



ST MARY'S
CE HIGH SCHOOL

St Mary's CE High School

'Aspire - Challenge - Succeed'

Curriculum Book Year 8

Academic Year 2018/19

Message from the Head Teacher

At St Mary's we value our partnership work between school and home and expect parents/carers to be actively engaged in their child(ren)'s learning. To support our work together, this Curriculum Booklet has been written to provide you with information about the courses that will be taught this year and to give sources of information as well as suggestions about how parents/carers can become actively involved with learning at home.

The Timetabled Curriculum

This curriculum outline represents the formal teaching and learning programme that is scheduled between 8.25am and 3.10pm each school day. Students, of course, learn more than can ever be listed in a booklet and developing social skills and positive attitudes to life-long learning are an important part of our personal, social, health and citizenship education programmes at St Mary's High School.

Life in Modern Britain

As part of the wider curriculum, this provision will offer students the opportunity to learn about Life in Modern Britain and British Values. This has always been an important aspect of our curriculum, but now will receive more emphasis in line with Government directives. Life in Modern Britain will be included in the programmes of study for Personal, Social and Health Education (PSHE), Citizenship, Humanities and Religious Studies. Student support days and special curriculum events, that include visiting speakers and focussed workshops, provide enrichment and further opportunities to study British Values and how they impact on life in Modern Britain.

Extended Learning

Extended learning is a vital extension of the curriculum offered at school, and is never more important than when students are studying examination subjects. It is designed to promote independent learning and often builds on, or extends, topics covered in the classroom. High levels of attainment in examinations are reliant upon the effective and regular completion of extended learning. Extended learning can be completed at home or in study clubs at school and students in Key Stage 4 would be expected to be studying (as a minimum) between 1.5 and 2 hours each evening. Please provide your child(ren) with a quiet space for their work at home and encourage them to get into regular study habits from the very beginning of term. Details of work and activities set can be found on the website www.showmyhomework.co.uk

The Curriculum Booklet

The curriculum booklet is organised to explain what topics and skills students are learning on a half termly basis so that parent/carers can support their children throughout the school year. There is information regarding the expectations that each subject areas has for students and also how to support students maximise their learning outcomes.

Again parents/carers are asked to encourage students to use every possible opportunity to use staff expertise and the study opportunities that are provided for them so that they can stay on track with their studies and gain confidence in their ability to perform well. We will be pleased to hear any feedback that you may have about teaching, learning and life throughout the academic year. We look forward to continuing our partnership work to ensure that all our students optimise their progress and are able to perform to the very best of their abilities.

Thank you in anticipation of your support.

Stephanie Benbow
Head Teacher

KEY	
Subject	
English & MFL Teaching & Learning	English Core
	French
	Spanish
Maths & ICT Teaching & Learning	Mathematics Core
	ICT
Science & Technology Teaching & Learning	Science Core
	Technology
Humanities Teaching & Learning	Religious Studies Core
	Geography
	History
	PSHE – Healthy Minds
Performing Arts Teaching & Learning	Physical Education Core
	Drama
	Music
	Art & Design

ENGLISH & MFL TEACHING & LEARNING AREA

<i>Director of English and Modern Foreign Languages</i>	Ms Eireann Cunningham
Lead teacher of English	Mr Nick Pigott
Lead teacher of Modern Foreign Languages	Mr Robert Pugsley

ENGLISH

	Curriculum Content	Assessment Opportunities
Autumn Term 1	Dystopian Fiction <ul style="list-style-type: none"> • <u>Lord of the Flies</u> (William Golding) • Descriptive / narrative writing and writing to present a viewpoint • A selection of non-fiction extracts to support contextual understanding of the text 	Analytical essay exploring society.
Spring Term 2	Shakespeare <ul style="list-style-type: none"> • <u>The Tempest</u> • Descriptive and narrative writing • A selection of non-fiction extracts to support contextual understanding of the text 	Analytical essay exploring the theme of power.
Summer Term 3	19th Century Poetry <ul style="list-style-type: none"> • <i>Invictus</i> (Henley), <i>Because I Could Not Stop for Death</i> (Dickinson), <i>If-</i> (Kipling), <i>Lady of Shalott</i> (Tennyson), <i>The Piped Piper of Hamelin</i> (Browning) 	Analytical essay exploring an unseen 19 th century poem.

	Frequency, Length and Exemplars
Extended Learning	<ul style="list-style-type: none"> • Bedrock Vocabulary (3 times a week – marked online) • Accelerated Reader (20mins a day – complete a reading quiz in school within 24 hrs once the book has been read)
Assessment Tasks	One formal assessment at the end of each unit which will be graded by the class teacher. Regular extended writing in green progress books – student will self- assess and/or receive collective feedback with exemplar responses from the class teacher.
Formal Examination	Assessment Week: 11 th February 2019-14 th February 2019 Writing to describe Students will be assessed on their ability to write a description in a forty-five-minute exam drawing on their knowledge of both the <i>Lord of the Flies</i> unit and <i>The Tempest</i> . Students should use their books to revise and will be provided with a Year 8 revision booklet six week prior to the exam week.

Student Independent Learning Tasks	Use the Collins Content revision books via SMHW - Aiming for Progress in Reading, Writing and Grammar Book.
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Parent/Carers Can help by:	<p>Taking an active interest in the development of literacy (for example: reading the same book as your child, asking questions about what your child is reading, listening to audiobooks together).</p> <p>Support your child's completion of extended learning.</p> <p>Attend performances / film screenings that will support knowledge, understanding and appreciation of literature (such as: film screenings of Shakespeare plays and performances, going to the Globe Theatre, programmes shown on TV linked to literary texts).</p>
Curriculum Links to GCSE skills and content	The GCSE literature course will include a Shakespeare text, a 19th Century text, poetry and drama text. The GCSE language course requires students to read a 19th, 20th and 21st century fiction and non-fiction unseen text, write either a narrative or descriptive response as well as write to present a viewpoint.
Extra-Curricular or enrichment Activities	Autumn 1b and Spring 2b creative writing competition

FRENCH

	Curriculum Content	Assessment Opportunities
Autumn Half Term 1	New technology	<ul style="list-style-type: none"> - Listening to texts about how people use new technology in their daily lives and responding to related questions in French and English. - Reading a variety of texts about how young French people use mobiles and internet. Translating a text from French to English. - Describing a photo about people using technology. Performing a short speech about how you use new technology. - Writing a 40 word paragraph about your use of mobiles and internet. Translating a text from English to French.
Autumn Half Term 2	An adventure in Paris	<ul style="list-style-type: none"> - Listening to young people discussing their trip to Paris and finding key information in French about what they did when they were there. - Preparing a speech about a trip to Paris. Describing a photo about a trip to Paris, naming key activities in French. - Reading a series of texts about holidays to Paris and matching words and phrases to images. - Writing a 40 word text about a trip to Paris using the perfect tense.
Spring Half Term 3	Self and personal identity	<ul style="list-style-type: none"> - Listening to students giving personal information about themselves (physical and character description, where they live, details of their family) and noting down key facts in French and English about what they say. - Reading a longer text about the personal identity of two French teenagers and answering questions about the texts in French. - Producing a short speech about your name, age, family, physical and character description. - Writing a set of four sentences in French to describe a picture of a person's physical appearance.
Spring Half Term 4		<ul style="list-style-type: none"> - Listening to young French people describing their home and the area in which they live and noting key facts in French about

	House and home	<p>what you hear.</p> <ul style="list-style-type: none"> - Reading a series of short texts about where people live and what type of house they live in and matching words and phrases to symbols. - Performing a role play situation describing your house. - Writing a 40 word description of your house and area.
Summer Half Term 5	The French speaking world	<ul style="list-style-type: none"> - Listening to speakers from around the Francophone world talking about aspects of their lives in their country and noting key facts about what they say in English. - Reading a set of two short case studies of aspects of everyday life in two francophone countries and categorising information in French. - Playing the part of a young person from a francophone country, perform a short speech about key aspects of your life in that country. - Writing a 40 word blog about life in a francophone country.
Summer Half Term 6	Holidays	<ul style="list-style-type: none"> - Listening to a set of French teenagers talking about their recent holiday experiences and categorising information in French. - Reading a short account of a holiday and translating it into English. Reading an account of a holiday and noting key information about it in French. - Describing a picture of a holiday scene and answering related questions about it in French. - Producing a 40 word blog about a recent holiday using the past tense.

	Frequency, Length and Exemplars
Extended Learning	In addition to weekly set vocabulary learning homework, students may learn vocabulary in advance by accessing SMHW and studying the termly vocabulary units. It is also useful if your child is able to purchase a pocket sized dictionary to help with both class and home extended vocabulary research.
Assessment Tasks	4 short assessments per half term in Listening, Speaking, Reading and Writing.
Formal Examination	Students take a Reading and Writing examination during their scheduled Assessment week.

Student Independent Learning Tasks	Students are required to learn 20 vocabulary items per week for homework and receive a test on any 10 items.
Parent/Carers Can help by:	Testing your child on their set vocabulary.
Curriculum Links to GCSE skills and content	Each assessed skill is equally weighted at 25% as per the GCSE requirement.
Extra-Curricular or enrichment Activities	Students can attend homework and film clubs, as well as take part in trips abroad.

SPANISH

	Curriculum Content	Assessment Opportunities
Autumn Half Term 1	Holidays	Listening to young people describing their holiday experiences. Reading and understanding texts of varying lengths about holidays. Describing a holiday scene and answering key questions about a holiday. Writing a blog about a past holiday.
Autumn Half Term 2	My interests	Listening to young Spanish people talking about their hobbies and interests. Reading texts about free time pursuits and answering questions. Performing a role play about your free time interests and describing a photo of a group of young people chatting in the park. Writing a text about your free time interests in the present and past tenses.
Spring Half Term 3	Food and Drink	Listening to Hispanic people describing what they like to eat and drink. Reading and understanding texts about food and drink around the Hispanic world. Performing a role play at a restaurant. Writing an email to your friend about what you like to eat and drink and what you had recently at a family meal in a restaurant.
Spring Half Term 4	Sport and Leisure	Listening to young Spanish people talking about their leisure interests and answering questions. Reading and understanding texts about sporting interests. Describing a picture of young people doing various sports. Writing a presentation about your sport and leisure interests.
Summer Half Term 5	My future plans	Listening to young Spanish people discussing their plans for the weekend and the school holidays. Reading texts of varying lengths about weekend plans in the present and future tenses. Performing a role play about what you usually do at the weekend and what you are going to do this weekend. Writing a 40 word text about what you are going to do this weekend, using the future tense.
Summer Half Term 6	Summer projects.	Film and Literacy project.

	Frequency, Length and Exemplars
Extended Learning	In addition to weekly set vocabulary learning homework, students may learn vocabulary in advance by accessing SMHW and studying the termly vocabulary units. It is also useful if your child is able to purchase a pocket sized dictionary to help with both class and home extended vocabulary research.
Assessment Tasks	4 short assessments per half term in Listening, Speaking, Reading and Writing.
Formal Examination	Students take a Reading and Writing examination during their scheduled Assessment week.

Student	Students are required to learn 20 vocabulary items per week for homework and
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Independent Learning Tasks	receive a test on any 10 items.
Parent/Carers Can help by:	Testing your child on their set vocabulary.
Curriculum Links to GCSE skills and content	Each assessed skill is equally weighted at 25% as per the GCSE requirement.
Extra-Curricular or enrichment Activities	Students can attend homework and film clubs, as well as take part in trips abroad.

MATHS & ICT TEACHING & LEARNING AREA

Director of Maths and ICT	Mrs Angela Johnston
Assistant Director of ICT and Business Studies	Ms Grace Lyttle
Lead Teacher for maths	Mr Darren Harvey
Co-ordinator for KS4 maths	Mr Jack Burnell

MATHEMATICS

	Curriculum Content	Assessment Opportunities	Extended Learning /Extension Activities
Autumn Half Term 1	Number: Structure Number: Calculations	<p>Students will be assessed at the end of each teaching module. This means that they will have 2 assessments in each 6 week half term. (Some adjustments will be necessary for longer/shorter terms)</p> <p>The first assessment will focus on the content of the first three weeks teaching only (Interim assessment). The second assessment (final assessment) will be a longer assessment which includes the teaching content for the full half term.</p> <p>These knowledge based assessments are incorporated into each half term to improve students' retention of information.</p> <p>Once assessments have been marked, students will have opportunities within class to review their progress and work on areas of weakness and extend their knowledge and understanding.</p>	<p>Most extended learning tasks are set on Show My Homework.</p> <p>Extended learning will be set weekly and students would be expected to work on these tasks for approximately 45 minutes</p>
Autumn Half Term 2	Algebra: Manipulation Algebra: Solving		
Spring Half Term 3	Geometry: Properties & Angles Geometry: Measures & Mensuration		
Spring Half Term 4	Ratio: Ratio & Proportion Geometry: Transformations		
Summer Half Term 5	Algebra: Sequences Algebra: Graphs		
Summer Half Term 6	Data: Probability Data: Statistics		

	Frequency, Length and Exemplars
Extended Learning	Extended learning tasks are typically related to the current teaching theme. Additional extended learning may be set for revision purposes.
Assessment Tasks	Students are assessed at the end of each topic. Class assessments are at present written tests.
Formal Examination	<p>Assessment week will take place the week beginning 11th February 2019. Students will be examined in the main hall or classrooms with their teacher as moderator.</p> <p>Students will be assessed on any content taught over the year. The format will be similar to GCSE style exam papers and each paper will be approximately 45 minutes in length. Students should use their books to revise and will be provided with a Year 8 revision booklet six weeks prior to the exam week</p>

Student Independent Learning Tasks	<p>Students can access the school text books through the following link https://connect.collins.co.uk/school/defaultlogin.aspx Additional useful websites include: https://www.mathsgenie.co.uk/gcse.html http://m4ths.com/gcse-page.html https://corbettmaths.com/</p>
Parent/Carers Can help by:	<p>Ensure that your son/daughter has the following equipment for all maths lessons: pen, pencil, rubber, maths set and calculator Help your child by being positive about maths and point out that maths is everywhere. Discuss problem solving and encourage them to be involved in real life situations involving maths (calculate best buys, cheapest tariffs) Test your child on their times tables and the equivalent division facts Review extended learning books and discuss assessment results</p>
Curriculum Links to GCSE skills and content	<p>All topics covered in year 8 are linked to the knowledge required for the GCSE maths examinations at the end of year 11</p>
Extra-Curricular or enrichment Activities	<p>A number of enrichment activities take place across the academic year. Details will be shared with students and published nearer the time of the events</p>

GCSE Maths Teaching & Assessment Calendar

Year 7 to Year 10

September 2018 – July 2019

Week	Autumn Term	Week	Spring Term	Week	Summer Term
1A (03/09)	Number: Structure	16B (07/01)	Algebra 1: Manipulation	28B (22/04)	Algebra 2: Sequences
2B (10/09)	Number: Structure	17A (14/01)	Algebra 1: Manipulation	29A (29/04)	Algebra 2: Sequences
3A (17/09)	Number: Structure	18B (21/01)	Algebra 1: Manipulation Manipulation Assessment	30B (06/05)	Algebra 2: Sequences Sequences Assessment
4B (24/09)	Number: Structure Number Structure Assessment	19A (28/01)	Algebra 1: Solving Review Manipulation	31B (13/05)	Algebra 2: Graphs Review Sequences
5A (01/10)	Number: Calculations Review Number Structure	20B (04/02)	Algebra 1: Solving Review Manipulation	32A (20/05)	Algebra 2: Graphs Sequences & Graphs Assessment
6B (08/10)	Number: Calculations Review Number Structure	21A (11/02)	Algebra 1: Solving Manipulation & Solving Assessment	Half Term	
7A (15/10)	Number: Calculations Review Number Structure	Half Term		34B (03/06)	Data: Probability
8B (22/10)	Number Structure & Calculations Assessment	22B (25/02)	35A (10/06)	35A (10/06)	Data: Probability
Half Term		23A (04/03)	Ratio: Ratio & Proportion	36B (17/06)	Data: Probability Probability Assessment
9A (05/11)	Geometry: Properties and Angles	24B (11/03)	37A (24/06)	37A (24/06)	Data: Statistics
10B (12/11)	Geometry: Properties and Angles	25A (18/3)	38B (01/07)	38B (01/07)	Data: Statistics
11A (19/11)	Geometry: Properties and Angles Properties and Angles Assessment	26B (25/03)	39A (08/07)	39A (08/07)	Data: Statistics Probability & Data Assessment
12B (26/11)	Geometry: Measure and Mensuration Review Properties and Angles	27A (01/04)	Ratio, Proportion & Transformation Assessment	Summer holiday	
13A (03/12)	Geometry: Measure and Mensuration Review Properties and Angles	Easter holiday			
14B (10/12)	Geometry: Measure and Mensuration Review Properties and Angles				
15A (17/12)	Properties, Angles, Measure and Mensuration Assessment				
Christmas holiday					

ICT

	Curriculum Content	Potential Assessment Opportunities
Autumn Half Term 1	Introduction to Digital Citizenship <ul style="list-style-type: none"> • Students will be learning how to use the Internet to find information on e-safety • Students will discover how to use storyboarding and script writing as a planning document • Discover how sound is represented and sampled by recording a script. • Students will be developing a piece of multimedia • Students will be learning how to export multimedia by considering the pros and cons of different file types along with compression 	Yacapaca End of topic assessment
Autumn Half Term 2	Programming with HTML <ul style="list-style-type: none"> • Students will be learning that websites are written in HTML • Students will be discovering how to develop their website • Students will be developing and testing their website 	
Spring Half Term 3	MS Logo <ul style="list-style-type: none"> • Students will be learning what a function is through creating shapes and sequences in MS Logo 	
Spring Half Term 4	Photoshop <ul style="list-style-type: none"> • Students will be learning the basic tools in Photoshop and how to fill selections • Student will be learning how to apply different filters to images and how to add text 	
Summer Half Term 5	Databases <ul style="list-style-type: none"> • What a database is and creating a data entry form • Students will be discovering how to add fields to a database and change the data type • Students will be creating a form, user interface, reports 	
Summer Half Term 6	Programming (Scratch or Python) <ul style="list-style-type: none"> • Students will be developing programs to solve problems • Demonstrating understanding of key programming terms 	

	Frequency, Length and exemplars
Extended Learning	Take Away Homework menu of tasks which will be available through SMHW The homework menu encourages children to become independent learners and take responsibility for choosing their own homework. Students can choose any homework they wish, from 'lemon & herb' (easy) to '&'Extra hot' (hard). There will be a range of tasks for students to choose from. Students will be given 6 weeks to complete a task.
Assessment Tasks	Students will be given the opportunity for assessment through the following methods: Yacapaca End of topic assessments

Formal Examination	Assessment week will take place on the week of the 11 th February 2019 and students will be examined in classrooms with their teacher as moderator Students will be assessed on all content taught over the year through Yacapaca in a 60 minute assessment. Students will be provided with a Year 7 revision booklet prior to the exam week
Student Independent Learning Tasks:	Students interested in ICT can conduct a research project (in any format they like) on any of the key articles below: http://www.teach-ict.com/news/news_stories/news_web_design.htm http://www.teach-ict.com/news/news_stories/news_databases.htm http://www.teach-ict.com/news/news_stories/news_programming_coding.htm http://www.teach-ict.com/news/news_stories/news_online_safety.htm
Parent/Carers Can help by:	Supporting with specific extended learning tasks Providing guidance with independent learning projects
Useful websites	https://www.teach-ict.com/xml/submainlogin.php Username: EN75FB Password: python2
Extra-Curricular or enrichment Activities	Students will have an opportunity to join the Digital Leaders. Students who are selected as digital leaders can help to embed the use of technology across the school. They will attend regular meetings, support other pupils, and teach members of staff, run assemblies and other whole-school events.



KEY STAGE 3 - YEAR 8 ICT
SUMMARY SCHEME OF WORK
 September 2018 to July 2019



Week	Autumn Term	Week	Spring Term	Week	Summer Term
1A (03/09)	Baseline Assessment	16B (07/01)	MS Logo Students will be learning what a function is through creating shapes and sequences in MS Logo	29A (22/04)	Databases: What a database is and creating a data entry form
2B (10/09)	Introduction to Digital Citizenship	17A (14/01)	Ms Logo Students will be learning what a function is through creating shapes and sequences in MS Logo	30B (29/04)	Databases: Students will be discovering how to add fields to a database and change the data type
3A (17/09)	Digital Citizenship (animation): Students will be learning how to use the Internet to find information on e-safety	18B (21/01)	Binary Bits and Bobs Students will be learning about data representation and how binary differs from denary	31A (07/05)	Databases: Students will be learning how to find data, simple and complex queries
4B (24/09)	Digital Citizenship (animation): Students will discover how to use storyboarding and script writing as a planning document Discover how sound is represented and sampled by recording a script.	19A (28/01)	Binary Bits and Bobs Students will be learning about ASCII and how to convert binary into ASCII	32B (13/05)	Databases: Students will be creating a form, user interface, reports
5A (01/10)	Digital Citizenship (animation): Students will be developing a piece of multimedia	20B (04/02)	Binary Bits and Bobs Students will be learning how binary is used within images	33A (20/05)	Assessment: Databases
6B (08/10)	Digital Citizenship (animation): Students will be developing a piece of multimedia	21A (11/02)	Assessment: Binary	(25/5)	Half Term
7A (15/10)	Digital Citizenship (animation): Students will be learning how to export multimedia by considering the pros and cons of different file types along with compression	(16/2)	Half Term	34B (03/06)	Programming (Scratch or Python) Students will be learning how to create conditional iteration
8B (22/10)	Assessment: Digital Citizenship	22B (25/02)	Introduction to Photoshop: Students will be learning the basic tools in photoshop and how to fill selections Student will be learning how to apply different filters to images and how to add	35A (10/06)	Programming (Scratch or Python) Students will be learning how to solve problems using programs

			text		
(29/10)	Half Term	23A (27/02)	Photoshop: Students will be learning how to use the lasso tool to make a selection on one image and move it to make a new image	36B (17/06)	Programming (Scratch or Python) Students will be developing programs to solve problems Demonstrating understanding of key programming terms
9A (05/11)	HTML: Students will be learning that websites are written in HTML	24B (04/03)	Photoshop: Students will be learning how to use the content-aware tool to transform images Demonstrating the ability to use the clipping mask tool	37A (24/06)	Programming (Scratch or Python) Students will be developing programs to solve problems
10B (12/11)	HTML Students will be learning what makes a good website and design their own.	25A (11/3)	Photoshop: Students will be learning how to change the sky of an image	38B (01/08)	Programming (Scratch or Python) Students will be discovering how to test a program
11A (19/11)	HTML: Students will be learning how images are represented and source images for website	26B (18/03)	Photoshop: Students will be learning how to create a radial blur to create a zoom effect on an image	39A (08/07)	Activities Week
12B (26/11)	HTML: Students will be discovering how to develop their website	27A (25/03)	Assessment: Image editing with Photoshop	Summer Holidays	
13A (03/12)	HTML: Students will be developing their website	Easter Holidays			
14B (10/12)	HTML: Students will be developing and testing their website				
15A 7 (17/12)	Assessment: HTML				
Christmas Holidays					

SCIENCE & TECHNOLOGY MFL TEACHING & LEARNING AREA

Director of Science and Technology	Mr Michael McDougall
Lead Teacher of Science	Mr Theo Constantinides
Lead Teacher of Technology	Mrs Elizabeth McKinney

SCIENCE

	Curriculum Content	Potential Assessment Opportunities
Autumn term	<p>The following topics, in any order (different classes follow a different sequence. Please check with your teacher).</p> <ul style="list-style-type: none"> • Food and nutrition (Biology) • The periodic table (Chemistry) • Light 	<p>Students will be formatively assessed by their class teacher at least once per topic (in books); there will be a focus on scientific skills such as writing methods, analysing data to draw conclusions and drawing graphs of results.</p> <p>Summative topic assessments will be completed at the end of each topic to assess student progress.</p>
Spring term	<p>The following topics, in any order (different classes follow a different sequence. Please check with your teacher).</p> <ul style="list-style-type: none"> • Breathing and respiration (Biology) • Combustion (Chemistry) • Energy (Physics) 	<p>Students will be formatively assessed by their class teacher at least once per topic (in books); there will be a focus on scientific skills such as writing methods, analysing data to draw conclusions and drawing graphs of results.</p> <p>Summative topic assessments will be completed at the end of each topic to assess student progress.</p>
Summer term	<p>The following topics, in any order (different classes follow a different sequence. Please check with your teacher).</p> <ul style="list-style-type: none"> • Unicellular organisms and disease (Biology) • Acids and alkalis (chemistry) • Metals and their uses (Chemistry) 	<p>Students will be formatively assessed by their class teacher at least once per topic (in books); there will be a focus on scientific skills such as writing methods, analysing data to draw conclusions and drawing graphs of results.</p> <p>Summative topic assessments will be completed at the end of each topic to assess student progress.</p>

	Frequency, Length and exemplars
Extended Learning	<p>Reading Comprehension set once a half term where students will write an article review, using full literacy skills to assess comprehension of information and understanding.</p> <p>Science task set once a week for 30 minutes that the teacher will mark.</p>
Assessment Tasks	<p>9 summative assessments over the school year to assess units taught and progress made.</p> <p>Formative assessments fortnightly completed in exercise books, to improve a student's application of science skills. Feedback for each assessment will be given to guide students on improvement and development of skills.</p>

Formal Examination	Assessment week will take place starting on the 7 th February, and students will be examined in classrooms with their teacher as moderator. Students will be assessed on any content taught over the year through GCSE style questions in a forty five minute exam. Students should use their books to revise and will be provided with a Year 8 revision booklet six weeks prior to the exam week.
Student Independent Learning Tasks:	Students could broaden their knowledge of the natural world by watching documentary programs such as David Attenborough and Brian Cox series' with wider links to the relevant science topics covered in school.
Parent/Carers Can help by:	By reviewing student exercise books and reading through targets together. Checking on time management for home learning projects. Encouraging students to learn the meanings of keywords for each topic. Ensure home learning tasks are completed on time. Encouraging pre-reading on the next topic (e.g. BBC Bitesize reading and activities) Useful websites: http://www.bbc.co.uk/bitesize/ks3/science/ http://www.rsc.org/periodic-table
Curriculum Links to GCSE skills and content	The GCSE science courses develop knowledge and understanding of the science topics studied at Key Stage 3 and show how topics relate. Assessments prepare students for questions and skills expected in the GCSE paper
Extra-Curricular or enrichment Activities	Students can attend the Science Enrichment club, once per week after school to carry out investigations, participate in discussions and debate, and share knowledge with other students.

TECHNOLOGY

In Year 8 students complete a rotation of all 3 technology material areas, each term they will explore Design Technology, Textiles and Food technology.

Rotations	Curriculum Content	Assessment Opportunities	Extended Learning /Extension Activities
Design Technology	Clock Project Students will develop their skills in designing to a brief, using the Memphis Group and/or Alessi as their design inspiration. In addition to this, they will explore using hand tools with the material acrylic.	<ul style="list-style-type: none"> Analysing existing clocks available to produce a range of design ideas to produce a high quality product to evaluate product 	Students are given a homework menu with a series of differentiated tasks. For example; <ul style="list-style-type: none"> Collect images of both Memphis and Alessi Products (20 minimum) and create a moodboard on A3. You must include 10 keywords, 10 Facts and a paragraph comparing the two design styles.
	Soft Toy Students develop their understanding of knitted materials by creating a sock creature to be sold in a Zoo gift shop. Students will develop skills on the sewing machine and in	<ul style="list-style-type: none"> Analysis of an Existing toys Design Ideas Construction of the Soft Toy Evaluation of the toy 	

	hand sewing. In addition to this will gain understanding to industrial practices such as pattern cutting, lay planning and manufacture.		<ul style="list-style-type: none"> Write 3 tweets about how to use 3 different decorative techniques and how you have used them. You can only use 120 characters – so don't twitter on! Use #'s for keywords. Please present and print out.
Textiles	Students investigate a series of nutritional dishes and explore the eatwell plate.	<ul style="list-style-type: none"> Practical assessments – 2 per student Bread evaluation Functions of eggs investigation Pizza design Practical Reflections 	
Food	<p>Clock Project</p> <p>Students will develop their skills in designing to a brief, using the Memphis Group and/or Alessi as their design inspiration. In addition to this, they will explore using hand tools with the material acrylic.</p>	<ul style="list-style-type: none"> Analysing existing clocks available to produce a range of design ideas to produce a high quality product to evaluate product 	

	Frequency, Length and Exemplars
Extended Learning	Students are given a homework menu with a series of differentiated tasks.
Assessment Tasks	During each rotation, students will be assessed on subject knowledge, designing, manufacturing and evaluating. Over across the academic year students will undergo up to 12 assessments which inform their report.
Formal Examination	During the examinations week, students will be tested on all 3 areas, DT, textiles and Food – based on the knowledge acquired during their rotations. Near the exam time a booklet will be shared with the students to guide their revision

Student Independent Learning Tasks	Students are given a homework menu with a series of differentiated tasks.
Parent/Carers Can help by:	By regularly checking Show My homework to see the homework tasks set by teachers. Asking their child to explain what they have been doing in lessons, recapping what they have learnt.
Curriculum Links to GCSE/Level 2 skills and content	<ul style="list-style-type: none"> Nutrition Technical drawing Environmental issues Design skills Self and peer evaluation
Extra-Curricular or enrichment Activities	At various times of year the department will offer extra-curricular clubs for KS3. St Marys regularly enter local and national competitions.

HUMANITIES TEACHING & LEARNING AREA

Director of Humanities	Mrs Emma Watts
Lead Teacher of Geography	Ms Louise Douglas
Lead Teacher of Religious Studies	Mrs Tanitta Sandiford
KS3 Co-ordinator	Ms Brandie Noseworthy

RELIGIOUS STUDIES

	Curriculum Content	Potential Assessment Opportunities
Autumn Half Term 1	Will you be my people if I will be your G-d? <ul style="list-style-type: none"> To understand the Covenant within Judaism. To know how Jews keep the Covenant in the contemporary world. To be able to explain and identify the key differences and similarities between Jewish groups. To evaluate the role of the Torah as central to Jewish beliefs. 	Explain how rites of passage help build a community. ‘There is no purpose to celebration.’ Discuss this statement.
Autumn Half Term 2		Describe what <i>a religion</i> would say about Heaven and Hell. ‘There is no afterlife.’ Discuss this statement.
Spring Half Term 3	Moving on up or going around in circles? <ul style="list-style-type: none"> To understand the Hindu belief in life-after-death. To explain karma and samsara. Compare Hindu and Christian beliefs in life-after-death. 	Explain two teachings of Jesus and how Christians demonstrate them today. Describe two parables and their meaning.
Spring Half Term 4	Is there power in peace? <ul style="list-style-type: none"> To understand what Gandhi and Martin Luther King aimed to do. To identify and explain how their beliefs helped their choices. To evaluate the success of the two individuals in their aims. 	Explain two religious teachings which Gandhi and Martin Luther King used to support their actions. ‘Peaceful protest can never be successful’. Discuss.
Summer Half Term 5	Islam <ul style="list-style-type: none"> To understand what Gandhi and Martin Luther King aimed to do. To identify and explain how their beliefs helped their choices. 	Explain two of the Five Pillars of Islam. Explain how the Five Pillars promotes equality.

	<ul style="list-style-type: none"> To evaluate the success of the two individuals in their aims. 	
Summer Half Term 6	<p>Christianity</p> <ul style="list-style-type: none"> To understand the differences of Christian denominations. To identify ways in which different denominations are similar. To evaluate the impact culture has on Christianity. 	<p>Explain the differences between two Christian denominations.</p> <p>‘Cultures should not have an impact religion’. Discuss.</p>

	Frequency, Length and exemplars
Extended Learning	<p>Reading Comprehension set once a fortnight for 30 minutes that students will mark</p> <p>Religious Studies task set once a week for 30 minutes that the teacher will mark</p>
Assessment Tasks	<p>3 formal assessments over the school year to assess units taught</p> <p>Key word tests at least once a fortnight, marked in class, GCSE exam style questions set for end of unit -test. Peer marked plenaries based on exam style questions. Snap quiz to check the retention of subject content.</p> <p>Exemplar assessments:</p> <ul style="list-style-type: none"> Multiple choice questions to monitor student knowledge of key terms. Descriptive and explanation questions to demonstrate an understanding of key ideas and concepts. Essay questions to develop argument and discussion of issues studied.
Formal Examination	<p>Assessment week will take place on the 20th May and students will be examined in classrooms with their teacher as moderator</p> <p>Students will be assessed on any content taught over the year through one GCSE style paper (with five questions) in a forty minute exam</p> <p>Students should use their books to revise and will be provided with revision materials on <i>Show my homework</i> six weeks prior to the exam week</p>

Student Independent Learning Tasks:	<p>Students interested in Religious Studies can conduct a research project (in any format they like) on any of the key questions below:</p> <ul style="list-style-type: none"> <i>‘There is no evidence to suggest there is a life after death. This proves all religions wrong’.</i> Discuss. To what extent was Martin Luther King more successful in reaching his aims than Malcolm X? <i>‘Religions are fundamentally all the same.’</i> Discuss. <p>All submissions will be marked and rewarded</p>
Parent/Carers Can help by:	<p>Reviewing exercise books and reading through targets together</p> <p>Checking on time management for home learning projects-</p> <p>Reviewing assessment feedback</p> <p>Discussing news items and showing the relevance of them to the student’s studies.</p> <p>Discussing family traditions and experiences. Provide experiences of visiting other places of worship to experience another belief.</p> <p>A visit to the Jewish Museum in London.</p>
Curriculum Links to GCSE skills and	<p>The GCSE course will focus on Judaism Beliefs and Practises (Paper 1), as well as beliefs about life after death (Paper 1 & Paper 2). All assessments replicate the questions in the GCSE paper.</p>

content	
Extra-Curricular or enrichment Activities	Students may have the opportunity to visit a Synagogue.

GEOGRAPHY

	Curriculum Content	Assessment Opportunities
Topic 1	Coastal environments <ul style="list-style-type: none"> • Coastal processes • Changing landforms • How people are impacted 	Coastal assessment
Topic 2	Resource management <ul style="list-style-type: none"> • Tropical Rainforests • Polar environments • Food security • Renewable and non-renewable energy 	Decision making task on coral reefs
Topic 3	Population change <ul style="list-style-type: none"> • Population policies • Impacts of population change • Population distribution • Population pyramids • Demographic Transition Model 	Ageing population written task
Topic 4	China <ul style="list-style-type: none"> • Physical and Human geography • Migration in China • China as a Superpower • MNCs and China 	3 Gorges Dam enquiry
Topic 5	Weather, Climate and Climate Change <ul style="list-style-type: none"> • How the weather happens • Climate graphs • Global causes of Climate Change • UK and Global impacts of Climate Change 	Impacts on the UK of Climate Change

	Frequency, Length and Exemplars
Extended Learning	A variety of extended learning tasks will be set throughout the year which will include: <ul style="list-style-type: none"> • Reading comprehension tasks • Case study research • Revision tasks • Pre-learning tasks
Assessment Tasks	Each unit will have an 'end of unit' assessment task along with other within the unit. These will focus on key GCSE skills as well as the content from the unit covered. Students will be given revision materials and students should use these along with class notes and feedback from previous tasks to prepare.
Formal Examination	Assessment week will take place during the week beginning the 7 th February and students will be examined in classrooms with their teacher as moderator. Students will be assessed on any content taught over the year through GCSE style questions.

	Students should use their books to revise and will be provided with a Year 8 revision booklet prior to the exam week. They can also use BBC bitesize which includes the core ideas we cover.
Student Independent Learning Tasks	Students should be watching the news and reading topical news stories ensuring they are fully aware of global current affairs. This can be by watching the news, reading a newspaper (online or printed) or by downloading a news app. There are many documentaries which cover key geographical ideas. Look out for presenters such as Simon Reeve who documents his global travels in a very accessible way.
Parent/Carers Can help by:	Reviewing exercise books and reading through targets together. Checking on time management for home learning tasks. Reviewing assessment feedback. Asking students to justify any decisions they make for example what mode of transport should be used for a journey with the advantages and disadvantages of each. Looking at maps with students of the local area, the UK and the world. Talk to students about where you are travelling to, how long it will take and what you are passing. Making trips to museums or places of geographical interest such as coastal areas, Natural History museum, Thames Flood barrier, Epping Forest or Kew Gardens.
Curriculum Links to GCSE skills and content	Geographical skills are taught throughout KS3 including map skills, numeracy skills, literacy skills, decision making skills and graphical skills. All topics taught throughout Y8 have content links to the GCSE specification. Assessments use GCSE command words and language to prepare students for GCSE examinations.
Extra-Curricular or enrichment Activities	Geography film club is available for all students one lunch time a week in Hu7. In this, we will be watching a film with a geographical slant such as Lion and Everest. We are hoping to run a day of fieldwork at the Olympic Park looking at sustainability – Date TBC

HISTORY

	Curriculum Content	Potential Assessment Opportunities
Autumn Half Term 1	Migration to Britain from 1215 to the present day <ul style="list-style-type: none"> • Jewish migration • Gypsy migration • African and West Indian migration 	Explain the impact of migration to Britain
Autumn Half Term 2	British Empire: Minorities <ul style="list-style-type: none"> • Minorities in the UK • Black History in the UK • Japanese Internment Camps • Women's rights • LGBTQ rights 	Explain the impact of British rule on minority groups
Spring Half Term 3	WW1 <ul style="list-style-type: none"> • <i>Causes of WW1</i> • <i>Battle tactics / Battle of the Somme</i> 	To what extent was the assassination of Franz Ferdinand the main cause of the outbreak of WW1?
Spring Half Term 4	<ul style="list-style-type: none"> • <i>Homefront</i> • <i>Trench warfare</i> 	Describe the conditions experienced by soldiers in the trenches

Summer Term	At present the course is in the planning stage and will this information will be updated as soon as the Scheme of Learning has been completed
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	Frequency, Length and exemplars
Extended Learning	Reading Comprehension set once a fortnight for 30 minutes that students will mark Historical task set once a fortnight for 30 minutes that the teacher will mark
Assessment Tasks	3 formal assessments over the school year to assess units taught Knowledge based assessments fortnightly to improve students retention of information – these may be on any topic taught across the term and year Exemplar assessments: <ul style="list-style-type: none"> • Explanation questions to assess students' knowledge and analysis of key historical events • Evaluation questions to assess students ability to use their knowledge to make judgements on the cause or effect of events • Writing a narrative account
Formal Examination	Assessment week will take place on the week of the 11 th February 2019 and students will be examined in classrooms with their teacher as moderator Students will be assessed on any content taught over the year through two GCSE style questions (as exemplified above) in a forty minute exam Students should use their books to revise and will be provided with a Year 7 revision booklet six weeks prior to the exam week

Student Independent Learning Tasks:	Students interested in history can conduct a research project (in any format they like) on any of the key questions below: <ul style="list-style-type: none"> • Would you have been proud or ashamed of the British Empire? • To what extent do you think WW1 was justified? • What were conditions like on the Western Front? • What contribution did the Home Front make to the war effort? <p>All submissions will be marked and rewarded</p>
Parent/Carers Can help by:	Reviewing exercise books and reading through targets together Checking on time management for extended learning project Reviewing assessment feedback Making trips to museums or places of Historical interest such as the Imperial War Museum in London, National Maritime museum London, Imperial War museum Duxford, British Library Newspapers London.
Curriculum Links to GCSE skills and content	The theme of exploration and advancement supports the thematic studies that are covered in Paper 1 on Crime and Punishment at GCSE
Extra-Curricular or enrichment Activities	There will be the opportunity to spend 4 days in France and Belgium visiting the Battlefields and sites associated with WW1

PSHE – HEALTHY MINDS

	Curriculum Content
Autumn Half Term 1	From School to Life <ul style="list-style-type: none"> • Aspirations for the future • Career planning • Imagining the future self • Role models both positive and negative
Autumn Half Term 2	Unplugged Impacts of alcohol and drugs Awareness of different types of drugs The law and substances Peer pressure and making informed decisions
Spring Half Term 3	Media Influences <ul style="list-style-type: none"> • Media and body Image • The influence of the media on addiction • The media and health • Media and decision making • Deconstructing the media
Spring Half Term 4	Relationships Smart – relationships <ul style="list-style-type: none"> • Love • Family • Healthy relationships • Respect • Problem solving
Summer Half Term 5	Sex Ed Sorted <ul style="list-style-type: none"> • Reproduction • Menstrual cycles • Pregnancy • Contraception • Conception • Menopause • Male reproductive system • STI's Maturity
Summer Half Term 6	Citizenship and democracy <ul style="list-style-type: none"> • Democracy • Political parties in the UK • The voting system • House of Commons and House of Lords

	Frequency, Length and exemplars
Extended Learning	Extended learning is set fortnightly and will build on students learning and classroom experiences
Assessment Tasks	PSHE is not assessed
Parent/Carers Can help by:	Talking through the course with students Using the self-talk strategies with students

PERFORMING ARTS TEACHING & LEARNING AREA

Director OF Performing Art s	Mr Tony Crosby
Lead Teacher of Art	Ms Tina Papadopoullos
Lead Teacher of Physical Education	Mr Rosco Hunt
Phoenix Academy Lead	Ms Deborah King

PHYSICAL EDUCATION

	Curriculum Content	Assessment Opportunities	Extended Learning /Extension Activities
Autumn Half Term 1	Dance (developing styles and principles, individual and group performances, choreography)	Practical Assessments: -w/b 24 th September -w/b 22 nd October 2018	<ul style="list-style-type: none"> • Extra-Curricular PE activities • St Mary's sports teams • St Mary's linked sports clubs • Coaching and officiating opportunities • Non-fiction reading
Autumn Half Term 2	Gymnastics (Refining skills and sequences of movement, use of basic equipment, practice and performance) Invasion Games (Refining Skills, tactics and strategies and application during games play) OAA (Collaboration, problem solving, trust, performance observation, communication and intellectual and physical challenges)	Practical Assessments: - w/b 19 th November 2018 (Data cycle 1) - w/b 10 th December 2018	
Spring Half Term 3	Net/Wall Games (Refining skills, tactics and strategies and application during games play) HRF (Components of physical fitness, principles of training, exercise intensity and how it is measured)	Practical Assessments: -w/b 28 th January 2019 - Year 8 Exam Week w/b: 11 th February 2019 -w/b 4 th March 2019 (Data cycle 2 w/b 12 th March 2019)	
Spring Half Term 4	Invasion Games (Refining Skills, tactics and strategies and application during games play)	Practical Assessments: -w/b 1 st April 2019 (Report window w/b 27 th April 2019)	
Summer Half Term 5	Athletics (Refining running, jumping and throwing techniques, using strategies in competitive situations,	Practical Assessments: -w/b 13 th May 2019	
Summer Half Term 6		(Data cycle 3 w/b 18 th June 2019) Practical Assessments:	

	<p>rules and regulations)</p> <p>Striking and Fielding (Refining skills, tactics and strategies in competitive situations)</p> <p>Invasion Games (Refining Skills, tactics and strategies and application during games play)</p>	-w/b 1 st July 2019	
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	Frequency, Length and exemplars		
Extended Learning	<p>Students have the opportunity to participate in extra-curricular activities in a variety of sports. Giving them the opportunity to develop content covered during lessons, in a competitive environment.</p> <p>Students are also set a variety of tasks to complete via SMHW. These include: non-fiction reading, spelling tests and tasks that support and re-inforce student learning.</p>		
Assessment Tasks	<p>Students are assessed at the end of each unit of work. Conditioned practices and full context games are used to assess students using the department's assessment criteria. Students are assessed using their performance pathway and their development in: leadership, knowledge, coaching and practical performance.</p>		
Formal Examination	<p>Assessment week will take place on the 11th February 2019.</p>		

Student Independent Learning Tasks	<p>It is expected that students interested in physical education are consistently engaging with the world of sport and developments within the field. This can include: large sporting events, media coverage of athletes, sport science developments and the leisure industry.</p> <p>It is also expected that students are participating in regular physical activities outside of lessons. Using the knowledge gained through our enriching curriculum it is expected that students strive to lead a well-balanced and active lifestyle.</p>
Parent/Carers Can help by:	<p>Supporting students by ensuring they arrive to lessons with the correct equipment</p> <p>Promoting the fulfilment of an active lifestyle</p> <p>Encouraging students to review assessment feedback and improve work</p> <p>Supporting with the engagement of developments in the world of sport</p> <p>Encouraging students to attend extra-curricular clubs and activities</p>
Curriculum Links to GCSE skills and content	<p>All activities and assessments replicate the format and criteria on the L2 examination materials including: anatomy and physiology, practical sports performance, sports leadership, diet and nutrition and the effects of exercise.</p>
Extra-Curricular or enrichment Activities	<p>An extensive range of opportunities for extra-curricular involvement are offered daily. Activities available to students are seasonal and lead to the possibility of representing St Mary's through one of our sports teams. A full extra-curricular schedule can be found on display in the PE department or by contacting Mr Hunt.</p> <p>The department has a number of links with sports clubs in the local community and are able to support parents/carers with students participating in sporting teams outside of school.</p>

DRAMA

	Curriculum Content	Assessment Opportunities	Extended Learning /Extension Activities
Autumn Half Term 1	PHYSICAL THEATRE/NON NATURALISTIC <ul style="list-style-type: none"> Darkwood Manor Devising using physical theatre and storytelling 	(Devising – Component 1 AO1/AO2/AO4) Assessment on devised piece of storytelling using physical theatre and shared narration w/b 8th October 2018	<ul style="list-style-type: none"> Research into physical Theatre groups such as Complicite and DV8 Evaluating your own and other peoples work
Autumn Half Term 2	GREEK TRAGEDY <ul style="list-style-type: none"> Elements Chorus 	(Devising Component 1 AO1/AO2/AO4) Data cycle 1: w/b 20th November 2018 Assessment on devised piece of Greek tragedy performance w/b 5th November 2018 Assessment 2 w/b: 3rd December 2018	<ul style="list-style-type: none"> Research into Greek theatre – staging examples, use of masks and costumes, use of the Chorus. Photos/National Theatre website/BBC extracts
Spring Half Term 3	VERBATIM THEATRE <ul style="list-style-type: none"> Research into a real story Conventions 	(Devising – Component 1 AO1/AO2/AO4) Assessment on devising Verbatim theatre scenes Assessment w/b 4th February 2019 Year 8 Exam Week w/b: 11th February 2019	<ul style="list-style-type: none"> Line Learning and rehearsing
Spring Half Term 4	PLAYWRIGHT'S STUDY	(Theatre Makers in Practice – Component 3 – AO3/AO4) Data cycle 2: w/b 12th March 2019 Assessment on Component 3 style questions Assessment w/b 4th March 2019	<ul style="list-style-type: none"> Finding out the titles of Verbatim Theatre plays and researching the documentary evidence
Summer Half Term 5	DUOLOGUES/SMALL GROUP SCRIPTED	(Component 2 – performance from scripts – AO2) Assessment on duologue and small group performance	

Summer Half Term 6	GCSE STYLE COMMISSION	w/b 20th May 2019 (Devising – Component 1 – AO1/AO2/AO4) Report window w/b 8th June 2019 Exams w/b 10th June 2019 Data cycle 3: w/b 18th June 2018 Assessment of performance of devised piece and on written response w/b: 10th June 2019	<ul style="list-style-type: none"> ▪ GCSE style questions from the actors, directors, set designers point of view ▪ Line learning ▪ Log book notes on the progression of your work
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	Frequency and Length	Example of learning and assessment
Extended Learning	Students will have fortnightly Drama tasks (SMHW) – these will focus on Literacy/non-fiction reading/ and/or revision tasks and preparation for an assessment. (20-30mins) NB: Some tasks may require ‘online submission’ via SMHW	Line learning in preparation for a scripted performance Research the historical, cultural and social influences on playwright’s and theatre practitioners
Assessment Tasks	Students will receive a number of summative and formative assessments (see Assessment Opportunities above) Each assessment will be related to the half termly unit/topic and will closely be related to one of the key components of either devising, working on interpreting scripts for performance and exploring plays and the playwright’s craft	This could be a practical assessment of a devised or scripted piece of drama. This could be a written assessment in the style of GCSE questions This could be an extended piece of writing
Formal Examination	Assessment week will take place on the week beginning 11th February and students will be examined in classrooms with their teacher as moderator.	The Assessment will focus on students answering questions from an actors/directors/stage designer based on the play studied.. Students will be provided with a detailed revision leaflet during the lessons prior to the examinations week.

Student Independent Learning Tasks:	It is expected that students interested in practical drama are completing additional rehearsal/practice at home and/or in pre-booked drama studios at the school. A wide variety of extra-curricular groups are available each day to further support excellence in performance
Parent/Carers Can help by:	Checking on time management for home learning projects Reviewing assessment feedback Supporting with learning lines Watching and encouraging drama rehearsals and attending performances/showcases

	Making trips to the theatre to widen knowledge and understanding of performance and production elements
Student Independent Learning Tasks:	It is expected that students interested in practical drama are completing additional rehearsal/practice at home and/or in pre-booked drama studios at the school. A wide variety of extra-curricular groups are available each day to further support excellence in performance
Parent/Carers Can help by:	Checking on time management for home learning projects Reviewing assessment feedback Supporting with learning lines Watching and encouraging drama rehearsals and attending performances/showcases Making trips to the theatre to widen knowledge and understanding of performance and production elements

MUSIC

	Curriculum Content	Assessment Opportunities	Extended Learning /Extension Activities
Autumn Half Term 1	FANFARE Music for Special Occasion Chords and Melody Writing & Rounds 'Gonna Fly Now' – Rocky Theme	MAT Testing w/b: 10 th September 2018 (for comparison) 'Fanfare' Assessment w/b: 8 th October 2018	<ul style="list-style-type: none"> • Non Fiction Reading Tasks • Composer research (fanfare) • The Stave Revisit (treble and bass clef recognition)
Autumn Half Term 2	THE BLUES History of the Blues 12-Bar Blues Blues Scale/Improvisation Own Composition	Data Cycle 1: w/b 20 th November 2018 'The Blues' Assessment w/b: 5 th November 2018 'The Blues' Assessment (2) w/b: 3 th December 2018	<ul style="list-style-type: none"> • Rhythm Maths (numeracy through rhythm notation) • Regular Literacy/Spelling and definition tests
Spring Half Term 3	KEYBOARD SKILLS Internalising sound 'My Heart Will Go On' Playing 2 hands together Broken Chords Guitar Intro	'Keyboard Skills' Assessment w/b: 4 th February 2019 Year 8 Exam Week w/b: 11 th February 2019	<ul style="list-style-type: none"> • English and Italian key phrases for musical notation and articulation
Spring Half Term 4	FILM MUSIC Composing to a time-line The Chase Life of Pi	Data Cycle 2: w/b 12 th March 2019 'Film Music' Assessment w/b: 4 th March 2019	<ul style="list-style-type: none"> • Revision activities (support theory examination w/b 11th Feb)
Summer Half Term 5	POP MUSIC Pop Structure Copyright Law Lyric Writing & Chord Progressions	'Pop Music' Assessment w/b: 20 th May 2019	<ul style="list-style-type: none"> • Pop Music Lyric creation • Music industry job roles – diagram and annotations
Summer Half Term 6	MUSIC INDUSTRY St Mary's Got Talent Project & Final	Report window opens 27 th April 2019 Data Cycle 3: w/b: 18 th June	<ul style="list-style-type: none"> • Rehearsal/practice for final talent competition

	Performance	2019 'Pop Music' Assessment w/b: 10 th June 2019	
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Frequency and Length:	
Extended Learning	Students will have fortnightly Music tasks (SMHW) – these will focus on Literacy/non-fiction reading and research tasks or revision for an assessment. (20-30mins) NB: Some tasks may require 'online submission' via SMHW.
Assessment Tasks	Students will receive a number of summative and formative assessments (see Assessment Opportunities above) Each assessment will be related to the half termly unit/topic and will closely mirror the format of L2 Music examination exemplars.
Formal Examination	Assessment week will take place on the 11 th February and students will be examined in classrooms with their teacher as moderator. The Assessment will focus on traditional music theory skills. Students will be provided with a detailed revision leaflet during the lessons prior to the examinations week.

Student Independent Learning Tasks	Students interested in music and the performing arts can complete additional study into traditional theory of music. Additional learning opportunities are provided every Monday evening and support entry to ABRSM theory of music examinations grades 1-8. It is expected that students interested in practical performance are completing additional rehearsal/practice at home and/or in pre-booked rehearsal studios at the school. A wide variety of extra-curricular groups are available each day to further support excellence in performance and theoretical skills. Instrumental and vocal tuition is also provided weekly with support from the Hertfordshire Music Service. For further information contact Ms D King.
Parent/Carers Can help by:	Checking on time management for home learning projects Reviewing assessment feedback Listening to and encouraging rehearsals and attending performances/showcases Making trips to theatre/concerts/proms to widen viewing/listening skills
Curriculum Links to GCSE skills and content	All Activities and assessments replicate format and questioning on the L2 examination materials including 'composing and performing to a brief', researching into industry roles and analytical self-assessment and critique.
Extra-Curricular or enrichment Activities	A broad range of opportunities for Extra-curricular involvement daily ranging from bands and choir groups, recording and composition/production skills to theory of music (ABRSM). (See also Phoenix Performing Arts Academy provisions)

ART & DESIGN

	Curriculum Content	Assessment Opportunities
Autumn Term 1	Natural Form Tone & Texture Observational Drawing Composition & Scale Colour Techniques Karl Blossfeldt & Andy Goldsworthy	Extra-Curricular Art activities Observational Drawings Non-fiction Reading Critical Writing Skills Art related keywords

	2DSkills & Processes 3D Skills & Processes	Collage
Spring Term 2	Architecture Observational Drawing 2 Point Perspective Proportion Robert Dunlavey Maja Wronkska 2D Skills & Processes	Extra-Curricular Art activities Art research and investigation Extended Digital Art projects Non-fiction reading Critical Writing Skills Print
Summer Term 3	Illustration Observational Drawing Typography Manga Figure Drawing Movement Proportion & Scale Digital Art Arthur Rackham 2D Skills	Extra-Curricular Art activities Digital Art Non-fiction reading Critical Writing Skills Artist Research and Investigation

	Frequency, Length and Exemplars
Extended Learning	Digital Art project More in depth pieces of work on a larger scale
Assessment Tasks	A final piece of work to end the topic An artist research transcription and development
Formal Examination	Practical Assessments: w/b 6th November 2018 (Data cycle 1) w/b 3rd December 2018
Student Independent Learning Tasks	Gallery Visit In depth artist research and analysis
Parent/Carers Can help by:	Parents can support students in: homework tasks independent learning tasks