



**John Masefield High School  
and Sixth Form Centre**

**Information for Parents  
Year 8**

**2013 - 2014**

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## Term dates and Inset for the academic year 2013-2014

### AUTUMN TERM 2013

**Term Starts** **Wednesday 4 September**  
 Half Term Monday 28 October – Friday 1 November  
**Term Ends** **Friday 20 December (students leave after period 4)**

### SPRING TERM 2014

**Term Starts** **Tuesday 7 January 2014**  
 Half Term Monday 17 February – Friday 21 February  
**Term Ends** **Friday 11 April (students leave normal time)**

### SUMMER TERM 2014

**Term Starts** **Tuesday 29 April**  
 Half Term Monday 26 May - Friday 30 May  
**Term Ends** **Friday 18 July (students leave after period 4)**

### Inset and Professional Development Days:

Wednesday 20 November 2013	1.15pm – 5.45pm	(students leave school after period 4)
Monday 6 January 2014	all day	(students not required in school all day)
Thursday 20 March 2014	1.15pm – 5.45pm	(students leave school after period 4)
Monday 28 April 2014	all day	(students not required in school all day)
Friday 4 July 2014	all day	(students not required in school all day)
Good Friday	Friday 18 April 2014	
Easter Monday	Monday 21 April 2014	
Bank Holiday Monday	Monday 5 May 2014	

### Forthcoming Events this term:

Thursday 24 October	Dance Showcase
Thursday 14 November	Y11 Parents Evening
Friday 15 November	Children in Need Non Uniform Day
Thursday 21 November	Sixth Form Open Evening
Thursday 28 November	Y9 Options Evening* (revised date)
Monday 2 December	Year 7 Maths Quiz
Thursday 5 December	Sixth Form Parents Evening
Friday 6 December	KS4 MFL trip to Cologne
Thursday 12 December	Y7 Parents Evening
Thursday 19 December	Christmas Carol Service

### Key dates for Year 8

- |                         |  |
|-------------------------|--|
| • 15 November 2013      | Y8 Progress Check to Parents           |
| • 26 – 29 November 2013 | Mentoring week for Beacon & Holywell   |
| • 3 – 6 December 2013   | Mentoring week for Jubilee & Midsummer |
| • 24 January 2014       | Y8 Progress Check to Parents           |
| • 6 February 2014       | Y8 Choices Evening                     |
| • 11 February 2014      | Whole School Mentoring Day + Parents   |
| • 13 February 2014*     | Y8 Parents' Evening                    |
| • 2 June 2014           | Y8 End of Year Exams week              |

- 24 – 27 June 2014
- 4 July 2014
- 11 July 2014

Mentoring week  
 Y8 Reports to Parents  
 Y8 Exam Report to Parents

*\* you will be sent further information about Parents' Evening in the Spring Term.*

## Homework Information

Below is an outline homework timetable for Year 8 students. This timetable is designed as a guide for JMHS teachers when setting homework and indicates the suggested night for homework completion by students. It does not indicate the day that the homework is actually set on and this could be earlier in the week. Teachers are advised to ensure that homework deadlines should be at least the day after the suggested completion night and two days after it is actually set.

Monday	Tuesday	Wednesday	Thursday	Friday
Science	MFL 2	Maths	MFL 1 Block 1 / Projects	English / MFL 1 Block 2

Projects are given in Business & Enterprise, Arts, Humanities, Exam Prep & PSHE.

If you have any queries or concerns about the nature or setting of homework tasks please initially contact your child's tutor by telephoning Student Services.

## Maths Successmaker

Successmaker is an individualised computer programme that supports students' Maths skills. We have been using Successmaker for a number of years now, and believe it is a valuable resource in helping to develop the students' skills in Maths.

Students will have two 15-20 minute sessions during their Maths lessons, and one 15-20 minute session during afternoon registration. This will continue until the end of year exams in Year 8. Initially, the students complete questions to establish their level of understanding, and once that is clear, the computer provides the students with carefully graded questions to move them forward. The programme then provides the Maths teachers with very detailed reports about a student's strengths and weakness, allowing them to work with an individual on these and so move their understanding forward. It is a tool that helps the Maths teachers build up a fuller picture of the needs of their students, whilst allowing the student to complete individual practise at the correct level for them in a different medium.

## Accelerated Reader Programme

The English Faculty uses the Accelerated Reader Programme (ARP) to help Year 8 students improve their reading ability. The ARP website allows parents to view their child's ARP area and can also be accessed via Kaleidos. When you log onto Kaleidos, follow the link under 'Interest Spaces', which gives instructions on how to access the site. When logged into your child's area (your child will know how to do this), you can view their progress and also access an area called 'Bookfinder', which enables you to choose relevant books with or for your child. You might find this especially useful with Christmas coming up! The instructions for 'Bookfinder' are detailed on the next page. Another useful link is the HomeConnect page:

<https://ukhosted16.renlearn.co.uk/1979123/HomeConnect/login.aspx>, where you can find out how your child is progressing with tests and quizzes.

## HOW TO USE AR BOOKFINDER

1. Go to [www.arbookfind.co.uk](http://www.arbookfind.co.uk).
2. From the **Quick Search** tab on the top of the page, type in a book title, author or topic into the blank field and click **Go**.
3. To narrow the results, select any of the options on the left of the screen under **Refine Your Search**. You can continue to refine your search until you get your desired results.
4. If you want to create a booklist from the titles you are searching, click **Add to AR BookBag** button under the cover of any book you want to add to your list. This list can then be printed out for future reference.

### Advanced Search:

The Advanced Search tab allows you to refine your search. Here you can enter more search criteria such as ATOS Book Level, Interest Level, Topics / Subtopics, Fiction / Non-fiction and Language to get results that are more exact.

1. Click the **Advanced Search** tab on the top of the page.
2. Select **Contains, Starts With or Exact Match** to determine the parameters of your search.
3. Select your search criteria and click **Go**.
  - It is recommended that you enter an ATOS Book Level to be sure that the results are appropriate for your child. When entering an ATOS Book Level you are also required to enter an Interest Level. (Click on the question mark icon for more information on ATOS Book Levels and Interest Levels.)
  - It may be helpful to choose topic and subtopic to see a list of book categories if you are uncertain what books may interest your child.
4. To narrow the results, select any of the options on the left of the screen under **Refine Your Search**. You can continue to refine your search until you get your desired results.
5. You can add any of these books to your AR BookBag.

### Collections:

The most popular children's Book Awards are listed under the Collections tab. You can add books from any of these lists to your AR BookBag.

1. Click the **Collections** tab on the top of the page.
2. Select one of the collections and continue to click on your choices until you locate the desired booklist.

### AR BookBag:

The AR BookBag is a place to create your own booklist. This list can be printed and taken to your local library or bookshop. It cannot be saved in AR BookFinder. However, you can save the "report" (a PDF) to your hard drive files.

### AR BookFinder Help:

Located in the upper right hand corner is a **Help** button. Click on it for helpful information such as how to use specific features of AR BookFinder.

## Can you be RESILIENT? [Student Self-Evaluation Form]

At the end of each term consider where you are on this chart (red, orange, green). You should look to improve some part each term.

Be RESILIENT	Term 1	Term 2	Term 3
* <b>RESOURCEFUL</b> I am aware of the resources available to me and can be creative in making them work			
* <b>EMOTIONS</b> I am aware of my strong emotions and take action (eg 3 deep breaths) to ensure I think before I act. I accept these emotions and tell myself it is ok to make mistakes and that I should just try my best.			
* <b>SUCSESSES</b> I can see my successes even amongst failures and struggles. I can be patient and keep working at a solution, recognising frustration/disappointment but not letting these rule me.			
* <b>I</b> know the choices <b>I</b> make are important and that <b>I</b> make a difference. I rise up to challenges rather than shy away from them.			
* <b>LEARN</b> each time - I can turn "I never" into "I didn't this time but will next time" thinking			
* <b>INVESTIGATE</b> - I can be patient in my search for solutions. I know there are alternatives and I don't need to go with the first thing that comes into my head.			
* <b>EMPATHY</b> - I can read the emotions of others (eg tone of voice, gestures) and recognise people aren't the same and may well see and feel things differently to me. I can "see through other people's eyes".			
* <b>NEW-HEIGHTS</b> - I know that to improve I need to get stuck and I welcome this feeling - even if it can also be frustrating			
* <b>TRYING</b> - I continue trying even when I make mistakes. A mistake is not failure. I am not afraid to ask for help when I need it.			

	Very poor (1)	Much improvement needed (2)	Improvement needed (3)	Satisfactory (4)	Good (5)	Very Good (6)	Excellent (7)	Outstanding (8)
<b>RESILIENCE</b>	Will actively avoid any support and look for distractions in order to avoid being challenged.	Will look to avoid difficulties, even when supported and prompted; Prefers distractions to prospect of failure.	Clearly lack independence but will attempt to overcome difficulties with continual support and prompting.	With support and prompting will attempt to overcome difficulties. This is not consistent.	With support, can explain and demonstrate strategies to overcome difficulties.	Can begin to explain and demonstrate strategies used to overcome difficulties.	Can explain and consistently demonstrates strategies used to overcome difficulties.	Actively supports others with strategies to build resilience.

## Achievement Award

		<b>Bronze</b>	<b>Silver</b>	<b>Gold</b>
<b>Commit</b>	<b>Attendance</b>	No absences for a half term  Signed.....	No absences for a term  Signed.....	98% attendance or higher for the year  Signed.....
	<b>Punctuality</b>	No lateness for a half term  Signed.....	No lateness for a term  Signed.....	No lateness all year  Signed.....
<b>Commit and Co-operation</b>	<b>Learning</b>	Only very good or better in one progress check/ report  Signed.....	Only very good or better in two progress checks/ report  Signed.....	Only very good or better in all 3 progress checks/ report  Signed.....
	<b>Behaviour</b>	No S2's for a half term  Signed.....	No S2's for a term  Signed.....	No S2's for a year  Signed.....
<b>Contribute</b>	<b>Participation</b>	Participate in 5-9 school/ House activities  Signed.....	Participate in 10-12 school/ House activities  Signed.....	Participate in 13 or more school/ House activities  Signed.....
<b>Care</b>	<b>Charity</b>	Take part in one charity event  Signed.....	Take part in 2 charity events  Signed.....	Lead/ organise a charity event Take part in at least 3 events  Signed.....
<b>Co-operate</b>	<b>Uniform And Equipment</b>	Average 1 point per half term  Signed.....	Average 1 point per term  Signed.....	Average 1 point over the year  Signed.....
<b>Celebrate</b>	<b>House Points, Praise Post cards, Respect Campaign</b>	'70' House Points in the year  Signed.....	'85' House Points in the year and one of praise post card/ respect campaign commendation  Signed.....	'100' House Points in the year and a praise postcard and a respect campaign commendation  Signed.....
	<b>Level Gained</b> 6 Targets needed	Signed.....	Signed.....	Signed.....

## Learning Standards

Learning standard	I will have achieved this if I have
<b>L1: Concentrate</b> Have I done all I can to focus fully on my work?	<ul style="list-style-type: none"> <li>• Used time to concentrate fully on my learning and overcome difficulties</li> <li>• Listened carefully to explanations and asked questions when I do not understand</li> <li>• Figured out ways to complete difficult tasks and to keep going and complete my work if I am stuck</li> </ul>
<b>L2: Care</b> Have I made sure that I have produced my best possible work in every way?	<ul style="list-style-type: none"> <li>• Produced my best quality written work or practical work</li> <li>• Tried my very best to achieve high standards in performances, presentations, practical and written work</li> <li>• Checked my work carefully and made improvements</li> <li>• Worked safely and taken good care of equipment and the environment</li> </ul>
<b>L3: Co-operate</b> Have I worked co-operatively with others as part of a team?	<ul style="list-style-type: none"> <li>• Worked well with others towards a common goal</li> <li>• Taken responsibility for my own input</li> <li>• Provided constructive support and feedback to others</li> <li>• Shown fairness and consideration to others</li> <li>• Adapted to suit different roles within the group</li> </ul>
<b>L4: Connect</b> Have I used any skills from other subjects, e.g. Maths, ICT or English?	<ul style="list-style-type: none"> <li>• Used good spelling, punctuation and grammar with written work</li> <li>• Shown good listening, speaking, reading and writing skills in all my subjects</li> <li>• Used Maths and ICT skills well to solve problems</li> <li>• Made connections between work done in different subjects to further my understanding</li> <li>• Considered all resources available and chose which are best to use</li> </ul>
<b>L5: Contribute</b> Have I participated fully in my lessons?	<ul style="list-style-type: none"> <li>• Taken part enthusiastically in activities</li> <li>• Joined in class discussions</li> <li>• Asked interesting questions</li> <li>• Given helpful feedback about how learning could be improved</li> <li>• Helped others to succeed</li> </ul>
<b>L6: Create</b> Have I used my creativity and initiative to achieve well and improve my learning?	<ul style="list-style-type: none"> <li>• Used my imagination</li> <li>• Produced original work</li> <li>• Explored interesting ideas</li> <li>• Tried out alternative solutions to problems</li> <li>• Used a range of resources</li> <li>• Adapted my ideas as circumstances change</li> </ul>
<b>L7: Commit</b> Do I know where I am now with my learning, where I am going and how I am going to get there?	<ul style="list-style-type: none"> <li>• Understood how well I am achieving</li> <li>• Thought about what I need to do to move forward</li> <li>• Planned for success by considering where I am now and how to raise this to the next level</li> <li>• Committed to making improvements</li> </ul>



## Instructions for accessing the school network from any computer outside school

### To download the program which allows connection to the school network

1. Go the school website – [www.jmonline.org.uk](http://www.jmonline.org.uk)
2. Click the Links link on the left hand side of the screen
3. On the Links page click Connect to school network
4. You will see a screen with an INSTALL button
5. Click this button to download a small program to your computer – the programme is called Citrix Receiver
6. After the file is downloaded you will see a 'Welcome to Citrix Receiver Setup' box
7. Click Install
8. The installation will take a few minutes after which you will see a message saying 'Installed successfully'
9. You have now completed the installation and will not need to repeat this again

### To connect to your school network area

1. Go the school website – [www.jmonline.org.uk](http://www.jmonline.org.uk)
2. Click the Links link on the left hand side of the screen
3. On the Links page click Connect to school network
4. You will now see a screen entitled Citrix XenApp
5. In the User Name box enter your normal school network ID e.g. 11emmsmi
6. In the password box enter your normal school password
7. You will see a screen with two tabs at the top – Applications and Desktops
8. Click on the Desktops tab
9. You will see an icon looking like a computer monitor labelled Shared Desktop – click on this
10. After a few moments (depending on your broadband connection speed) you should connect to your school network area. If you do not connect first time, click the Shared Desktop icon again.
11. Like you are able to at school, you should now be able to use all of the programs and you can access your network folder and the shared area folder.
12. If you have any problems please contact Mr Henderson (Network Manager) or talk to your ICT teacher.



## WHAT'S ON at John Masefield - Autumn 2013

	<b>Club</b>	<b>Location</b>	<b>Time</b>	<b>Staff</b>
<b>MONDAY</b>	Music theory club	159	11.25 – 1200	Miss Perry
	Clarinet/Sax ensemble	159	1.55 – 2.20	Miss Perry
	Netball	PE	3.30 – 4.30	Miss Dix
	Rugby	PE	3.30 – 4.30	Mr Kontarines/Mr Paton/Mr Wyatt
	Senior Dance Club	Theatre	3.30 – 4.30	Mrs Goodall
	Jazz Band	158	3.30 – 4.30	Miss Perry/ Mr Manning
	Italian Club	35	3.30 – 4.30	Mrs Whitton
	Enigma**	7	3.30 – 4.30	Mr Henderson
<b>TUESDAY</b>	String Ensemble	159	10.55 – 11.15	Mr Benson-Bunch
	Film Club	239	1.15 – 1.50	Miss Sanford
	Girls' Football	PE	1.15 – 1.50	Miss Limbrick
	Orchestra	158	1.15 – 2.15	Mrs Goldup
	Cookery*	Food room	3.30 – 4.30	Mr Oaten
	Badminton	PE	3.30 – 4.30	PE Staff
	Greenfingers	S2	3.30 – 4.30	Mrs Black
	Practical Club	11	3.30 – 4.30	Mr Fisher
<b>WEDNESDAY</b>	Junior Choir	158	1.15 -1.50	Mrs Goldup
	Senior Choir	159	1.15 – 1.50	Student led
	Basketball	Sportshall	1:15 – 1:50	Mr Kontarines
	School Production	Theatre	3.30 – 5	Mrs Kyle
	Badminton	PE	3.30 – 4.30	PE Staff
	Junior Drama***	21	3.30 – 4.30	Miss Owen
	Junior Art***	19	3.30 – 4.30	Miss Owen
	Junior Dance Club	Studio	3.30 – 4.30	Miss Carnie
<b>THURSDAY</b>	Brass Band	158	10.55 – 11.15	Mr Essenhigh
	MasterMind	11	1.15 – 1.50	Mr Fisher
	Samba Band	158	1.15 – 1.50	Mrs Goldup
	Boys' Choir	159	1.15 – 2.15	Mr Manning
	Hockey	Astro	3:30 – 4:30	Miss Limbrick
	School Production	Theatre	3.30 – 5	Mrs Kyle
<b>FRIDAY</b>	Chamber Choir	158	1.15 – 2.15	Mrs Goldup
	Improvisation Club	21	1.15 – 1.50	Mrs Underwood-Webb

\*Cookery will begin after Y7 tasters finish on 15<sup>th</sup> October – numbers are limited so you must sign up with Mr Oaten

\*\*Enigma will start on Monday 4<sup>th</sup> November

\*\*\*These clubs will become part of the whole school production work after half term.

## PE Extra Curricular Activity Opportunities

There are several opportunities for Year 8 students to take part in sport this half term. These are:

Date	Place	Activity	Time	Teacher
Mondays	Courts	Netball	3:30 – 4:30	MLD
Mondays	Fields	Rugby	3:30 - 4:30	PE Staff
Tuesdays	Sports Hall	Girls' Football	1:20 - 1:45	CL
Tuesdays	Sports Hall	Badminton	3:30 – 4:30	PE Staff
Wednesdays	Sports hall	Basketball	1:20 – 1:45	JK
Thursdays	Astro	Hockey	3:30 – 4:30	CL/MD

## Library Opening Hours

The Library is open daily from 8.30am – 8.50am, during Brunch and Lunch and also 3.15pm – 4.30pm Monday - Thursday for students to complete homework and/or coursework requiring computers supervised by a member of staff.

## Instrumental Music Lessons

We have in place our own team of visiting instrumental Music Teachers and this vibrant, dynamic and enthusiastic group of teachers will help promote Music in the school. They will provide opportunities for many more students to take part in extra-curricular musical activities by offering a new approach which will motivate them and promote enjoyment of all types of music – both solo and ensemble. Students will be able to join the many music groups we have on offer: Junior Choir, Senior Choir, Chamber Choir, Orchestra, Jazz Band, Flute Choir, Brass Ensemble, Samba Band, Clarinet/Saxophone Ensemble, Strings Group and Theory Club. We would like to increase numbers in all activities this year thus enabling students to have the opportunity to further their music education outside of their class music lessons. Singing and playing instruments with others is vital for an all-round music education as well as experiencing a wide range of music styles. Coupled with this will be enjoyment and a sense of fun through learning which will energise everything we do this year.

We offer tuition on all Brass Instruments, Flute, Oboe, Saxophone, Clarinet, Guitar – (Acoustic and Electric), Violin, Drum-Kit, Voice and Music Theory.

Our team of staff include:

Stuart Essenhig – Brass  
Sarah Waycott – Flute  
Wynne Harries - Oboe  
Mark Smith – Drum-Kit  
John Benson-Bunch – Violin, Viola and Piano  
Anna Perry – Clarinet, Saxophone & Music Theory  
Matt King – Guitar (Acoustic and Electric) and Piano

Instruments may be hired from the Herefordshire Music Service. Their contact details are:

[music@herefordshire.gov.uk](mailto:music@herefordshire.gov.uk) or telephone Nicola Stronge on 01432 260840.

Parents will be billed directly and all liaison about times of lessons and costs will be dealt by individual Music Staff via phone calls and email. Most students will have an individual 20 minute or 30 minute lesson although there is an option of shared lessons on some instruments. The cost of lessons will be set by the music teacher, however we envisage that costs will be approximately £10 for a 20 minute lesson and £15 for a 30 minute lesson. If lessons are shared the costs will be split equally between students. Reports on progress will be sent to parents twice a year, and instrumental teachers are happy to discuss progress at any time during the year. If you would like your son/ daughter to start lessons this year, please contact Mrs Goldup or Mr Manning who will be happy to assist you and help with any queries you may have.

# **Subjects in Y8**

## English

### The Curriculum:

Students have 4 hours of English a week. Time in lessons is set aside for private reading and each class has one half hour library lesson each week, which gives students the opportunity to change their reading books and complete a quiz on a book they have recently read.

The Y8 curriculum is divided into six learning units, each lasting for approximately half a term. In each learning unit there are opportunities for students to develop their skills as readers, writers and as speakers and listeners. As introduction to each task, there is a focus on the specific skill(s) which are being developed and assessed.

	Learning unit	Content
Autumn Term 1	Theme Park	<ul style="list-style-type: none"> <li>• Group work – planning &amp; presentation of ideas</li> <li>• Promotional writing</li> <li>• Persuasive writing</li> <li>• Discursive writing</li> <li>• Creative writing linked to visit to theme park</li> </ul>
Autumn Term 2	Class Novel – <i>Private Peaceful</i>	<ul style="list-style-type: none"> <li>• Developing critical response to text – characterisation and purpose</li> <li>• Writing a critical response</li> <li>• Comparison of same theme presented in WWI poetry</li> <li>• Revisit letter and newspaper writing</li> </ul>
Spring Term 1	Adventure	<ul style="list-style-type: none"> <li>• Descriptive writing</li> <li>• Group work – planning and presentation</li> <li>• Report writing</li> <li>• Narrative writing</li> </ul>
Spring Term 2	Having a Voice	<ul style="list-style-type: none"> <li>• Exploration of social issues presented in 3 instalments from 'Oliver Twist'</li> <li>• Comparison of social issues presented in fiction and non-fiction</li> <li>• Writing to inform</li> <li>• Poetry with issues</li> </ul>
Summer 1	Writing to inform, persuade and describe	<ul style="list-style-type: none"> <li>• Creating mailshots</li> <li>• Analysing Charity and campaign advertisements</li> <li>• Exploring Travel writing</li> <li>• Creating descriptions of places</li> </ul>
Summer 2	Drama Text – <i>The Importance of being Earnest</i>	<ul style="list-style-type: none"> <li>• Developing critical response to text – satire and humour</li> <li>• Writing a critical response</li> <li>• Writing to review</li> <li>• Diary writing</li> <li>• Teenager's guide to modern manners</li> </ul>

### Target setting, differentiation and support:

In English lessons, students are set personalised targets to help them improve their writing. These targets are written by the students in their books and are reviewed by teachers in their oral and written feedback. In addition, students are given differentiated support with writing tasks and help to build their technical skills as writers. Some students are also offered more intense small group support outside of English lessons to boost these skills.

**Assessment:**

Assessment in English is ongoing. In every learning unit students are given the opportunity to practise key skills and to produce at least one extended creative piece and one non-fiction text. In addition, every term, students will complete a reading comprehension and reading summary assessment. There are also regular opportunities for them to build their Speaking and Listening skills. Students are given detailed and formative feedback on all extended pieces of writing and are encouraged to use the feedback they are given to set personalised targets to measure their progress in English.

**Homework:**

Students will have one reading homework. They should spend at least 1 hour reading their Accelerated Reading Programme (ARP) library book. In addition, all students will be set a written homework from their homework booklets and a list of 10 spellings from the homework booklet.

**Moving On:**

Students continue follow the KS3 curriculum until January of Y9. From this point, students follow a GCSE induction course which is dedicated to building the skills needed for GCSE.

**Top Tip:**

Read, Listen, Talk: Read texts – anything from fiction to charity mail shots; Listen to a range of speakers on television and radio; Talk about how writers and speakers achieve their intended effects.

## Humanities

Students in Humanities are in placed mixed-ability groups and undertake Citizenship, Geography, History and RE lessons on a rota basis throughout the year. There are 3 hours of Humanities a week and, where possible, students stay with the same teacher throughout.

Humanities lessons aim to be student-centred, active and engaging to all students. The major focus is on understanding the world we live in today: who we are, where we live and what we believe.

In terms of content, Humanities lessons are focused as follows:

<b>Citizenship</b>	<b>Geography: Our Fragile Earth</b>	<b>History</b>
<p><b>Crime- who, what, why, where?</b>– examination of the causes, effects and consequences of crime in modern society.</p> <p><b>What is the point of politics?</b>– understanding various political concepts, thinking about the role of Parliament and the importance of Politics to young people and society</p> <p style="text-align: center;"><b>RE</b></p> <p><b>The Trial of Jesus</b> - The students take on the role of investigators and follow symbolic clues to unravel the evidence emerging.</p> <p><b>Searching for Happiness</b> - Students' responses allow them to consider approaches to this question from the Buddhist tradition.</p> <p>The Year 8 journey of study encourages students to learn about religions and learn from religions.</p>	<p><b>Brazil and its rainforests</b></p> <p>The students discover the diverse and fascinating geography of Brazil, from why it will become a global economic superpower in the future, why its favelas are home to some of the most intense gang-violence in the world through to why the Amazon is one of the greatest wonders of nature. They also look at why it is under threat, who is responsible for it and what the implications are of its destruction.</p> <p><b>People, resources and the future of Planet Earth-</b> This deals with the notion that we as a planet are going to have to adapt to the diminishing of natural resources and discovery of renewable green energy. In addition, students will cover the hot topic of climate change and associated impacts, what can be done to combat it and also predictive work of how the future may be.</p>	<p><b>Who were the Tudors?</b>– what were the strengths and weaknesses of the dynasty?</p> <p><b>What were the causes and consequences of the English Civil War?</b> – what was the role of political, social and economic changes in moulding our society today?</p> <p><b>The French Revolution: who or what was to blame for the violence?</b>- students think about wider issues concerning why and how do changes happen, the role of human nature and the consequences of greed and corruption.</p> <p><b>Industrial Change: What were the changes, reactions and effects?</b> –students again look at issues of change and consequence, the role of the individual and society as well as how political, religious, social and economic issues can impact on everyday life.</p>

Students are always encouraged to ask questions, to follow their own ideas and to take responsibility for the enquiry and for their own development as a learner.



**Homework**

Students complete an open-ended project in the Spring term on the subject of “There is nothing in my local area”. Students take responsibility for this project and focus on any area they wish as long as they demonstrate research, literacy, numeracy, surveying, collaboration and creativity skills. The objective is for students to manage the project themselves taking responsibility for planning, implementing and reviewing their own work. Support is available within lessons and outside where desired.

**Assessment**

Year 8 students will be required to complete an extended piece of writing for their assessment after a module of work has been taught and will write at least two assessments in Geography and History and one each in Citizenship and RE. They are marked to national curriculum levels. Students are supported to evaluate their achievements and set targets for themselves in order to progress further.

**Top Tip**

Encourage your child to take full responsibility for their learning and in particular the idea of a problem being a challenge that will move them on as a learner. Strong independent learners and Humanitarians see the world around them as a host of learning opportunities to better understand themselves, the way they think and learn and society as a whole.

## Mathematics

Students in Year 8 have four hours of Mathematics each week with students being taught in 6 ability based sets. During two of the lessons the students complete a 20 minute session on SuccessMaker as well as one 20 minute session in tutor time. SuccessMaker is an individualised computer program which targets all areas of Maths, provides teachers with detailed feedback on progress and challenges students at their own level

The Year 8 mathematics course is split into two week blocks with students studying topics relevant to their current level. The blocks cover the following topics:

Number	Place value, rounding and estimating, written methods, mental methods, using decimals, using a calculator, fractions, negative numbers, types of number, order of operations, equivalent proportions, ratio
Algebra	Using symbols, manipulating expressions, solving equations, using formulae
Shape, Space and Measures	Length, perimeter and area, coordinates, lines and angles, constructions and loci, transformations, properties of shapes, units of measurement, 3D shapes, Pythagoras Theorem
Data Handling	Specifying a problem, planning and data collection, process and represent data using different averages, charts and graphs, understanding and calculating probability, interpreting graphs
Functional Skills	Using and applying the mathematical skills previously learned. Encouraging students to discuss their maths, work as a team and develop problem solving skills. Showing where maths can be used in the real world.
Investigations	Students are encouraged to use the mathematical skills they have learnt to investigate and explore a given problem.

### Assessment

The students will be given a piece of homework at the end of each block to help assess their understanding. They are given written feedback on their homework with the use of marking stickers. This indicates what went well with the work and the next steps for progression. Reports generated from SuccessMaker are used to target difficulties on an individual basis.

Students will also have a formal test at the end of each term. In the Autumn and Spring Terms this will assess their understanding of the work covered that term, in the Summer it will assess the whole year's work.

### Homework

Homework is set on a weekly basis and students will always have more than one day to complete the work. They are mostly split into three parts,

**Review** – questions on past topics to overcome difficulties and keep them fresh in the mind

**Consolidate** – work on current topic to consolidate and extend class work

**Preview** – work from a forthcoming topic to gauge level of prior knowledge which helps teachers to pitch future topics at the correct level and helps students revise work covered previously.

**Mymaths** – Sometimes homework will also be set on the website [www.mymaths.co.uk](http://www.mymaths.co.uk)

Login: masefield

Password: achieve

In addition to homework activities, students can access tutorials on different topics, activities and mathematical games on this website.

# Modern Foreign Languages

## Overview

Most students in Year 8 have three hours of a language every week, except the dual linguists, who have four hours per week – one of which is the Tuesday twilight session. Students focus on four skills: listening, speaking, reading and writing.

## Assessment

The students have an assessment at the end of each module. This may be in any one, or two, of the skill areas. They are awarded a National Curriculum level so that they can record it and set targets in their planner and track their progress.

Teachers use the assessments to identify students struggling to meet their target so that measures can be put in place to support them.

Students are given written feedback on their home work, indicating ways to improve in future work.

The end of year assessment covers all four skills, develops exam technique and allows us to have a complete overview of the students' progress.

## Home work

Home work is set on a weekly basis and students will always have more than one day to complete it.

Home work may be:

- learning based, with a vocabulary list
- research home work
- exercises from the text book or work sheet
- creative writing at various levels

## Dual Linguists

Our dual linguists study similar course content in their second language. Care is taken to ensure they have the necessary grammar and skills as they move more quickly.

## Top Tips

- Please test your child if they have a learning home work – even if you don't know the language you can say the English and ask for the foreign language.
- Encourage them to think about the world: when watching the Olympics, World Cup, foreign setting in films, nature documentaries etc.
- Help foster an interest in different cultures: foreign foods, music, films, customs etc.
- Please discourage your child from using online translators to translate large chunks of their language home work – it is much better to look up individual words online, in their text book or a dictionary.

## French

Dates	Topics	Skills
Autumn 1 Sept – Oct 2013	Module 1 – <b>Holidays</b> Eating in a café / handling prices Planning a trip to Normandy ( for end of year!) Listening and reading assessment	<ul style="list-style-type: none"> <li>• Recognise and use the past tense and immediate future tense</li> <li>• Correct use of verb tables</li> <li>• Using planner pages to create longer sentences</li> </ul>
Autumn 2 Nov – Dec 2013	Module 2 – <b>“Ma vie”</b> – Talking about your hobbies including technology Write a film review Hobbies and the weather Speaking and writing assessment	<ul style="list-style-type: none"> <li>• Opinions with justifications</li> <li>• Use of time phrases and negatives</li> <li>• How to ask questions to interview someone</li> </ul>
Spring 1 Jan – Feb 2014	Module 3 – <b>Paris</b> Begin to use the past tense to talk about the Xmas holiday Plan a visit to Paris Reading and listening assessment	<ul style="list-style-type: none"> <li>• Actively use past tense</li> <li>• Reading strategies to understand brochures (Cognates / images / context)</li> <li>• Use dictionary to look up and find new words</li> <li>• Research skills</li> </ul>
Spring 2 Feb – Apr 2014	Module 4 – <b>My identity</b> Personality / relationships / Music / Clothes / Look / Regional identity (Normandy) Speaking / Writing assessment	<ul style="list-style-type: none"> <li>• Using all 3 tenses together</li> <li>• Talking about someone else</li> <li>• Correct use of adjectives</li> </ul>
Summer 1 May – May 2014	Module 5 – <b>Where I live</b> Describing my house / meals / routines Writing assessment	<ul style="list-style-type: none"> <li>• Research on buying a house in France and presentation to a small group</li> <li>• High frequency words</li> <li>• Description</li> </ul>
Summer 2 Jun – Jul 2014	End of year exam: listening, speaking, reading and writing <b>France has got talent</b> Prepare for a talent show	<ul style="list-style-type: none"> <li>• Presentation / creative skills</li> <li>• Revision skills and techniques</li> </ul>

## German (First Year Double Linguists)

Dates	Topics covered	Skills
Autumn 1 Sept – Oct 2013	Kapitel 1 – “Hallo” - Introducing yourself, greetings, numbers, ages and dates, countries, classroom language and items, colours Listening and reading assessment	<ul style="list-style-type: none"> <li>• Pronunciation in German</li> <li>• Spelling in German</li> <li>• Ask and answering questions</li> <li>• Using German in the classroom</li> </ul>
Autumn 2 Nov – Dec 2013	Kapitel 2 – “Die Schule” – School subjects and opinions, telling the time, food and drink, clothes and school uniform, school life in Germany Speaking and writing assessment	<ul style="list-style-type: none"> <li>• Giving your opinion and justifying it</li> <li>• Using adverbs to add interest – link english</li> <li>• Extending sentences with simple connectives (and, but, because)</li> <li>• Telling the time – link maths</li> <li>• Using cognates to help understand a longer text</li> </ul>
Spring 1 Jan – Feb 2014	Kapitel 3 – “Familie und Freunde” – Introducing family members, describing appearance and characteristics, talking about pets Listening and reading assessment	<ul style="list-style-type: none"> <li>• Talking about others – the key verbs haben and sein</li> <li>• Making sentences more interesting – adjectives, adverbs – link english</li> <li>• Introduction to ich hatte (past tense) and Ich möchte (conditional future tense)</li> <li>• Plurals of nouns in German</li> </ul>
Spring 2 Feb – Apr 2014	Kapitel 4 – “Freizeit” – Talking about sport, hobbies and free time, favourite things, arranging to go out Listening and reading assessment	<ul style="list-style-type: none"> <li>• Use of gern to say what you like doing in German</li> <li>• Using frequency adverbs to add interest to sentences</li> <li>• Introduction of the present tense verb endings</li> <li>• Reinforce ich möchte and conditional tense</li> </ul>
Summer 1 May – May 2014	Kapitel 5 - “Mein Zuhause” – Describing where you live, your house and room, your dream house	<ul style="list-style-type: none"> <li>• Using es gibt for descriptions</li> <li>• Word order in german</li> <li>• Introduction of prepositions</li> <li>• Correct use of dictionary to look up unknown words</li> </ul>
Summer 2 Jun – Jul 2014	End of year exam: listening, speaking, reading and writing <b>Deutsche Kultur</b> – Learning more about german speaking countries and cultures	<ul style="list-style-type: none"> <li>• Exam preparation and revision technique</li> <li>• Listening skills</li> <li>• Improve accent and speaking skills</li> </ul>

## Spanish

Dates	Topics	Skills
Autumn 1 Sept – Oct 2013	<b>Module 5 – My Free Time</b> Saying what you do in your free time Talking about Sports Expressing likes and dislikes Telling the time Listening and reading assessment	<ul style="list-style-type: none"> <li>• Irregular present tense: salir, hacer, ir</li> <li>• Recognise and use the immediate future tense</li> <li>• Opinions with justifications</li> </ul>
Autumn 2 Nov – Dec 2013	<b>Module 6 – My City</b> Describing your town Asking for directions Making and responding to invitations Weather Speaking and writing assessment	<ul style="list-style-type: none"> <li>• Research skills – Latin American capital city</li> <li>• Creativity – Draw and label ideal town</li> <li>• Using two tenses together</li> <li>• Comparatives</li> </ul>
Spring 1 Jan – Feb 2014	<b>Art &amp; Music</b> Picasso, Miró Shapes, Colours, Sizes Location Musical genres Describing Music Reading and writing assessment	<ul style="list-style-type: none"> <li>• Opinions + Justification</li> <li>• Comparatives / Superlatives</li> <li>• Connectives</li> <li>• Spontaneous speech</li> </ul>
Spring 2 Feb – Apr 2014	<b>Module 1 – My Life</b> Presentation on yourself Describing friends Nationalities Places in town Easter – Cultural Quiz Speaking / Writing assessment	<ul style="list-style-type: none"> <li>• Writing an extended text</li> <li>• Recording an interview</li> <li>• Adjectival agreement</li> <li>• Peer assessment</li> </ul>
Summer 1 May – May 2014	<b>Module 2 – Having fun!</b> Television Films Invitations and excuses	<ul style="list-style-type: none"> <li>• Memorisation skills</li> <li>• Communicating about others</li> <li>• Possessive adjectives</li> </ul>
Summer 2 Jun – Jul 2014	<b>Module 3 – My Holidays</b> Describing past holidays Expressing opinions about past events Learning more about Spanish-speaking countries. End of year exam: listening, speaking, reading and writing	<ul style="list-style-type: none"> <li>• Preterite verbs</li> <li>• Using present and preterite verbs together</li> <li>• High Frequency verbs</li> <li>• Creativity – Poster on Spanish-speaking country</li> </ul>

## Performing and Creative Arts

Students in year 8 take part in an hour each week of Performing Arts, Music, and Art which cover the following themes:

<b>Title</b>	<b>Aims and Content</b>
Portraits	Observational drawing of the human face and traditional techniques to create stylised projects.
Opie/Lichtenstein	Responding to the work of Julian Opie and Roy Lichtenstein and applying styles to their own work.
Hot and Spicy	Exploring dance from a range of global cultures.
Secret Agents	Students use the theme of secret agents to create dance choreography and look at some of the contemporary aspects of the subject.
Ensemble	Working in a large ensemble exploring the choreography of well-known musicals.
Theatre Skills	Building on work from Y7 to explore new skills including whole group still images, Shakespeare themes and language and improved self/peer assessment
Improvisation	Understanding how to develop pieces of drama from a range of stimuli. Developing understanding of how to bring in structure to their work by including scenes.
Staging	Students demonstrate understanding of proscenium, thrust, traverse, promenade and 'in the round' forms of staging a piece of drama.
Conflict	Students develop choreographic skills using stage combat techniques.
Ground bass	Identifying the ground bass compositional device in a variety of music styles, performing them, and composing a unique piece using the device.
Reggae	Developing listening and appraising skills by listening to a variety of Caribbean music. Demonstrating awareness of Reggae and Calypso and using riff, syncopation and other keyboard skills in performance.
Blues	Understanding the different parts to the blues and performing one standard blues using different resources. Understanding rhythms associated with blues and jazz.
Horror Music	Identifying devices used to create horror music for film. Using ICT music software to compose their own soundtracks to a Haunted House story.
The Guitar	Building on the year 7 ukelele unit, learning chords on a guitar and learning to perform a number of different pieces, performing individually and in a group.
Video Game Music	Identifying musical devices used to create different emotion and atmospheres. Composing their own music to fit a video game that they design.

### Assessment

Students are given a range of assessment opportunities at the end of each module on a broad base of arts skills such as the ability to devise, perform, and respond. Students will also be given a level also for each unit which they record in their planner. The average student in Year 8 would achieve approximately a level 5b by the end of the year and we would hope that all students would progress at least half a level on Year 7 in each subject. Students are also given verbal and written feedback on their self evaluation sheet about their JMHS learning standard levels and are given next steps to move forward.

## **Homework**

The Year 8 arts homework projects takes place in the autumn term and allows students to choose an artistic form to “tell a story”. Students can choose to focus on a true historical event or a favourite piece of fiction. Although being creative is the aim of this project, students are encouraged to write evaluations of their work and show evidence of planning and research.

## **Weekly Events**

Dance Club – Monday  
Orchestra – Tuesday lunchtime  
Break Dance – Wednesday  
Drama club – Wednesdays  
Choir – Wednesday lunchtime  
Samba Band – Thursday lunchtime  
Music theory - Thursday lunchtime  
Brass Ensemble – Thursday break time  
Chamber Choir - Friday lunchtime  
Drama improvisation club - Friday lunchtime

## **Moving On**

In Year 9, students will continue with their studies Drama as a supportive and developmental part of the English curriculum. Students are able to opt to pursue both Music and Art as part of the options process at the end of Y8. In Music pupils will start off with a unit developing performance skills on a variety of different instruments before developing these skills through composition and performance of music from a range of genres. Within Art, students study a range of artistic styles including sculpture and body art. Students wishing to pursue Dance may opt to take the subject instead of their core PE lessons.

## **Top Tip**

Encourage your son or daughter to talk critically about the Arts they encounter when going to concerts, watching films, looking at pictures asking themselves how and why the piece of “performance/Art” has been produced.



## Personal, Social and Health Education

PSHE at JMHS is taught by our dedicated team of Form Tutors during an allocated period on Monday mornings (8.50 – 9.35am).

PSHE helps children and young people gain knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. It encourages them to be enterprising and supports them in learning effectively, their career choices and in managing their finances. PSHE education also helps children and young people to reflect on their own values and attitudes, and explore the complex values and attitudes they encounter now and in the future.

PSHE consists of two main elements:

1. **Economic wellbeing and financial capability** - careers education, work-related learning, enterprise and financial capability.
2. **Personal well-being** - promotes the well-being of students through social and emotional education, a programme of sex and relationships and drugs education.

PSHE is delivered within the guidelines set out by the school's Sex and Relationships, Drug and Careers Information, Advice and Guidance Policies. Should you wish to view these policies, please contact the Subject Leader of Personal and Economic Well-Being.

### Year 8 Programme of Study

In Year 8 students study the following:

- 1) **Drugs & Alcohol** – Students are taught about the dangers of drug and alcohol use and learn strategies to minimize personal risk.
- 2) **Sex and Relationships Education** – A variety of relationships are explored and students learn how to manage these effectively. Conception and contraception are studied, as well as appropriate sexual behaviour, domestic violence, sexism and homophobia.

We will work with parents/carers, value their views and keep them informed about our Sex and Relationships Education lessons. If a parent/carer has any concerns we will take time to address these and hopefully allay any fears they may have. Parents have a legal right to withdraw their children from Sex and Relationships Education lessons in PSHE. If any parents/carers decide to withdraw their child we shall work with them to explore different ways to deliver the programme. However, it is hoped that we will have your full support.

- 3) **Careers** – Students investigate the changing nature of employment through case studies and group research. They evaluate their own strengths and weaknesses and set targets for future development. This includes completing a careers homework project.
- 4) **Emergency Life Saving Skills** - The 'Heartstart' course teaches students what to do in a life-threatening emergency. Students learn to assess an unconscious patient, perform cardiopulmonary resuscitation (CPR), how to deal with choking and serious bleeding, as well as how to help someone that maybe having a heart attack.

Parental input is more than welcome. If you wish to become involved with PSHE at JMHS or have any queries, please contact Keira Carnie, the Subject Leader of Personal and Economic Well-Being, by email ([keira.carnie@jmonline.org.uk](mailto:keira.carnie@jmonline.org.uk)) or by phoning the school on 01531 631012.

## Physical Education

Year 8 will learn to:	<u>Activities undertaken in lessons:</u>
<ul style="list-style-type: none"> <li>✓ Leading warm-ups</li> <li>✓ Developing more complex skills</li> <li>✓ Linking skills</li> <li>✓ Selecting and applying the correct skills for the situation</li> </ul>	<ul style="list-style-type: none"> <li>✓ Athletics</li> <li>✓ Badminton</li> <li>✓ Cricket</li> <li>✓ Flag Tag</li> <li>✓ Football</li> <li>✓ Gymnastics</li> <li>✓ Hockey</li> <li>✓ Netball</li> <li>✓ OAA</li> <li>✓ Rounders</li> <li>✓ Rugby</li> <li>✓ Tennis</li> </ul>

Year 8 students have two hours of PE each week. They will continue to experience a variety of games, athletic, gymnastic, dance & problem solving activities. As in Year 7 the focus will be on providing a wide range of physical experiences and further expanding the students' movement vocabulary and skills. Year 8 students are required to link skills and ideas more accurately and smoothly, showing better precision and control. They will develop their understanding of formal rules of activities. They should be able to compare their own and others' work and use this to improve their work. They should be able to explain how physical activity contributes to their health. They will be asked to take increasing responsibility for their individual and small group warm-up and preparation for activities.

### Assessment

Students are assessed at the end of every activity (usually every 6-8 weeks). All students are assessed in performing the same core assessment tasks in the activity. The expected level of attainment at the end of Year 8 is between 4c and 5c

### Top tips to help your child

Ensure they always have the correct uniform for the activity including plain navy tracksuit bottoms for colder weather and shin pads for football & hockey.

Ensure you encourage them to participate whenever they can. Simple colds and mild tummy pains should not stop a student from participating!

Should your child not be able to take a full part in the lesson, the expectation is that students **still bring their uniform** and a note to explain why they are not able to take a full part in the lesson.

Students can then take part in the lesson through being a coach or an official.

Encourage them to attend enrichment clubs each term to improve fitness, skill levels and of course have fun.

Try to play sport with your child. Throw & catch games & racket sports like badminton are particularly good for coordination and are something the family can do together.

## Science

Students in year 8 have three hours of Science each week which over a year, consists of six double topics, two topics of each of the sciences, Biology, Chemistry and Physics, which is taught on a rotation basis. The course, outlined below, looks at the topics being taught across the year group but the order of the topics taught will be different for each group, to allow us to maximise resources. The Rocks and Weathering topic is taught at the end of Year 7, but will be assessed in Year 8.

Students are set according to ability based on their level achieved in Year 7. Each set will work within the topic but at the level appropriate to the group. Throughout each unit there are a number of “How Science Works” (HSW) activities which allows teachers to assess students’ progress.

Topics	Content	How Science Works (HSW) Focus-Assessing Student Progress
Rocks and Weathering	<p>How old is the earth and how do we know? To know the structure of the earth and to be able to describe and explain the tectonic plate theory. Name some of the processes involved in weathering and erosion. Identify rocks as sedimentary, igneous or metamorphic. Describe and explain how each type of rock is formed. Link the rocks and processes together in the rock cycle. Learn the structure of volcanoes. How do earthquakes and volcanoes affect the environment? (approximate number of lessons – 15)</p>	<p><b>AF1: Thinking Scientifically</b> Using models for and in explanations Concentrate on designing, making and evaluating models, e.g. model of how different types of rock are formed, model of different types of weathering, model of volcanoes and plate tectonics causing earthquakes. Use models to explain scientific phenomena and processes.</p>
Microbes, disease and respiration	<p>Identify and describe some common microorganisms. To understand how knowledge of micro-organisms can be used in the baking industry and link to respiration in micro-organisms. To understand that yeast can undergo anaerobic respiration. Describe how aspects of science are applied in particular jobs or roles. Suggest ways to reduce the spread of STI's and other infections.  Know that the body has natural barriers to infection and the second line of defence is white blood cells.  Describe and explain how vaccinations work  That some medicines contain antibiotics that kill bacteria or prevent their growing. (approximate number of lessons – 10)</p>	<p><b>AF2: Understanding the applications and implications of science</b> How science relates to jobs and roles e.g. microbiologists, food scientists, drug manufacturers, epidemiologists, sexual health practitioner</p>

Topics	Content	How Science Works (HSW) Focus-Assessing Student Progress
Heating and Cooling Magnets and electro-magnets	<p>The difference between heat and temperature. That heating is a process where energy is transferred and temperature change is the response of the material to the energy transfer. The differences between conduction, convection and radiation. What is insulation and how does it work. Changes of state (solid, liquids and gases), cooling curves and evaporation. What is a magnet and what are the four magnetic materials. How to plot a magnetic field How to make an electromagnet and the factors affecting its strength. Uses of electromagnets (approximate number of lessons – 16)</p>	<p><b>AF3: Communicating and collaborating in science</b> Explaining ideas and evidence using appropriate conventions, terminology and symbols Concentrate on using correct symbols and terminology. Discuss selecting the best way to present information and data, e.g. flow charts, graphs, diagrams.</p> <p><b>AF5: Working critically with evidence</b> 1: Evaluation of the planning and implementation of scientific investigations. 2: Consideration of errors and anomalies 3: Processing and analysing data to support the evaluation process and draw conclusions. 4: Explanation and evaluation of evidence to support the scientific process In any practical work focus on some of these aspects: evaluate methods and data collected and suggest improvements; identify errors and anomalies, draw graphs and write conclusions</p>
Inter dependence - Plants, photo-synthesis and ecological relationships	<p>What plants need for photosynthesis. Describe ways in which a leaf is adapted for photosynthesis. Describe and explain the function of root hair cells. Looking at ways in which humans use plant biomass. To learn the differences and similarities between respiration and photosynthesis. Looking at the competition between plants and the use of weed killer. Link organisms in a food chain and use pyramids of number to represent these food chains. How do pesticides affect the food chain? Predators and prey. Grouping plants and looking at habitats. Estimating plant populations. Soil sampling Animal behaviour (approximate number of lessons – 16)</p>	<p><b>AF3: Communicating and collaborating in science</b> Using appropriate presentation skills to enhance communication of scientific findings and arguments Focus on using appropriate ways of presenting scientific information; e.g. Word equation for photosynthesis, pyramids of number and biomass, food chains and webs, predator/prey graphs. Also provide an opportunity to look at qualitative and quantitative data.</p>
Atoms, elements and compounds	<p>There is a huge variety of materials and only a small number of elements. Elements can be basically sorted into metals and</p>	<p><b>AF3: Communicating and collaborating in science</b> Scientists communicating</p>

Topics	Content	How Science Works (HSW) Focus-Assessing Student Progress
	non metals and are found on the periodic table. Look at atoms and the way in which they can join to other things. Using word equations and symbols. The differences between elements and compounds. Using formulae to represent compounds. The differences between elements, compounds and mixtures. How to spot a chemical reaction. The meaning of a “pure” substance. Separation techniques Recognise and draw particle pictures of elements, compounds and mixtures. (approximate number of lessons – 15)	worldwide using conventions Use of symbols for elements, periodic table, word equations. How scientists worldwide collaborated in the discovery of elements and their placement in the periodic table.
Light and Sound	Light travels from a source very fast and in straight lines. Light can be absorbed, transmitted or reflected and materials can be transparent, translucent or opaque. Light is reflected from objects into our eyes. When light is reflected from mirrors an image is formed and this is inverted. Light can be bent. White light is made up of seven colours and a prism can be used to split light into the seven colours. How filters are used to change white light. Sounds are made as a result of vibrations. What is pitch and frequency? How does sound travel? How does ultrasound work and how do some animals use it? Different people can hear different ranges of pitch. (approximate number of lessons – 8)	<b>AF2: Understanding the applications and implications of science</b> How science relates to jobs and roles e.g. sound engineers, ambulance designers, lighting technician, building sound proof room. You could approach some of the practicals (e.g. testing reflectiveness of materials) from a job perspective, e.g. give a job-based scenario.

## Assessment

### Tests:

The students take a unit test at the end of each topic and they are awarded a National Curriculum level for each one which allows students to track their progress in each of the three disciplines. Students then complete the appropriate page in their planner, which will also show the target level they wish to attain.

### APP Tasks:

Students will also complete one APP (Assessing Pupil Progress) tasks which allow the teachers to regularly assess student progress in the “How Science Works” skills. This is also leveled using National Curriculum levels and detailed written feedback is given, including guidance on how to improve.

### Homework:

Students are also given written feedback on their homework with the use of marking stickers. This indicates what went well with the work and the next steps for progression.

### End of Year Exam:

In the summer term the students will sit a one hour, end of year exam, and this assessment is used in conjunction with the pupil progress attainment throughout the year, to formulate an overall level for each student and to inform any set changes for year 9.

**Homework**

Homework is set on a weekly basis and students will always have more than one day to complete the work.

**Moving On**

In Year 9, students will continue with their studies in all three Sciences, in a similar rotation to Year 8. There are fewer taught topics in Year 9 and students are taught a number of revision lessons before they undertake their end of year exam in April. They will then embark on their Core GCSE course.

**Top Tip**

When your child has an end of unit test use the revision guides to test them and try to get them to think of imaginative ways to revise!

## Technology and Enterprise

The Year 8 course in Technology and Enterprise is taught on a termly rotation with students having two lessons each week, including Food Technology, Resistant Materials/ Product Design. In ICT students have one lesson each week for the full year.

### Food Technology:

Modules	Aims and Content
Kitchen health and Safety	Recap and expansion on previous learning during year 7. Including rules, expectations and their importance in food preparation/ hygiene. Students are directed in the safe and appropriate use of various equipment including knife skills.
Staple Foods	Students learn about various staple foods; where they are grown and their use in our diet.
Nutrition and balanced diets	Students learn about importance of a balanced diet in maintaining their health and fuelling their bodies. They will learn that food provides a range of different nutrients. Some nutrients provide energy, while others are essential for growth and maintenance of the body.
Design tasks: Healthy products for chosen market	Students build on existing skills and learn new ones making products such as bread, risotto, stir fries, wraps, muffins and pastry puddings. Students explore a range of cooking methods.

### Resistant Materials:

Modules	Aims and Content
Exploration of Enterprise skills	Students are introduced to the key enterprise skills and their importance in the design/ production process. Students are encouraged through use of an enterprise diary in their planners to relate these skills to their wider learning and life skills.
Responding to a Brief and Product research	Students learn about tailoring their work to meet set expectations and customer requirements. Students produce market research to direct their own design development.
Design development. Decision making	Students develop own design solutions exploring options, materials, costing, Students are encourage to focus on quality presentation and analysis as well as developing their personal learning and time management skills.
Health and Safety	Students recap from year 7 Health and safety guidance and are introduce to new resources and tools they will be using.
Collaboration and Production	Students work collaboratively developing their team work and cooperation to answer the two briefs set during the rotation. Recycle Chair and Child's Toy – siege weapon. Students are then required to present their work professionally to the customer / class.

### CADCAM/ Product Design:

Modules	Aims and Content
Responding to a Brief.	Students learn about tailoring their work to meet set expectations and target audience. These tasks are set as manufacturing project briefs.
Design development. Decision making	Students develop own design solutions and develop their use of the 2D design and Serif drawplus programmes to model and manufacture their their product. Students are encouraged to focus on quality presentation and analysis.
Health and Safety Production using CADCAM	Students explore relevant Health and safety. They learn how to manufacture using the laser cutter and develop practical workshop skills to make a range of products. These can include the designing and making of unique chalk boards, key fobs, rulers and moneyboxes using a range of materials.

**Assessment**

Students are assessed using a range of approaches during lessons including self assessment, peer assessment and verbal feedback. They will be formally assessed at two points during their rotation where their work will be monitored and supportive feedback given. Students will also be given a level for each rotation which they record in their planner. Students use an Enterprise evaluation diary to record the key enterprise skills they have developed during their projects allowing them to evaluate and identify how these skills are progressing and which areas they still need to develop. The average student in Year 8 would achieve approximately a level 5c/5b by the end of the year.

**Moving On**

In Year 9, students will be able to select which technology area they wish to pursue in more detail and may opt for more than one of the following three areas. Hospitality and Catering, Product Design and Resistant Materials. They will not carousel around the different areas of technology but have two hours a week for the whole of Year 9 in their specialist area allowing them to develop and embed key skills in preparation for life and KS4 options.

**Top Tip**

Encourage your son or daughter to develop and employ the key enterprise skills during their learning, understanding the skills they are using during tasks are often as important as the outcomes they generate. Students should take the opportunity to evaluate their own work as it progresses in order to allow them to identify where they could make improvements.



## Information & Communication Technology

Year 8 students will develop their skills, knowledge, and more independent use of ICT through the Key Stage 3 curriculum. The syllabus in Year 8 is accelerated and links to the Key Stage 4 programme which pupils commence in year 9. The aims in ICT lessons during year 8 are to increase students' awareness of the use of all aspects of technology and to develop confident, creative and productive learners with essential ICT skills for life. The ICT curriculum encompasses not only the mastery of technical skills and techniques, but also the understanding of how to apply skills purposefully, safely and responsibly in learning, everyday life and employment. The overall aim is to build capable students who can participate and engage fully in modern society through their use of technology. The year 8 programme lasts all year with one hour each week timetabled for all students. Students will study ICT in society, research and design skills, spreadsheet modelling, data handling, sequencing instructions & programming as they strive to achieve the goals set in ICT.

Modules	Aims and Content
Web Design	Identify what makes an effective logo, banner, graphic navigational bar/button, then to describe their findings according to set criteria. Students analyse existing websites and evaluate their effectiveness, usefulness, and their sense of audience and purpose. From these evaluations students recognise that the design of the page largely determines the way in which information is accessed. The students then work from a brief to construct a website, accessed via an effective navigation system. The website should demonstrate a high level of skill in its design and will contain a wide range of different media. Students then evaluate and make recommendations in order to improve the usefulness of the page constructed using peer and self assessments.
Spreadsheet Modelling	In this unit students are given the opportunity to revisit spreadsheets and remind themselves about the functionality and formulae covered in year 7. It provides the opportunity to develop their skills. Students are given the scenario of a community event which must produce a profit. They to use the spreadsheet to model various scenarios in which changing variables produce different outcomes. They are introduced to the 'Goal Seek' tool and advanced methods of formula replication. Students are introduced to a new model which allows them to compare the suitability of a range of mobile phone tariffs, depending on usage. They are asked to apply their new skills by extending the model and improving its functionality.
Research and Communication	In this unit students use the Internet to gather information on a particular topic, collate it and present it from a particular viewpoint. They are tasked with a problem that enables them to use a range of ICT products to solve the given problem. This module sees the student investigating the quality of information and learning how to judge the relevance and reliability of what they find. Students refine skills in using search engines. They learn to develop an interactive multimedia product to communicate their views on the chosen topic.
Data Manipulation	In this unit students create and manipulate a range of information in a database. Students learn about the technical language and explore the advanced searching/querying capabilities that databases offer. Students create table structures, validation routines and data entry forms, as well as printable reports to display data in suitable formats. This unit also gives the students insight into how to deal with large volumes of data.
Programming	Students commence programming in an application called Scratch. This is a programming environment that makes it relatively easy to create interactive stories, animations, games, music, and art; and students can share their creations on the web. As the students develop and test Scratch projects, they learn important mathematical and computational ideas; whilst also learning to think creatively, reason systematically, and work logically to solve problems as they arise.

