Bishop Heber High School

Year 8 Curriculum Information

2018 – 2019

RESPECT • OPPORTUNITY • ACHIEVEMENT

Year 8 Curriculum Information

In Year 8, all students study the National Curriculum subjects. This booklet has been produced to provide you with information about what your son/daughter is learning in School during the current academic year. We hope that the more information that you have about what your son/daughter is learning, the more you will be able to support and enhance the learning. This may be through support with homework, discussion or identifying relevant books and websites.

Year 8 Subjects Studied

Year 8 Subject	Number of Periods (per fortnight)	Teaching Groups
English	6	Ability sets
Mathematics	6	Ability sets
Science	6	Ability sets
Art and Design	2	Mixed ability
Computer Science	2	Maths ability sets
Design and Technology	4	Mixed ability
Drama	2	Mixed ability
Geography	3	Mixed ability
History	3	Mixed ability
Modern Languages	6	Ability sets
Music	2	Mixed ability
Physical Education	4	Ability sets
Religious Education	2	English ability sets

Assessment

In Year 8 we measure students' attainment in GCSE grades from 9 to 1 (with 9 being the highest.) These grades show the particular skills, knowledge and understanding which a student has reached in each subject. Teachers will regularly assess each student's progress and their attainment will be reported to you in their reports three times each year.

Homework

All staff set homework on a regular basis. To keep a record of homework set this is recorded on the Parent Portal (INSIGHT). In addition, students have a planner in which teachers may ask them to write down the homework and the date it is due in. All students will be issued with a homework timetable at the start of the year, which indicates which day homework should be set in each subject.

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English

Overview

Year 8 further embeds and develops skills needed to succeed in English Language and English Literature GCSEs, as well as cultivating an enjoyment of reading and writing. The programme of study offers opportunities for creativity and imaginative exploration of texts and ideas, as well as increasing students' awareness of how to explore layers of meaning and authorial techniques in various genres of literature. In addition, essential skills in grammar and punctuation will be focused on in order to meet the rigours of GCSE study and a range of speaking and listening activities will promote further exploration and understanding of students' learning.

Structure of Classes

Year 8 English classes are grouped into 8 sets according to ability. Setting is based upon teacher assessment data from Year 7 alongside end of year exam results. Setting will then be reviewed on a termly basis.

Course Content

Throughout the year students will study a range of units focused on developing reading, writing and speaking and listening skills. In addition, the course will also prepare students for the content of English Language and English Literature by covering 19th century fiction and non-fiction, Shakespeare and seminal world literature.

Autumn – Gothic and Ghosts

Half Term 1: Dracula

Students will read a play script based on Bram Stoker's Dracula. Interpretation of character, impressions of people and places and the creation of tension and mood will be key elements of study, leading to an awareness of text meaning and authorial techniques.

Assessment 1: Reading assessment will reflect the GCSE Literature requirement to analyse a key extract of the play.

Assessment 2: Speaking and listening: students will, in groups, learn and perform a scene from the play, demonstrating their ability to create and sustain character.

Half Term 2: 'A Christmas Carol' by Charles Dickens

Students will explore the context of Victorian England; including poverty, charity, social responsibility, class system, religious responsibilities. The **whole** text will be covered with particular focus on the change of Scrooge's character and his redemption. Explore key extracts making links to context and wider novel.

Assessment 1: Reading Assessment will reflect the English GCSE question on 19th Century Lit and will require students to use an extract to formulate an essay on the wider novel.

Assessment 2: Transactional Writing: A Speech and either a Report or Leaflet will be produced linking to the themes studies.

Spring – The Classics

Half Term 1: Shakespeare's Speeches

Students will study a selection of Shakespeare's most famous speeches, including Henry V's 'Once more unto the breech, dear friends' and Richard III's 'Now is the winter of our discontent'. They will examine how Shakespeare's use of language and structure creates different effects and purposes, as well as developing an understanding of the social and historical context of Elizabethan theatre.

Assessment 1: Reading assessment will require students to analyse Shakespeare's use of language.

Assessment 2: Transactional Writing: A **Guide** or **Leaflet** on the World of Shakespeare.

Half Term 2: Seminal World Literature

Students will explore a range of differentiated short stories from other cultures, including some 19th century literature. A range of reading and writing tasks will embed skills learnt earlier in the year, as well developing students' ability to evaluate texts critically and select appropriate textual references.

Assessment: Reading. Question Types covered will include, 'Locate and retrieve', 'Impressions', 'Thoughts and Feelings' and 'Writer Techniques'.

Summer – Reading and Creating

Half Term 1: Class Novel

Students will explore a novel differentiated for ability. This will provide a springboard for a range of activities that will develop students' ability to interpret information and ideas and analyse a writer's use of language for various purposes, as well as promoting reading for enjoyment.

Assessment 1: Reading assessment in the style of a GCSE Literature exam will require students to revise key points and quotations to produce an extended piece of analysis.

Assessment 2: Transactional writing: students will produce a piece of non-fiction writing, appropriate to themes and issues raised in the novel studied.

Half Term 2 (2 Weeks): End of Year Exam

Assessment: Reading Exam: TBC
Writing Exam: TBC

Half Term 2 (4 Weeks): Creative Writing

Students will begin to develop skills for the Narrative Writing component of the English Language exam. Through building up work on character, plot and setting, they will focus on how to vary vocabulary, language techniques, sentence structure and punctuation to create original and engaging short stories.

Assessment 1: Writing: students will produce a short story in exam conditions.

Assessment 2: Speaking and listening: a presentation based on a character the pupils have created.

Homework

Homework will be set once a week. This may be a skills based homework or it could relate to classwork. Homework can also include: research, drafting or revision.

Additional Information

http://www.bbc.co.uk/bitesize/ks3/english/
Particularly good for skills exercises.

http://www.wjec.co.uk/englishgcse/
Contains exam specifications, past papers and key dates.

http://www.bbc.co.uk/schools/gcsebitesize/english/
A useful site for all areas of the GCSE course.

http://www.educationquizzes.com/gcse/english/ontains

http://www.englishbiz.co.uk/
Offers help sheets for different types of writing and useful links.

Mathematics

Overview

During Year 8, students complete their KS3 course and this forms the basis of the GCSE course which they start at the beginning of Year 9.

Structure of Classes

Year 8 Maths classes are grouped into eight sets according to ability. Setting is based on teacher assessment data from Year 7, as well as the end of Year 7 examination results. Setting is then reviewed on a regular basis.

Course Content

The content of the Maths course is split into four areas:

- Number
- Algebra
- Shape & Space
- Handling Data

There is a particular focus on problem solving, communicating mathematically and functional mathematics.

Objectives

Autumn Term

Half Term 1: Whole Numbers and Decimals
Measures, Perimeter and Area
Expressions and Formulae

Half Term 2: Fractions, Decimals and Percentages
Angles and Shapes
Graphs

Spring Term

Half Term 1: Mental Calculations
Collecting and Representing Data
Transformations and Symmetry

Half Term 2: Equations
Powers and Roots
Sequences
3D Shapes

Summer Term

Half Term 1: Ratio and Proportion
Probability

Half Term 2: Functional Maths
Constructions

End of Year 8 assessment.

Homework

Homework will be set and marked by the class teacher once a week.

Additional Information

www.mymaths.co.uk

Students can use the school username and password to revise and practise topics.

Science

Overview

In Year 8, students are set into groups according to their Year 7 progress. Students work towards attaining an end of year level, based on all the work covered in Year 8.

Course Content

Autumn Term

Electricity and Energy Resources (11 Lessons): Discover what Energy is, how society generates its energy. Fundamentals of electricity and how we measure it. *Typical homework: Research and evaluate a renewable energy source.*

Chemical Reactions (12 lessons): Investigate a range of different types of chemical reactions, using experiments and models to identify the reactants and products, as well as using observations to predict the products made. *Typical homework: identify examples of acids and alkalis in the home and draw their warning symbols.*

Energy for Life (9 Lessons): Linking together the respiratory and circulatory system, to describe how living organisms release energy from food. Observing how plants make their own food and how this links in with respiration *Typical homework: evaluating the structure of a leaf*

Spring Term

Heating and Cooling (8 Lessons): Using the particle model to explain how different materials transfer heat energy and how this affects the state of a substance. *Typical homework: Produce a summary sheet that compares similarities and difference between convection, conduction and radiation.*

Nutrition (7 Lessons): Describing the function of different parts of the digestive system and why a balanced diet is essential. *Typical homework: Keep a food diary to analyse how balanced your diet actually is.*

Light and Sound (10 Lessons): Describe waves and how can we model light and sound. Use different phenomena to describe wave behaviour. *Typical homework: Draw ray diagrams to model the direction, reflection, refraction of light.*

Summer Term

Earth and the Atmosphere (7 Lessons): Studying the different types of rocks and how they form the Rock Cycle. Understanding the Carbon cycle and discuss how human activity has changed the percentages of gases involved. *Typical homework: Research carbon capture and storage.*

Health and Disease (10 Lessons): An introduction to how the human body responds to disease and how we can prevent the spread of serious illnesses. *Typical homework: Research a range of diseases, finding out how they are caused, what the symptoms are and how they are treated.*

Chemical equations (4 lessons): a recap on chemical equations and how to correctly write and balance them. *Typical homework: balance a list of new equations*

Practical Skills (5 lessons): Using all the practical skills learnt over the two year course to apply to new and interesting experiments. *Typical homework: draw a graph and analyse the results collected.*

Assessment

December: End of Autumn Term Test
March: End of Spring Term Test
June: End of Summer Term Year Science Test

In addition, over the course of the year, students will complete 20 mark multiple choice tests with a 6 mark extended writing question at the end of each topic. The grades achieved will contribute to the end of year grade.

Homework

Set weekly and will cover a range of different tasks which will consolidate the work covered during lessons (see earlier examples).

Additional Information

www.bbc.co.uk/bitesize/ks3/science

Art and Design

Overview

The schemes of work in KS3 cover the learning objectives and outcomes as specified in the National Curriculum. During Year 8 students are marked using GCSE assessment objectives.

All schemes of work in KS3 are skills based to ensure that our students have a shared experience and knowledge of using a variety of media and techniques. Students are introduced to artists and/or themes that will inspire each project and will be taught how to analyse and evaluate both their own work and that of others.

Course Content

Term One & Two – Ceramics

Will be introduced to ceramics and learn the process of constructing a pinch/coil pot. They will produce a ceramic piece inspired by a contemporary, practicing ceramicist and be able to make increasingly confident links with the work of others, demonstrating an understanding of context and terminology.

Term Three & Four – Figure Drawing

Students will be taught a variety of drawing techniques and practice drawing the figure from observation. Relevant artists, styles and eras will be researched in depth alongside this project. Work will be reviewed and evaluated continuously to demonstrate knowledge and understanding.

Homework

All homework will inform and build on the development of their work in class and will frequently include research and artist development.

Additional Information

Useful websites for image and artist searches are Pintrest and the Web Gallery of Art.

Examples of sketchbook and final products from a recent Ceramics Project

Sketchbook examples fromFigure Drawing Project.

Computer Science

Overview

In Year 8 we touch on themes covered in more detail in Computer Science GCSE. There are four main themes; programming, data transmission, software and hardware and then visual games programming.

Course Content

Programming

Flowcharts and pseudocode; data entry program using the Python programming language; use of conditional statements in a program sequence for decision making; representation and manipulation of binary data; circuit logic in the ALU and how Boolean logic can be used; iteration using FOR loops, and how to save data entered at a text prompt to a file; create their own address book; sorting and searching data using multiple types of algorithm, including the quick sort and the bubble sort; outline of the serial and binary search. Viruses and malware and typical types of malicious software that can be found on the internet.

Data Transmission

Binary encoding of data and the transmission of images across the internet; compressing of text in a computer for transmission across a network; encoding of sound waves in a digital format for transmission and streaming; how the internet works; how and why it was developed and how data is distributed around the globe; the central role of routers using the traceroute command; the hardware and software that makes up a computer network such as found in a school or a large organisation, and the theory behind building a simple peer-to-peer network; HTML and CSS and how these languages can be used to create web pages; encryption of data for secure transmission.

Hardware and Software

The difference between application and system software; different types of hardware for input and output; how the processor works; the misuse of data and how and why it happens; the future of data and the surveillance society.

Kodu Game

Necessary skills for building a game in the 3D environment, using computer logic; design a game using the skills that they have learnt; build the final game; evaluate the game and suggest ways of improving.

Flowol and computational thinking

Use the Flowol software in order to model how control systems work. Students will have to determine how to sequence a series of instructions in order to solve simple control systems such as traffic lights, barriers in a carpark, before moving on to more complex systems.

Assessment

Homework will be assessed, as will the work done in the class working through the booklet. There may be end of unit tests.

Homework

A homework booklet accompanies each section of the course.

Additional Information

New.eheber.org.uk>ICT>year 8

Design and Technology

Overview

Year 8 Design and Technology is a continuation of the work undertaken in Year 7, building on and extending the subject knowledge to introduce a new set of skills that enable students to become further involved and excited by the subject. During the course of Year 8 in Design and Technology students receive four, one hour lessons over the two week cycle in mixed ability groups. A strong emphasis is given to ensuring the groups do not contain more than 20 students, as recommended in BS 4163 2007. The subject content is delivered through a maximum of two different teachers who cover all aspects of the subject, including Product Design, Textiles Technology and Food Technology. Groups will rotate half way through the year.

Course Content	
Unit 1	Product Design – Students follow a varied curriculum that is focused on developing knowledge though practical work. • An introduction to Mechanisms • Programable robots • Electronics • Design history taught through a design and make activity • An introduction to Computer aided design. There is still an emphasis on developing subject knowledge of Health and Safety and materials but this is done through application of the prior knowledge
Unit 2a	Textiles Technology – Animal Fusion Students will learn the appropriate skills and techniques to make a textile product for the gift shop at Chester Zoo. Based on construction using sewing machines and additional hand techniques. Students will have the opportunity : • Name the three classifications of fibres • Design and make a mostly functional product • Cut material safely • Develop their skills in using CAD/CAM
Unit 2b	Food Technology Bacteria and handling meat safely. Basic food preparation skills including chopping, dicing, blending, whisking. A 'Great British Bake Off' challenge forms part of the work undertaken. Students will have the opportunity to study: • Be able to recognise and understand the functions of a variety of ingredients • Be able to recognise the correct equipment to use when cooking

	• Be able to plan and carry out a broad range of cooking tasks safely • Understand healthy eating models relating to a balance diet, the nutritional needs of different groups in society and the factors affecting food choice and how to take these into account when planning, preparing and cooking meals and products

Assessment

Assessment is again based on a final teacher assessment at the end of the unit and a final examination at the end of the year.

Homework

Homework is issued in accordance with the School homework timetable and is relevant to the topic being covered and is completed in a dedicated sketch book where appropriate.

Additional Information

www.technologystudent.com
www.mr-d-n-t.co.uk
www.dtwithinschools.com
www.design-technology.org
www.bbc.co.uk/schools/gcsebitesize/design
www.design-technology.info/home.htm

Drama

Overview

Drama in Year 8 helps students to further develop the ability to engage and communicate with an audience by using dramatic presentation and creative interpretation. Each topic we cover in Year 8 has been devised to encourage students to explore and make creative interpretations of a range of styles and genres.

Course Content

Term 1- Responding to Stimuli
Students will engage and respond to different stimuli, including: photographs, poetry, script, music and props. This will encourage discussion, debate, creative and critical thinking. They will use a range of drama techniques including: still image, thought tracking, spontaneous improvisation and slow motion. They will be expected to develop their collaborative skills as a whole class and in small groups to create a performance based around a stimulus.

Term 2- Physical Theatre
Students will understand how to work as an ensemble using their bodies as a prop to create a dynamic effect for an audience. They will create an assessment piece using physical theatre techniques, in particular a physical theatre company's devising technique frantic assembly.

Term 3- Exploring a script- Introduction to Theatre Production
Students will use a range of drama techniques to explore a script. They will work collaboratively to communicate the main themes, character and playwrights intentions to an audience. They will experiment with using make-up, costume, lighting and sound to create a mood and atmosphere, enhancing the experience for an audience.

Assessment

Students will be formally assessed once a term. However, this will reflect their ability to create, perform and reflect throughout the term. Assessment is verbal feedback, forum theatre (self and peer assessment) and an end of year written paper. Practical skills are formally assessed using agreed grade descriptors adapted from 9-1 GCSE grade descriptors for Drama.

By the end of the year student should be able to:
Creating:
Match movement and vocabulary to a person, place and time required by a story and situation.
Use drama techniques such as slow motion, mime and narration to devise drama in various forms.
Consider appropriate theatrical devices and effects to establish an atmosphere.
Accept suggestions from their teacher and peers.
Performing:
Create and organise a clear, coherent performance in a range of styles.
Perform a clearly defined character.
Make use of available technology to enhance and support their performance.
Reflecting:
Discuss ways ideas are presented and represented.

Discuss how plots and characters are portrayed.
Make good use of drama terminology and recognise strengths and weaknesses in performances.

Homework

Homework involves research, both practical and academic, learning lines and completing self and peer assessment sheets included in Drama Passport booklets that each student will receive at the start of the year.

Additional Information

Drama is extended via lunch-time and after School clubs. The nature of these varies throughout the year to fit in with seasonal concerts, exam preparation and assemblies. The clubs are open to all although there are key stage specific sessions.

www.theatreanddance.britishcouncil.org/artists-and-companies/profiles/dv8-physical-theatre/

Geography

Overview

In Year 8 students will come to understand why and how natural environments offer scope for adventure activities. They will journey down a blue hole near Hawaii, white water raft down the River Zambezi, climb and base jump the Old Man of Hoy and take a peep into Gaping Gill in the Yorkshire Dales. After solving a murder mystery using footprints as evidence, students will work collaboratively to investigate the various processes at work in a local stream. Linked to their Year 7 work on climate change, students will explore the reasons for increased flood frequency in the UK and examine the causes, impacts and responses to such events.

In the Spring Term students will compare the global superpowers of China, USA and Russia in terms of their physical size and location, natural resources, economies, population and military power. Issues such as the benefits and problems of building of the Three Gorges Dam and the Russian occupation of the Ukraine will also be considered. Students will have the opportunity to decide who will emerge as the Global leader of the future.

During the Summer Term students will be able to present a weather forecast explaining low and high pressure weather systems. They will undertake a microclimate survey in the school grounds and decide where to locate new benches. The Middle East will feature largely in their study of a desert region as they design plants, animals and even buildings to withstand the desert storms and soaring temperatures. This unit will conclude with a look at extreme weather events such as hurricanes and tornadoes.

Course Content

	Autumn Term	Spring Term	Summer Term
Units of Work	**Earth: Adventure Playground** How the physical environment allows people to enjoy a variety of adventure sports: • Water cycle • Rock types • Rock weathering • Soil formation • River processes and landforms • Causes, impacts and responses to floods	**What makes a SuperPower?** **Place of study** • China • Russia • USA Comparing human and physical characteristics	**Hot Desert Biomes:** • An introduction to weather and climate • Microclimate investigation • Biomes with a focus on hot deserts • Living in a desert environment focusing on the Middle East
Assessment	Students will carry out a fieldwork investigation at the Iscoyd Brook. Test on knowledge of the river topic and water cycle.	Students will complete an assignment investigating the impacts of the Three	Microclimate enquiry. End of Year examination – testing all units of work covered in Year 8

Homework

A variety of tasks will be set for homework including research, drawing graphs, creative writing, posters, leaflets acrostic poems, online activities, storyboards, graph work, letter writing, postcards, desktop publishing and creating Power Points.

Additional Information

www.mapzone.ordnancesurvey.co.uk/mapzone
www.bbc.co.uk/bitesize/ks3/geography
www.metoffice.gov.uk/education

History

Overview

The Year 8 History curriculum covers the period from the War of the Roses and the start of the Tudor period up to the sinking of the Titanic in 1912 and what it tells us about Edwardian society of the eve of World War One. Students will explain and analyse a range of political, social, economic and military developments and key events from the period including the English Civil War and the Slave Trade. More challenging historical sources are gradually introduced and students are encouraged to cast a critical eye over evidence to form their own judgements and conclusions on the period and its significance today while drawing comparisons across the period looking for similarities and differences.

Course Content

- Henry VIII and the English Reformation
- Edward VI and Mary I and the Counter Reformation
- Elizabeth I and her religious settlement
- The causes, events and consequences of the English Civil War
- Interpretations of Oliver Cromwell
- The Great Plague and Great Fire of London
- The Industrial Revolution and its impact on Britain
- The Slave Trade and its legacy on Civil Rights and race relations
- The sinking of the Titanic and Edwardian society

Assessment

Students are assessed against different historical skills and the emphasis is always on quality over quantity. They will be expected to gradually develop their depth of understanding and analysis moving from simply describing events or sources, to explaining them and finally analysing/evaluating them in relation to other events or sources they have studied. This will include a range of tasks from essays, to short written responses to creative tasks such as designing a newspaper front page from a particular historical perspective, alongside verbal discussions and interaction in class. All students will complete an end of year exam.

Homework

Students will complete a number of assessments both in class and as homework which will test different historical skills including knowledge and understanding, source analysis and historical interpretations. Alongside these formal assessments, students will complete more creative tasks and more long term projects over the course of the year, to support and extend their understanding of the topics they will study in class.

Additional Information

National Curriculum for History - www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study
BBC Bitesize KS3 History - www.bbc.co.uk/bitesize/ks3/history
School History – Games and support for KS3 History. www.schoolhistory.co.uk

Modern Languages: French

Overview

As a Department, we believe it is important to provide students with the building blocks to enable them to become independent linguists. The teaching of grammar within a range of contexts is core to this principle.

In Year 8 students of French continue to revise and learn key points of grammar, such as the formation of the Present and Future tenses. All selected points of grammar for Year 8 are reinforced throughout the year as each new theme is introduced and progression is both horizontal and vertical. The three broad themes for this year group are: *Self and Others*, *School*, *Town*, and *Leisure and Holidays*.

<table>
<tr><th>YEAR 8 FRENCH</th><th>THEMES</th></tr>
<tr><td rowspan="3"><u>Grammar to be covered this year</u>:

Future phrases using “aller” + infinitive

Other future phrases with infinitive
(j’espère … / J’ai l’intention de … / Je voudrais …)

Revision of present tense and depuis + Present tense

Revision of present tense of reflexive verbs

Revision of present tense of 4 main irregular verbs
(avoir / être / faire / aller)

Also - Il y a / Il n’y a pas de

Present tense of other irregular verbs
(pouvoir / devoir / vouloir / mettre)

Other phrases with infinitive
(on peut / on doit / il faut / avant de)

Avoir expressions

Question forms
(Revision of Est-ce que and introduction of Inversion)</td><td><u>TERM 1</u>

Where I Live

• Types of home + region
• Rooms + Furniture
• Description of home
• Daily Routine
• Places in the town
• Description of town
• Possible activities in the town
• Opinions + Plans for the future

Speaking Assessment</td></tr>
<tr><td><u>TERM 2</u>

Shopping (Food and Clothes)

• Fruit and Vegetables + Quantities
• Other types of food
• Food preferences
• Shops
• Clothes + Sizes
• Descriptions + Comparisons of clothes
• Asking for help + Expressing problems
• Weekend (future) shopping plans

Listening Assessment</td></tr>
<tr><td><u>TERM 3</u>

Health and Illness

• Parts of the body</td></tr>
</table>

Adverbs **Prepositions** **Further connectives** (tandis que / cependant …) **Further negatives** (ne … que / ne … personne / ne … rien) **Comparative Form** (plus … que / moins … que / aussi … que) **Revision of Imperative Form** (Directions)	• Expressing pain + Illness • Expressing how long ill (*depuis*) • Understanding + giving medical advice • Healthy + Unhealthy foods • Healthy + Unhealthy habits • Giving advice on staying healthy (*Il faut*) • Future plans to improve health **Reading Assessment** **Writing Assessment**

Assessment

Students are formally assessed at the end of each term. Over the course of the year they complete assessments in all four skills: Speaking (Term 1), Listening (Term 2), Reading and Writing (Term 3). Students also sit a Grammar assessment in Term 1 and in Term 2. In addition, at least one piece of work per half term is given a grade (from S+ up to 4=). For this assessed work, Departmental feedback sheets are provided and students are expected to comment on how they could improve further in the future.

Homework

Homework is set regularly and the following are some of the tasks students may be asked to complete: revise key vocabulary, revise a grammar point, complete a grammar exercise, read a text in the target language and answer questions in English, read a text in the target language and answer questions in the target language, adapt a text to write about themselves, apply a point of grammar to write a short paragraph, act on teacher comments to improve a piece of work, learn oral responses to selected questions, learn a short presentation about themselves, carry out research linked to a point of cultural interest, look up additional vocabulary linked to a selected theme, write up the results of a class survey in the target language.

Additional Information

Useful websites for ML are:

www.linguascope.com
www.languagesonline.co.uk

Modern Languages: Chinese / German / Spanish

Overview

As a Department, we believe it is important to provide students with the building blocks to enable them to become independent linguists. The teaching of grammar within a range of contexts is core to this principle.

In Year 8 students of Chinese, German and Spanish learn key points of grammar, such as the formation of the Present and Future tenses. All selected points of grammar for Year 8 are reinforced throughout the year as each new theme is introduced and progression is both horizontal and vertical. The three broad themes for this year group are: *Self and Others*, *School*, *Town*, and *Leisure / Holidays*.

<table>
<tr><th>YEAR 8 GERMAN/SPANISH/CHINESE</th><th>THEMES</th></tr>
<tr><td rowspan="4"><u>Grammar to be covered this year</u>:

Pronunciation rules
Grammatical terms + Dictionary skills

Gender
(Definite article / Indefinite article / Possessive adjectives)

Plural form of nouns

Present tense of regular verbs

Present tense of key irregular verbs

Present tense of some other irregular verbs

Future time markers

Future tense

Opinions phrases

Adjectives
(Word order and agreement)

Basic connectives

Basic negatives

Adverbial Phrases of frequency
(Key time phrases + once/twice a week etc)</td><td><u>TERM 1</u>

Self and Others

• Greetings
• Alphabet + Spellings
• Numbers 1-100 + Months
• Basic details - Name, age + birthday
• Family members + basic details
• Pets + Colours
• Description of physical appearance and character (for self and others)

Listening Assessment</td></tr>
<tr><td><u>Half Term 3</u>

School

• Classroom Objects + Language
• Types of school
• Subjects + Opinions + Justifications
• Time + Timetables + School day/Routine
• Description of School
• Uniform + Opinions</td></tr>
<tr><td><u>Half Term 4</u>

Town

• Places in town
• Description + Opinions of town</td></tr>
</table>

***Seit* + present tense equivalent** **Comparative form**	• Possible activities in the town • Types of house + Region • Future plans of where to live **Speaking Assessment**
	TERM 3 **Leisure / Holidays** • Sports / Hobbies + preferences • Weather + Linked leisure activities • Weekend plans • Countries + Holiday activities • Transport + Accommodation options • Future holiday plans **Reading Assessment** **Writing Assessment**

Assessment

Students are formally assessed at the end of each term. Over the course of the year they complete assessments in all four skills: Listening (Term 1), Speaking (Term 2), Reading and Writing (Term 3).). Students also sit a Grammar assessment in Term 1 and in Term 2. In addition, at least one piece of work per half term is given a grade (from S+ up to 4=). For this assessed work, Departmental feedback sheets are provided and students are expected to comment on how they could improve further in the future.

Homework

Homework is set regularly and the following are some of the tasks students may be asked to complete: revise key vocabulary, revise a grammar point, complete a grammar exercise, read a text in the target language and answer questions in English, read a text in the target language and answer questions in the target language, adapt a text to write about themselves, apply a point of grammar to write a short paragraph, act on teacher comments to improve a piece of work, learn oral responses to selected questions, learn a short presentation about themselves, carry out research linked to a point of cultural interest, look up additional vocabulary linked to a selected theme, write up the results of a class survey in the target language.

Additional Information

Useful websites for ML are: www.linguascope.com and www.languagesonline.co.uk

Music

Overview

Our rationale for music at Bishop Heber is to develop learners who are increasingly confident in the core skills of performing, composing and listening; specifically:

1. To develop as performers with:

    - Increasing confidence
    - An awareness of instrument specific techniques and posture
    - An awareness of accuracy and fluency
    - Developing expression
    - An awareness of other performers

2. To develop as composers with:

    - Skills in improvisation
    - An ability to refine ideas
    - An awareness of structures

3. To develop as listeners through:

    - Perceptive listening
    - An awareness of a broad range of styles and genres from Western and non-Western traditions
    - Use of a musically rich vocabulary within a good literacy framework

4. To have the opportunities to develop an individualised programme of study through:

    - A personalised curriculum
    - Self, peer and teacher assessment showing regular and sustained personal progress
    - Collaborative learning
    - Access to SEN strategies
    - Access to G&T and elite programmes
    - Access to Extra-curricular opportunities

As well as a regular classroom music lesson, there are opportunities for students to take part in a range of extra- curricular activities. These currently include: Concert Orchestra, Choir, Samba Band and the Whole School Musical Production. We also work in conjunction with *Music for Life* who provide weekly instrumental and vocal tuition from a visiting team of specialist musicians.

Course Content

Year 8 Modules (two lessons each fortnightly cycle). Year 8 focuses on developing composition skills – learning through non-western music and conventional structures.

Autumn Term

Music for Special Occasions

Skills Focus:

- Perceptive listening, identifying musical devices and conventions and composing displaying intentions

Context:

- Music for specific occasions and events with a focus on fanfares, ostinato, drone and chordal playing styles

Content:

- Listening activities to identify conventions, occasions and musical devices
- Chord accompaniments to *Eleanor Rigby*
- Composing a Fanfare with a range of accompanying devices

Assessment Framework:

- Performing a role in *Eleanor Rigby*
- Assessment of role in group composition
- Written evaluations
- Research homework

The World of Scales

Skills Focus:

- Improvisation on Scales

Context:

- Major, minor, pentatonic, chromatic

Content: *Joshua Fought the Battle of Jericho*

- Chaos/Order compositions.

Assessment Framework:

- Improvisation on d minor
- Group Composing
- Written evaluation
- Listening activities

Spring Term

The Blues

Skills Focus:

- Perceptive listening, identifying musical devices and conventions in the blues tradition, composing to a given structure, improvisation

Context:

- The historical and social aspects of blues and how these are reflected in lyrics
- The musical devices and techniques associated with blues

Content:

- The 12 bar blues and associated devices – chord sequence, bass line, hooks and riffs
- Improvisation techniques, swing rhythms and syncopation

Assessment Framework:

- Performing a role in The Blues
- Assessment of improvisation
- Assessment of role in group composition
- Written evaluations
- Research homework

Summer Term (Incorporating the End of Y8 Examination)

The Music of India

Skills Focus:

- Perceptive listening and identification of a range of non-Western music with a focus on using Indian elements in improvisation & composition within a given structure

Context:

- Exploring the conventions and devices used in Indian Raga and developing a composition and performance through collaborative learning that fuses Indian features with Western musical devices.

Content:

- A variety of music from around the world as an introduction to non-Western music
- Indian songs for class singing, Instrumental raga
- Musical Fusions

Assessment Framework:

- Performing a raga, drone, tala
- Alap, Jhor, Gat structure
- Assessment of role in group composition
- Written evaluations
- Research homework

Additional Information

It is recommended that students enhance their music listening experiences by wider listening of the topic areas, styles and genres covered in class. YouTube in particular, can be a valuable and rich source of information and research as can the various music web pages produced by the BBC.

Physical Education

Overview

At Bishop Heber High School we encourage our students to understand how to learn in and through Physical Education and develop key skills that prepare them for being active, independent and responsible learners, who take part in physical activity regularly and understand the benefits of leading an active and healthy lifestyle. In order to encourage our students to become actively involved independent learners we have a wide and varied Programme of Study which enables them to enjoy and achieve across a number of activities and sports throughout Key Stage 3, 4 and Sixth Form.

Key Stage 3 PE

All students in Key Stage 3 will be given opportunities to produce complete pieces of work involving the following key processes of:

- Making and applying decisions
- Developing their competence to excel in a broad range of physical activities
- Developing mental and physical capacity
- Evaluating and improving performance
- Making informed choices about healthy, active lifestyles

The PE programme of study for Key Stage 3 builds on the knowledge, skills and understanding students acquire at Key Stage 2. During the key stage students become increasingly physically competent by:

- Improving their ability to use tactics and strategies to overcome opponents in direct competition through team and individual games
- Developing their technique and improve their performance in other competitive sports
- Taking part in OAA which present intellectual and physical challenges
- Performing dances using advanced dance techniques within a range of dance styles and forms
- Analyse performances compared to previous ones and demonstrate improvement to achieve their personal best

Through the range of activities and variety of roles that students experience, they begin to make informed choices about their own commitment to leading a healthy, active life. They begin to identify the types of activities and roles they prefer and are best suited to. They become more regularly involved in physical activity, including sport and dance, both in extra-curricular provision and through clubs in the community.

Course Content

In Year 8 all students will continue to follow a broad curriculum through eight units consisting of eight lessons in order to refine teaching of the key processes and key concepts. During this year students will get to study specific sporting areas in more depth and look at how skills and process transfer across different areas.

During Year 8 students will develop an understanding of their learning needs by placing a greater emphasis of evaluation of performance through assessment for learning. They will be given the opportunity to identify strengths and weaknesses in performance and recognise a common 'language for learning', that will help them improve performance and make informed choices about pathways outside of lessons.

All students will develop their understanding of healthy lifestyles and fitness through looking at how to monitor and improve fitness, with links to life outside of school.

Block	Boys	Girls
1	Football/ Hockey	Netball / Basketball
2	Rugby / Fitness	Hockey / Badminton
3	Football / basketball	Netball / Fitness
4	Rugby / gymnastics	Hockey / Fitness
5	Athletics / Tennis	Athletics / Rounders
6	Athletics / Cricket	Athletics / Tennis

Assessment

Teachers and students in the PE Department are continuously involved in assessment through appreciation, interpretation, analysis, judgement and evaluation of performance and understanding. These judgements will be used to inform on-going teaching and learning.

The basis for assessment in PE is the 'Assessment for Learning' model. Both staff and students are fully involved in the process. It has been implemented to help motivate pupils, to encourage pupils to take more responsibility for their own learning and actively involve students in setting their own individual targets.

Homework

At times students will be asked to research rules and regulations of the sports covered and look at the basic fundamentals of health and fitness.

Additional Information

All PE information is available on the website in relation to the curriculum timetable, PE kit and procedures. All extracurricular sport is regularly updated on the weekly briefing sheet and the PE twitter account.

Religious Education

Overview

RE is a statutory subject in Government Maintained schools, though not part of the National Curriculum. Each Local Authority maintains an advisory council, which designs an 'Agreed Syllabus' for schools to follow, which reflects the cultures and communities represented within that Authority. At Bishop Heber we follow the Cheshire West and Chester Agreed Syllabus.

Course Content

The Year 8 course at Bishop Heber High School covers the following areas:

- 'Let's Party' – Baptism, Brit Milah, weddings, festivals
- 'My Life' – Christian rules for life, charity, the environment; 5 Pillars of Islam; Buddhist and Sikh rules for living; Jewish food laws and Shabbat
- 'The Young Philosopher Course' – forming enquiring and analytic minds

Assessment

Formal assessments will be conducted once per term. The first two assessments will be in the format of an open question, which they need to answer in essay-style. They will be based on the course content immediately preceding the assessment. The final assessment is their end of year exam. They will be given plenty of notice, advice on how to prepare and the level criteria that needs to be met. All students receive their end of KS3 forecast level at the start of the year, so that they know what they are working towards. They track their progress through a monitoring sheet in their books.

- Assessment 1 – 'Let's Party', early December
- Assessment 2 – '5 Pillars of Islam', early March

Homework

Homework will be set once a fortnight. The type of task will vary, but include:

- Creative writing
- Research
- Diary entries
- Interviews

Additional Information

The following websites may help both students and parents:
www.bbc.co.uk/religion/ Information on religions, as well as links to issues in the news around the world and interesting articles
www.rsrevision.com/contents/games.htm (Scroll down for KS3 games and quizzes)
www.religioustolerance.org