and others work

Students will develop the skills needed to perform with confidence a variety of songs, keyboard pieces, ukulele songs and percussion pieces. They will also be able to aurally identify a variety of features of music and will be able to use their knowledge and understanding to inform their composition skills. They will also have an appreciation of the importance and the cultural context of these styles.

Extended Work

Extended work, of about 30 minutes will be set at least once each half term:

- Spellings of key words
- Research on a topic
- Notation work
- Practice of a performance piece
- Revising specific musical vocabulary

Assessment

Students' work will be assessed at the conclusion of each topic.

A student will be assessed in:

- Performance Skills – accuracy of pitch, timing, rhythm and dynamics

- Revising specific musical vocabulary

Assessment

Assessment will be an on-going process. Students' work will be assessed at the conclusion of each task or topic.

A student will be assessed in:

- Control of vocal and instrumental sounds
- Ability to perform with others
- Developing an awareness of the skills needed from the audience's viewpoint
- Imaginative organisation of sounds in creating compositions
- Using a combination of expressive stimuli and technical information
- Listening and understanding skills, identifying musical features and answering contextual based questions
- Responses and evaluations of class performances and recorded music

Extra-Curricular Activities

The Music Department provides opportunities for those who wish to be involved at lunchtimes and after school. Students can book the numerous rooms for individual or group practise. All students have the opportunity to have lessons with the Music Support Service at no extra charge. In many cases there is no rental surcharge for the loan of instruments. Students are not vetted in any way before being allowed to play an instrument. Music for some students is an expression of themselves and for others a means of developing coordination, speech, language, listening, memory, imagination, social skills and confidence. Students are able over the year to perform in numerous events and join groups run by Sefton Music Support Service.

Physical Education

Course content

Students build on their experiences in a number of activities and areas introduced during Year 7. In Year 8 students take part Badminton, Basketball, Cricket, Football, Hockey, Handball, Leadership, Netball, Orienteering, Rounders, Rugby, Softball and Tennis. Students are again taught other competitive sports including as Athletics and Gymnastics along with health related exercise. Girls are also taught dance including Contemporary Professional Work: Swan Song by Christopher Bruce and Urban dance styles' Exploring Urban Dance Styles'.

Learning activities and teaching approaches

Students are given the opportunity to work individually, with partners and in small/large groups. Students are encouraged to lead groups in warm ups and gain a basic knowledge and understanding of how the body works and other effects exercise has on the body. Students follow a course in health related exercise although principles of exercise and health are taught in all activities. Students are encouraged to observe and help classmates as well as improve on their own practical performance. Students take part in outdoor and adventurous activities which present intellectual and physical challenges and are encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.

Students are encouraged to take part in competitive sports and activities outside school through community links or sports clubs including inter-form. Techniques are developed and students are introduced to a range of rules and regulations. In dance students will develop movement vocabulary, performance and choreographic skills in the style of contemporary and urban dance.

Extended work and extra curricular activities

Students are sometimes asked to prepare and plan their work. Students could be asked to prepare a 5 - 10 minutes warm up activity for a specific sport or they may be asked to prepare a gymnastic sequence or choreograph a dance motif.

Extra curricular activities are an important part of Physical Education and students should attend at least one club. For year 8 students extra curricular clubs and teams include Athletics, Badminton, Basketball, Cricket, Cross country, Dance, Football, Fitness, Hockey, Netball, Rounders, Rugby, Swimming, Softball, Tag rugby and Tennis. Teams are entered into local, regional and national competitions.

Assessment

- Students are assessed through 9 strands in PE and include:-
- Individual and team games
- Gymnastics
- Dance
- Problem Solving
- Health and Fitness
- Athletics
- Rules and Officiating

- Evaluation of Performance
- Coaching and Leadership

Students are continually assessed throughout the year in all of the above areas. Opportunities are provided in the activities covered to develop individual skills. Students' effort, attainment and progress are assessed and recorded every half term. These are then used to complete reports to parents.

Science

The Science course in Year 8 forms part of the National Curriculum Key Stage 3 and develops key ideas and concepts undertaken in Year 7. Students have 6 one-hour lessons in the two week cycle. Over the year they complete six science modules. The delivery of the course is focussed on *How Science Works* and that is the processes and concepts behind the scientific process. It includes the traditional skill of using models to explain phenomena and how to carry out scientific investigations but also covers using evidence, science in society, the communication of science and cultural, ethical and moral issues surrounding science and the applications of science.

Course Content

Term 1

Green World

Energy POW!

Term 2

Super Small

Alive & Kicking

Term 3

Power shock

Study the Sting

Learning activities and teaching approaches

Students will build on their scientific knowledge and understanding from Year 7 and make connections between different areas of science. They will use scientific ideas and models to explain phenomena and events, and understand a range of familiar applications of science. Students will think about the advantages and drawbacks of scientific and technological developments for the environment and in other contexts, considering the reasons for different opinions. They will carry out investigations of different types, on their own and in groups, making use of reference sources and evaluating their work. They will communicate what they did and its significance and learn how scientists work and the importance of experimental evidence in supporting scientific ideas.

Extended work

Students will be given a variety of pieces of work to extend their learning. These may take the form of experimental reports, worksheets, open ended questions, leaflet and poster designing, reading and/or research. Furthermore, Students will be expected to access online support to revisit topics and to aid with revision.

Assessment

As in Year 7, the method of assessing students focuses on areas of scientific knowledge as well as How Science Works. At the end of a topic the students will have an assessed task to determine their progress. Additionally, at the end of each term there will be a theory based exam. Together these will enable us to monitor student progress through the National Curriculum.