

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



'True Teaching'

**YEAR 8
2021 - 2022**

**Curriculum Booklet
to assist Pupils and Parents**

"Outstanding School"

2018 Diocesan Inspection (Section 48)



Blessed Hugh Faringdon Catholic School and Sixth Form Centre



September 2021

Dear Parents and Carers,

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

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

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

Yours sincerely

A handwritten signature in black ink that reads 'Simon R. Uttley'. The signature is written in a cursive style with a horizontal line underneath.

Dr Simon Uttley
Headmaster

2021/2022

Head of Year 8

Mrs R Biggs

Tutors

8DB

Mrs J Dayantis

8MK

Mr P Windibank

8ML

Miss L Brennan

8MT

Miss R Monaghan

8OR

Mrs M Magdziak

8BL

Mr T Siston

RELIGIOUS EDUCATION

Year 8 Programme of Study

Subject Leader, Mrs L Amieiro

AUTUMN: *Term 1* **The People of God – Jewish Patriarchs and the history of Judaism**

Core Skills: Understanding what the Hebrew Bible tells us about Jewish life. To have knowledge of the Covenants in its Old Testament context.

AUTUMN: *Term 2* **Believing in God**

Core Skills: Why some people have belief in God and others do not. To examine the factors affecting belief including religious upbringing and the problem of evil and suffering.

SPRING: *Term 3* **Community Cohesion**

Core Skills: Understanding and exploring issues affecting communities - global, national, and local. Incorporating the work of charities including BHF sponsored charities both global and local.

SPRING: *Term 4* **Discipleship**

Core Skills: To investigate how Jesus chose 12 apostles and examine the impact of Jesus' call to discipleship in the early Church and the Church today – examining the lives of important Christians and how this role continues in the modern world.

SUMMER: *Term 5* **Religion, Peace and Conflict**

Core Skills: To develop a knowledge and understanding of real-world issues and how to examine them with reference to different world views and applying religious principles, e.g. Just War theory to conflict situations. Explain how Catholic organisations work towards conflict resolution and peace making.

SUMMER: *Term 6* **Hinduism – What do Hindus believe?**

Core Skills: To develop the knowledge and understanding of the Hindu community. To develop an appreciation of the Hindu way of life and to find out how Hindu beliefs and practices give meaning to the lives of Hindus.

Equipment:

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

Homework:

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

Assessment Schedule:

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

Recommended Reading / Useful Websites:

- www.catholiceducation.org Catholic Resource classroom resource material
- www.catholiccatechist.org for Catholic catechesis
- www.tasc.ac.uk Catholic Church of England and Wales
- www.rsweb.org.uk Religious Studies on the web

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

Extra Resources for Gifted and Talented:

- Extended vocabulary provided in glossary
- www.reonline.co.uk

Extra Resources for Basic Skills students:

- Keywords provided on request or “Children’s Bible”
- re-xs.co.uk

AUTUMN: *Term 1* **Stone Cold**

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

Core Skills: Analysis of language

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

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

Writing and Reading combined:

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

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

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

Reading and Writing combined:

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

Core Skills: Analysis and comparative skills.

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

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

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

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

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

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

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

Speaking and Listening: The performance of aspects of this play

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

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

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

Equipment:

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

Homework:

One piece of written homework per week via EL menu

Assessment Schedule:

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

Recommended Reading:

Regular sustained practice of reading skills essential

Extra Resources for Gifted and Talented:

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

Extra Resources for Basic Skills students:

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

MATHEMATICS

Year 8 Programme of Study

Subject Leader, Ms J Dobson

Number 1 Whole numbers and decimals	Integers and decimals Multiplying and dividing integers Multiples and factors Prime numbers LCM and HCF Square, cubes, square roots and cube roots
Geometry 1 Measures, Perimeter and Area	Metric measure Imperial measure Perimeter and area of a rectangle, a triangle, a parallelogram and a trapezium
Algebra 1 Expressions and Formulae	Simplifying and substituting Indices Like terms Expanding brackets Writing a formula
Number 2 Fractions, Decimals and Percentages	Ordering decimals Fractions and decimals Adding and subtracting fractions Fraction of a quantity Percentages of amounts Fractions, decimals and percentages
Geometry 2 Angles and Shapes	Angles Properties of a triangle Angles in parallel lines Properties of a quadrilateral Properties of a polygon Congruent shapes
Algebra 2 Graphs	Drawing straight-line graphs Equations of a straight line Real life graphs Time series graphs
Number 3 Mental Calculations	Rounding Mental addition and subtraction Multiply and divide by powers of 10 Mental multiplication and division Problem solving
Statistics 1 Data	Collecting data Pie charts, bar charts and frequency diagrams Averages Averages from frequency tables Scatter graphs and correlation Stem-and-leaf diagrams
Geometry 3 Transformations and Symmetry	Reflection, rotation and translation Combining transformations Symmetry Enlargements
Algebra 3 Equations	Solving equations Real life equations
Number 4 Written and Calculator Methods	Written addition, subtraction, multiplication and division. Order of operations Problem solving

Geometry 4 Constructions	Constructing triangles Bisectors Constructing perpendiculars Loci Scale drawings Bearings
Algebra 4 Sequences	Term-to-term rules Position-to-term rules Sequences in context Geometric sequences
Geometry 5 3D Shapes	Types of 3D shapes Plans and elevations Surface area of a cuboid Volume of a cuboid Prisms
Ratio 1 Ratio and Proportion	Ratio Division in a given ratio Direct proportion Ratio and proportion Percentage increase and decrease Comparing proportions
Statistics 2 Probability	Listing outcomes Probability Experimental probability Theoretical and experimental probability Sets

Equipment:

Pen, pencil, ruler, eraser, pencil sharpener, protractor, pair of compasses, calculator

Homework:

Two homeworks per week

Assessment Schedule:

Individual sets have tests at end of each topic.

Recommended Reading / Useful Websites:

- www.mymaths.co.uk
- www.bbc.co.uk/schools

Extra Resources for Gifted and Talented:

- MyMaths for KS3 Book 2C
www.nrich.maths.org/forstudents

Extra Resources for Basic Skills Students:

- MyMaths for KS3 Book 2A
<http://www.10ticks.co.uk>

SCIENCE

Year 8 Programme of Study

Subject Leader, Mr J Hoyland

AUTUMN: *Term 1*

Physics

- Energy
- Heat transfers
- Generating electricity

Term 2

Biology

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

SPRING: *Term 3*

Chemistry

- Periodic table
- Reactivity
- Compounds and reactions

Term 4

Physics

- Electricity
- Magnetism

SUMMER: *Term 5*

Biology

- Adaptation
- Inheritance
- Extinction

Term 6

Environmental Chemistry

- Greenhouse effect
- Pollution
- Polymers

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

Homework: Exam style questions and online quizzes based on content recently covered.

Assessment Schedule: Termly examination on content covered.

Recommended Reading / Useful Websites:

- BBC Bitesize
- KS3 Science revision guide

Extra Resources for Gifted and Talented:

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

Extra Resources for Basic Skills Students:

- Differentiated worksheets
- Support with practicals

AUTUMN *Term 1*

Sketchbook Cover Design: Graphic Composition

Core Skills

Experimenting with different lettering styles
Creating a varied range of compositions
Applying colour schemes, tones and textures
Creating artist studies

SPRING *Term 3*

Sea Creatures

Core Skills

Using a range of mark-making techniques
Creating a range of tones in different media
Analysing artists' work
Developing skills in a range of wet and dry media

SUMMER *Term 5*

Environments

Core Skills

Using linear and aerial perspective to create depth
Exploring creative compositions
Experimenting with mixed media
Using colour to express season / temperature

Equipment:

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

Homework:

Artist research, observational drawing, completing classwork.

Assessment Schedule:

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

Recommended Reading / Useful Websites:

- www.jasper-johns.org
- www.pablopicasso.org
- www.tate.org.uk/kids

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

Term 2

Abstraction

Core Skills

Experimenting with mixed media
Simplifying forms and shapes
Exploring shape, pattern, colour and composition
Developing designs through research and evaluation

Term 4

Faces

Core Skills

Recording from observation
Exploring 3D media
Applying stylistic elements
Creating artist studies

Term 6

Independent Challenge Project

Core Skills

Developing ideas from thematic starting points
Analysing artists' work
Developing skills in a range of wet and dry media
Exploring primary sources

Extra Resources for Gifted and Talented:

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

Extra Resources for Basic Skills Students:

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

COMPUTER SCIENCE

Year 8 Programme of Study

Subject Leader, Mr A Fleming

Objectives:

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

Content comprises an introduction to the following topics:

AUTUMN: Term 1: Cyber Security

Term 2: Python next steps

SPRING: Term 1: Data representation the next steps

Term 2: Impact of technology

SUMMER: Term 1: Flogarithm

Term 2: E Safety

Equipment: Standard school equipment

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

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

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

Food and Nutrition:

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

- Vegetable tacos
- Spaghetti Bolognese
- Sausage rolls
- Seasonal fruit crumble

Product Design - Clock project:

In this unit, students will design and make a desktop clock from laminated softwood. Students will learn about biomimicry and use nature to inspire the design of their clock. They will develop their skills in the workshop and be encouraged to be as independent and creative as possible. The clock will be designed using CAD and CAM technology but will also incorporate elements using hand tools. Students will research and analyse target markets and existing products to inform their design journey.

Product Design - Headphone Tidy:

Students will design and make a headphone cable tidy wrap for a younger market. They will follow a more in-depth design process and understand how to design to meet the needs of a target/client. Students will learn about the history of Design and use their research of different designers/design movement to inform their ideas. Students will be required to demonstrate creative and problem-solving skills to come up with a range of ideas for their headphone wrap based upon design values.

Extra Resources – Extended Learning Booklet:

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

- Target market research
- Electronic device research
- Identifying materials
- Analysing a product
- Understanding the design process
- Understanding the making process
- Understanding specific design styles

Students will also be able to view exemplar materials

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

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

Equipment:

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

HB lead pencil
Black or blue pen
Colouring pencils
Eraser

Pencil sharpener
30cm ruler
Glue stick
Small craft scissors

Why are extended tasks important?

Learning is done at the pace of each individual student. Extension tasks allow for students working at an accelerated rate to further develop their skills and abilities in designing and making whether through a set task or a self-choice project.

Assessment Schedule:

The duration of each project will be between 8 to 12 weeks (one double lesson per week). At the end of each rotation, students will be assessed on their current progress towards their KS4 target grade: 'Developing, Securing or Extending'

Recommended Reading / Useful Websites:

Design and Technology is everywhere, so students are initially encouraged to analyse why products are designed the way they are. Therefore, we encourage students to keep an 'image book' where they can 'paste' in anything that they like the look of, shape, colour, feel of etc. This can be a really useful tool when designing products when the inspiration is a little thin!

Visit this website for ideas to support the learning and teaching of Design and Technology:
www.technologystudent.com

The Internet has an abundance of information but narrowing down the search to find useful data can be a challenge. Use the following instructions and websites to support learning, and if you find any others, please e-mail the D and T teachers via the school.

Food Technology: www.bbc.co.uk/bitesize
www.foodafactoflife.org.uk/
www.technologystudent.com
www.jamieoliver.com/recipes/category/occasion/jamies-food-revolution-recipes

Design Process: www.3d-i.org
www.designandtech.com
www.bsonline.techindex.co.uk/
www.designinsite.dk/htmsider/home.htm
www.skyscrapers.com/english/index.html
www.environment-agency.gov.uk
www.dtonline.org/apps/menu/app?1&0

Product Design: www.howstuffworks.com
www.3d-i.org
www.designandtech.com
www.bsonline.techindex.co.uk/
www.design-council.org.uk
www.robots.net
www.plasticsresource.com/
www.cadinschools.org/showcase/default.asp
www.designinsite.dk/htmsider/home.htm

DRAMA

Year 8 Programme of Study

Subject Leader, Mrs S Thompson

AUTUMN: *Term 1*

Devising

Core Skills:

To learn how to use a range of stimuli to devise a drama piece
To understand the process of developing a stimulus through rehearsal
To be able to perform your own work

SPRING: *Term 3*

Murder Mystery

Core Skills:

To learn the meaning of the terms genre and stock characters
To understand the functions of a murder mystery detective
To know and be able to define and use key words of this theatre genre.

SUMMER: *Term 5*

Commedia dell' Arte

Core Skills:

To understand how Commedia dell' Arte fits into the wider theatre history
To develop a character using physical elements
To explore how physically, vocally and facially to show a change in a character

Equipment:

Pen/pencil and imagination

Homework:

Occasionally

Assessment Schedule:

Formative during each scheme and Summative with a conclusive performance at the end of each one

Some variation in course content may exist due to setting and nature of groups

Term 2

Pantomime

Core Skills:

To learn and explore conventions of a traditional British pantomime
To understand the importance of making good choices when casting your Pantomime
To explore text, music and song for your Pantomime

Term 4

Blue Remembered Hills

Core Skills:

To learn some basic information about the play
To be able to make your character believable and realistic
To understand how to use a series of drama techniques

Term 6

Reality TV

Core Skills:

Learn how a television programme is made
To know the variations of working for the camera
To be able to perform a range of characters

AUTUMN: *Term 1*

- School holidays
- What you visited/opinion
- Activities done on holidays

Core Skills:

- Using the verb *avoir* and *être*
- Expressing opinion using adjectives and qualifiers to talk about holiday
- Using a set of *-er* verbs in the perfect tense with *avoir*

Term 2

- Cultural knowledge: understanding dates and special events in France
- Describing a festival
- Buying food

Core Skills:

Cultural capital: Learning about festivals celebrated throughout the French-speaking world
Developing knowledge of verb conjugation patterns
Learning how to pronounce cognates
Using a set of *-er* verbs in the future tense

Term 3 and 4

- TV programmes (cultural knowledge: Famous French actors/actresses)
- Digital technology
- Films/cinema
- Leisure activities

Core Skills:

Giving and justifying opinions
Understanding adjective endings
Asking and answering questions
Understanding and practising writing in the negative form

Term 5 and 6

- Daily routine
- Talking about where you live
- Describing your region
- At home (describing how you help at home)

Core Skills:

Improving pronunciation
Describing a photo
Using modal verbs
Using strategies to improve listening and reading skills
Understanding reflexive verbs

Equipment:

- Textbook Dynamo 2, Dynamo workbook, exercise book
- A French-English/English French dictionary is essential

Homework:

- As per homework timetable
- Frequent learning of vocabulary/phrases

Assessment Schedule:

End of unit assessments and regular vocabulary tests

Recommended Reading / Useful Websites:

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

Extra Resources for Gifted and Talented:

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

Extra Resources for Basic Skills students:

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

AUTUMN: *Term 1 and 2*

- Past holiday
- Activities while on holiday
- The last day on holiday
- Opinion about holiday

Core Skills:

Giving a presentation about your holiday
Making your sentences interesting
Using the present and the preterite together
Describing an amazing holiday
Cultural knowledge: Hispanic singers

SPRING: *Term 3 and 4*

- What you use your phone for
- Music
- Opinion
- TV
- What you did yesterday

Core Skills:

Giving a range of opinion
Applying grammar and understanding how to use adjectives correctly
Using the comparative
Tackling an authentic text

SUMMER: *Term 5 and 6*

- Food
- Describing mealtimes
- Ordering a meal
- Discussing what to buy for a party
- Cultural knowledge: food in other countries

Core Skills:

Using a wider range of opinions
Using negatives
Using the near future
Giving an account of a party
Using three tenses together
Using a dictionary
Responding to what people say

Equipment:

- Textbook Viva 2, exercise book
- A Spanish-English/English-Spanish dictionary is essential

Homework:

- As per homework timetable
- Frequent learning of vocabulary / phrases.

Assessment Schedule:

End of unit assessments and regular vocabulary tests

Recommended Reading / Useful Websites:

- KS3 Spanish - BBC Bitesize
- BLOG - MORGAN MFL

Extra Resources for Gifted and Talented:

- Extension tasks
- Group work
- A focus on building thinking skills so pupils can modify and use learning for their own needs
- Projects about Spanish culture

Extra Resources for Basic Skills students:

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

GEOGRAPHY

Year 8 Programme of Study

Subject Leader, Miss J Carey

AUTUMN: *Term 1*

Asia (China and Russia)

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

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

Term 2

Risky Rivers

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

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

SPRING: *Term 3*

Global Issues

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

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

Term 4

Africa

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

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

SUMMER: *Term 5*

Population

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

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

Term 6

Challenges and opportunities in the UK

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

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

Equipment:

Standard – pen, pencil, ruler and colouring pencils.

Homework:

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

Assessment Schedule:

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

Fieldwork:

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

Useful Websites:

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

Extra Resources for Gifted and Talented:

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

HISTORY

Year 8 Programme of Study

Subject Leader, Mr M Hryniewicz

AUTUMN:

Term 1

Challenges to the Catholic Church

Was the Reformation a “good thing”?

Core Skills:

Chronological understanding
Using evidence and interpretations
Change and continuity

Term 2

The English Civil War

Why did the English fight the English in 1642?

Core Skills:

Causation
Using evidence

SPRING:

Term 3

Changing ideas 1660 to 1789

Why were kings back in fashion by 1660?

Core Skills:

Analytical narrative
Change

Term 4

The Slave Trade

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

Core Skills:

Using evidence
Interpretations

SUMMER:

Term 5

The British Empire

How did the British Empire develop?

Core Skills:

Chronology
Causation

Term 6

The Industrial Revolution

What was the Industrial Revolution?

Murder Mystery:

Why was Jack the Ripper never caught?

Core Skills:

Using evidence
Change

We also study the following topics:

Black History Week in October and The Holocaust in January

Equipment: Fully equipped pencil case. World map.

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

Assessment Schedule:

Assessment 1:	Challenges to the Catholic Church
Assessment 2:	Changing ideas: 1660 to 1789
Assessment 3:	The slave trade and the British Empire
Assessment 4:	End of year test

Useful Websites:

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

MUSIC

Year 8 Programme of Study

Subject Leader, Mr P Windibank

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

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

Term 2 - Creating Tension

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

SPRING: *Term 3 - Baroque Music - Canon*

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

Term 4 - Ballads “Unchained Melody”

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

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

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

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

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

Equipment:

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

Homework:

Listening tasks based around piece studied

Assessment Schedule:

End of each term

Recommended Reading / Useful Websites:

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

Extra Resources for Gifted and Talented:

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

Extra Resources for Basic Skills students:

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

PHYSICAL EDUCATION

Year 8 Programme of Study

Subject Leader, Mr D Carter

AUTUMN:

Term 1

Girls
Boys
Mixed

Rugby

Term 2

Girls
Boys
Mixed

Football
Basketball
Fitness

SPRING:

Term 3

Girls
Boys
Mixed

Basketball
Football
Core Skills

Term 4

Girls
Boys
Mixed

Netball
Badminton
Football

SUMMER:

Term 5

Girls
Boys
Mixed

Athletics

Term 6

Girls
Boys
Mixed

Badminton
Cricket
Rounders/ Softball

Equipment:

Compulsory: Black shorts, Black crested polo shirt, Black/White rugby top, Black football socks, White trainer socks, football boots/moulds and indoor trainers

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

Optional: Black Tracksuit, Black and white fleece, Black/white skins

Assessment Schedule:

Practical assessment at the end of each unit of work

Our departmental focus is evaluating and improving performance

Recommended Reading / Useful Websites:

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

Extra Resources for Gifted and Talented:

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

Extra Resources for Basic Skills students:

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