



ST MARY'S  
CE HIGH SCHOOL

# St Mary's CE High School

*'Aspire - Challenge - Succeed'*

## Curriculum Book

## Year 8

# Academic Year 2020-21

Dear Parents/Carers

The Curriculum Booklets are written to support you in supporting your child. The triangle partnership between home, student and school is essential, and never more so that this year following school closure. I commend this publication to you as a source of comprehensive information on the curriculum your child will follow this year, and urge you to take time to study it and discuss the contents with your child.

Yours faithfully



Nicholas Simms  
Headteacher

*"Our vision, as a school with a Christian ethos, is founded on The Parable of the Sower, where*

***"Through God's love, we are the rich soil where seeds flourish and roots grow",***  
*Mark 4: 3-9*

*This underpins our motto, **Aspire Challenge Succeed**, and is key to what we do. We provide a safe, nurturing environment in which we can all flourish. We have the very highest aspirations for our students, their families, our local community, and ourselves. We challenge students by having a rich and exciting curriculum provision and by making learning practical, engaging and enjoyable. We enable students to succeed by providing the best possible personalised support."*

Nicholas Simms – Head Teacher

## **Curriculum Vision and Values**

The school vision and values underpin the curriculum and this ethos permeates to the classroom and whole school experience of our stakeholders. We aspire to work together to create a safe, happy and exciting community where individual skills, talents and cultural heritage are respected and valued. Working in partnership with parents/carers and the wider community ensures that our students experience a broad and balanced education that prepares them to be successful and confident citizens in the twenty first century.

The school is committed to providing an excellent standard of education for all students allowing each individual to achieve their full potential regardless of ability.

Our Christian vision **“Through God’s love, we are the rich soil where seeds flourish and roots grow”** is taken from the Parable of The Sower (Mark 4: 3-9) and is the principle that underpins our work with our students, to support them to grow and develop in to young people who can lead lives of value.

Therefore, the key Christian values of friendship, trust, forgiveness, thankfulness, love and compassion are explicit not only in the curriculum but in all aspects of our work and serve to make our learning community welcoming and successful. All members of our community are expected to strive for excellence to ensure that all students are valued and can achieve.

## **Curriculum Intent**

At St Mary’s CE High School, we have created a curriculum that is broad, balanced and is designed to foster the intellectual, physical, moral and spiritual development of our students. We believe that the curriculum must be inclusive so that every student has the opportunity to be successful and fulfil their academic potential as well as personal excellence. Therefore, every student at St Mary’s is encouraged to be aspirational in their outlook and to have high expectations of themselves within the classroom and school environment.

As a Church school, our Christian values are central to our curriculum intent:

- A passion for learning where knowledge is appreciated and valued for its intrinsic value
- Strong, confident and happy individuals who are able to live safe, healthy, fulfilling lives and be resilient when challenged with adversary
- To create citizens of the future who make a positive contribution to society and are equipped for the world of work by achieving nationally recognised qualifications that develop career progression
- A strong understanding of social justice which seeks to embed the values of inclusion, equality and human rights so that students can confidently recognise and challenge injustice

## **The Curriculum Booklet**

The curriculum booklet is organised to explain what topics and skills students will be learning on a half termly basis so that parents/carers can support their child(ren) throughout the school year. There is information regarding the expectations that each subject area has for students, and strategies to support students to maximise their learning outcomes.

## **The recovery curriculum**

This year is unique following school closure and many students being out of formal school learning for over six months. In response to this, we have developed a recovery curriculum for all students. This recovery curriculum is founded on the principles of well-being and compassion but will also focus on revisiting past learning to provide students opportunities to revisit past content and knowledge that may not have been consolidated during the lockdown period. Staff will employ strategies such as

metacognition and retrieval practice in order to support students to bridge any gaps in skills and knowledge. Metacognition is the explicit teaching of how to learn, and is a research based strategy that can enhance progress by over 8 months; retrieval practice is the art of revising past knowledge regularly so that what may not have been learnt or has been forgotten can be revisited, thus becoming embedded in the longer term memory.

### **Extended Learning**

Extended learning is a vital extension of the curriculum offered at school, and allows students to consolidate or extend their learning in school. It also offers students opportunities to learn in different ways such as conducting projects where students have to manage their time over a half term or presenting their work in a different medium. Extended learning can be completed at home or in study clubs at school\*. Students in Year 8 would be expected to be studying (as a minimum) between 45 minutes to 1 hour in the core subjects per subject each week and in the foundation subjects each fortnight. 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](http://www.showmyhomework.co.uk)

### **Examinations**

Students will sit assessments across the school year to assess the skills and knowledge they have learnt and to address where gaps in learning exist so that teachers can actively plan to close these. However, to support students examinations experience, there will be a set of annual formal examinations. The dates of these examinations for Year 8 are in May 2020-21.

An examination booklet will be published six weeks to a month before the examinations in order to give students time to revise. We ask that parents/carers encourage students to use every possible opportunity to such as staff expertise and 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.

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Mrs Emma Watts  
Deputy Head Teacher

# ENGLISH AND MODERN FOREIGN LANGUAGES

Director of English and Modern Foreign Languages	Ms Caroline Grounds
Lead Teacher of English	Yet to be appointed
Lead English Practitioner	Mrs Sara Attard
Lead Teacher of French	Mr Chris Rammell
Lead Teacher of Spanish	Ms Esperanza Iniesta

## ENGLISH

A high-quality education in English will teach students to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, students have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables students both to acquire knowledge and to build on what they already know.

	Curriculum Content	Assessment Opportunities
<b>Autumn Term 1</b>	<b>Dystopian Fiction</b> <ul style="list-style-type: none"> <li>• <u>Animal Farm (George Orwell)</u></li> <li>• Non-fiction writing to present a viewpoint</li> <li>• A selection of non-fiction extracts to support contextual understanding of the text</li> </ul>	Analytical essay exploring society.  A non-fiction/ persuasive article
<b>Spring Term 2</b>	<b>Shakespeare</b> <ul style="list-style-type: none"> <li>• <u>The Tempest</u></li> <li>• Descriptive and narrative writing</li> <li>• A selection of non-fiction extracts to support contextual understanding of the text</li> </ul>	Analytical essay exploring the theme of power.
<b>Summer Term 3a</b>	<b>Conflict Poetry</b> <ul style="list-style-type: none"> <li>• <i>A range of poetry that shares the theme of conflict. This will include 19th Century, WW1 and poetry from other cultures</i></li> </ul>	Analytical comparison essay exploring an unseen 19 <sup>th</sup> century poem and a contemporary poem with the theme of conflict.
<b>Summer Term 3b</b>	<b>Contemporary Novel Study</b> <ul style="list-style-type: none"> <li>• Heroes by Robert Cormier</li> <li>• Descriptive and narrative writing</li> <li>• Linking to non-fiction articles</li> </ul>	Writing Assessment-

<b>Skills:</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>▪ Respond to key ideas and concepts in set texts by developing a more personal response.</li> <li>▪ Use a range of evidence to support interpretations and ideas.</li> <li>▪ Comment on writer’s intentions by including a range of appropriate methods.</li> <li>▪ Make wider contextual links and consider the bigger picture.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>▪ To write in a style that is well-structured, articulate and carefully planned.</li> <li>▪ To include appropriate and imaginative vocabulary according to task, purpose and audience.</li> <li>▪ To write with technical accuracy - SPAG</li> </ul>
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	<b>Frequency, Length and Exemplars</b>
<b>Extended Learning</b>	<ul style="list-style-type: none"> <li>• Bedrock Vocabulary (3 times a week – marked online)</li> <li>• Non-Fiction texts to support in class understanding of topic</li> </ul>
<b>Assessment Tasks</b>	<p>One formal assessment at the end of each unit which will be graded by the class teacher.</p> <p>Regular extended writing in green progress books – student will self- assess and/or receive collective feedback with exemplar responses from the class teacher.</p>
<b>Formal Examination</b>	<p>Assessment Week: <b>April 2021</b></p> <p><b>Analytical essay exploring the theme of power in <u>The Tempest</u>.</b></p> <p>Students will be assessed on their ability to analyse a literary text by developing an informed personal response in a forty-five minute exam. Students should use their books to revise and will be provided with a Year 8 revision booklet six week prior to the exam week.</p>

<b>Student Independent Learning Tasks:</b>	Use the Collins Content revision books via SMHW - Aiming for Progress in Reading, Writing and Grammar Book.
<b>Parent/Carers can help by:</b>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Support your child’s completion of extended learning.</li> <li>• 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).</li> </ul>

<b>Curriculum Links to GCSE skills and content</b>	The GCSE literature course will include a Shakespeare text, a 19 <sup>th</sup> Century text, poetry and drama text. The GCSE language course requires students to read a 19 <sup>th</sup> , 20 <sup>th</sup> and 21 <sup>st</sup> century fiction and non-fiction unseen text, write either a narrative or descriptive response as well as write to present a viewpoint.
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# ENGLISH AND MODERN FOREIGN LANGUAGES

<b>Director of English and Modern Foreign Languages</b>	Ms Caroline Grounds
<b>Lead Teacher of English</b>	Yet to be appointed
<b>Lead English Practitioner</b>	Mrs Sara Attard
<b>Lead Teacher of French</b>	Mr Chris Rammell
<b>Lead Teacher of Spanish</b>	Ms Esperanza Iniesta

## MODERN FOREIGN LANGUAGES

Learning a foreign language should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purpose and learn new ways of thinking.

	<b>Curriculum Content - French</b>	<b>Curriculum Content - Spanish</b>
<b>Autumn Half Term 1</b>	<u>New Technology</u> Students learn to discuss what they do on their mobile phone and computer, as well as to give their opinions about new technology.	<u>Holidays</u> Students learn to describe holiday experiences in the past tense, giving opinions and reasons about a holiday.
<b>Autumn Half Term 2</b>	<u>An adventure in Paris</u> Students learn to describe a past holiday using the perfect tense for completed actions. They are able to discuss key holiday activities and give their opinions with reasons.	<u>My interests</u> Students learn to describe their leisure interests and hobbies in the present tense. They also learn to describe what they have done recently.
<b>Spring Half Term 3</b>	<u>Self and Personal identity</u> Students describe their own appearance and character, as well as describing their friends and family.	<u>Food and Drink</u> Students learn to describe their food and drink preferences in the present tense, as well as how to describe a recent family meal. They also learn to order food in a restaurant.
<b>Spring Half Term 4</b>	<u>House and Home</u> Students learn to describe the type of house and area they live in, and give their opinions with reasons about where they live.	<u>Plans and daily routine</u> Students learn to talk making plans and respond to friends. In addition, they talk about their daily routine and attending a sporting event.
<b>Summer Half Term 5</b>	<u>Special occasions</u> Students describe events such as carnivals, pancake day and talent contests incorporating the three tenses studied so far and other important grammar structures such as the superlative and modal verbs.	<u>My home</u> Students learn to describe their home and local area and compare different types of houses. They also discuss plans for the holidays in the future tense.
<b>Summer Half Term 6</b>	<u>Revision of grammar and Film Project</u> Students revisit the key grammar points of the year and then complete a film study of the film 'Les Choristes'.	<u>Revision and summer project work.</u> Students revise grammar and vocabulary. They also study a film and learn to describe the themes and characters.

<b>Skills</b>	<ul style="list-style-type: none"> <li>Be able to recognise at least the first and third present, past and future tense verb forms through listening and responding to various length texts and answering questions in the target language and English.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Be able to read and understand texts written in the present, past and future tenses and be able to respond to questions in the target language and English.</li> <li>• Be able to use at least the first and third person verb forms in the present, past and future tenses when speaking.</li> <li>• Write an extended piece of language using at least the first and third person verb forms of the present, past and future tenses and translate a text from English to target language using at least the present and past tenses.</li> </ul>
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	<b>Frequency and Length</b>	<b>Example of learning and assessment</b>
<b>Extended Learning</b>	<ul style="list-style-type: none"> <li>• Fortnightly vocabulary lists</li> <li>• Fortnightly grammar exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary test in class.</li> <li>• Quizlet vocabulary learning online. <a href="https://quizlet.com/">https://quizlet.com/</a></li> <li>• Task sheet to complete on a recently taught grammar concept, which is assessed in the subsequent lesson.</li> </ul>
<b>Exemplar Assessment Opportunities</b>	<p>An interim assessed piece of writing once per half term.</p> <p>Two assessments per half term in either receptive skills (listening and reading), or productive skills (speaking and writing).</p>	<p>Students receive feedback and are required to improve their work.</p> <p>Students receive targeted feedback and are required to improve their work based on this.</p>
<b>Formal Examination</b>	Students take a reading and writing examination during their scheduled assessment week.	Complete a 40 – 90 word piece of writing about a recently covered topic.

<b>Student Independent Learning Tasks</b>	Students are required to learn 20 vocabulary items per fortnight for homework and receive a test on any 10 items. Students also complete grammar practice once per fortnight and are assessed on this in class.
<b>Independent Active learning</b>	Students can access the necessary grammar resources on SMHW, which reinforce understanding of the grammar concepts covered in lessons.
<b>Parent/Carers can help by:</b>	Testing your child on their set vocabulary. Ensuring that your child completes their grammar homework.

<b>Links to GCSE and wider studies</b>	Each assessed skill is equally weighted at 25% as per the GCSE requirements.
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# MATHEMATICS AND COMPUTING

<b>Director of Maths and ICT</b>	Mrs Angela Johnston
<b>Lead Teacher of Maths</b>	Appointment yet to be made
<b>Lead Teacher of Computing</b>	Ms Aimee Dowd
<b>KS3 Coordinator</b>	Ms Raina Naik

The Maths curriculum is designed to ensure that students appreciate Mathematics as a subject in its own right, and introduces students to concepts, skills and thinking strategies that are essential in everyday life and support learning across the curriculum.

Our aim is that students will develop a love and appreciation of Mathematics by:

- Becoming fluent in mathematics through frequent and varied practice, so they are able to recall and apply knowledge rapidly
- Being able to reason mathematically by developing an argument, justification or proof using mathematical language

We recognise that Mathematics is of a cumulative nature and the repeated revisiting of content leads to progressively deeper understanding of the underlying principles and fluency. This allows students to apply these principles across a range of subjects and contexts.

## MATHEMATICS

	<b>Curriculum Content</b>	<b>Assessment Opportunities</b>
<b>Autumn Half Term 1</b>	Algebra: Sequences Algebra: Graphs	Students are 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)
<b>Autumn Half Term 2</b>	Geometry: Properties & Angles Geometry: Measures & Mensuration	
<b>Spring Half Term 3</b>	Number: Structure Number: Calculations	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.
<b>Spring Half Term 4</b>	Algebra: Manipulation Algebra: Solving	These knowledge based assessments are incorporated into each half term to improve students' retention and recall of information.
<b>Summer Half Term 5</b>	Ratio: Ratio & Proportion Geometry: Transformations	Once assessments have been marked, students will have opportunities within class to review their progress and work on areas of weakness and further extend their knowledge and understanding.
<b>Summer Half Term 6</b>	Data: Probability Data: Statistics	

	<b>Frequency, Length and Exemplars</b>
<b>Extended Learning</b>	Extended learning tasks are set weekly and could be a pre-lesson learning task or consolidation of content taught during the week.
<b>Assessment Tasks</b>	These tasks may be written or set on an online resource website.

<b>Formal Examination</b>	<p>Assessment week will take place in March 2021</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 revision booklet six weeks prior to the exam week in order to prepare for the assessment</p>
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<b>Student Independent Learning Tasks</b>	<p>Students can access the school text books through the following link  <a href="https://connect.collins.co.uk/school/defaultlogin.aspx">https://connect.collins.co.uk/school/defaultlogin.aspx</a></p> <p>Additional useful websites include:  <a href="https://www.mathsgenie.co.uk/gcse.html">https://www.mathsgenie.co.uk/gcse.html</a>  <a href="http://m4ths.com/gcse-page.html">http://m4ths.com/gcse-page.html</a>  <a href="https://corbettmaths.com/">https://corbettmaths.com/</a></p>
<b>Parent/Carers Can help by:</b>	<ol style="list-style-type: none"> <li>1. Please help support your child to be organised. It is important that they have the following equipment for all maths lessons: pen, pencil, rubber, maths set and calculator</li> <li>2. Supporting your child with revision is appreciated. Encourage them to go through their class notes and practice the examples given. Further videos, explanations and practice questions can be found on a variety of websites, including those listed above.</li> <li>3. Help your child by being positive about maths. Discuss problem solving and encourage them to be involved in real life situations involving maths (calculate best buys, cheapest tariffs etc)</li> <li>4. Review extended learning and discuss assessment results with your child</li> </ol>

<b>Curriculum Links to GCSE skills and content</b>	All topics covered in year 8 are linked to the knowledge required for the GCSE maths examinations at the end of year 11
<b>Extra-Curricular or enrichment Activities</b>	A number of enrichment activities take place across the academic year, including participation in the UK Mathematics Challenge. Details will be shared with students and published nearer the time of the events.

# COMPUTING

The Computing Curriculum has been designed to cover aspects of Computer Science, Digital Literacy and Information Technology. Students will be introduced to the IT skills they will need to support other subjects across the curriculum and will be introduced to programming, algorithms, some more complex elements of software packages and an understanding of computer hardware and how it works.

It is the aim of the department to enable students to develop skills and knowledge in computer science and digital technologies to prepare them for a future in a world where the use of this technology is fully embodied. We aim to enable students to develop a love of learning for the subject and an understanding that there are no limits to their own development in programming and IT. An important life skill for anyone is to problem-solve. Using the strands of computational thinking will aid learners with their Computer Science studies and, as it is embedded within everyday life activities. Students will be given guidance on how to work safely on-line so that it will be second nature to carry out all the necessary steps for their own safety as well as those around them.

At KS3 students will be given the opportunity to develop their computer coding and digital technology skills. Learning the language of code is an important added bonus as students who develop their coding skills will be able to grasp the magic behind the computers. This will allow them to take their studies on to KS4 and to Further and Higher education if they desire and ultimately secure a career within a large range of industries.

- Our core purpose at KS3 is to deliver an engaging and challenging computing curriculum through outstanding teaching and learning.
- To provide high quality computing education that equips students with computational thinking skills and creativity
- To create digitally literate students, that can use and express themselves and develop their ideas through ICT at a level suitable for the future workplace and as active participants in a digital world.

	<b>Curriculum Content</b>	<b>Skills Developed</b>
<b>Autumn Half Term 1</b>	<b>Introduction to Cyber Security</b>	Students will be learning how to keep themselves safe while using social media and develop an understanding of cyber security. They will explore the various laws associated with data protection, misuse and copyright and learn the differences between the effects of various viruses and forms of computer hacking
<b>Autumn Half Term 2</b>	<b>Databases – with links to business</b>	Students will learn how to create and use a database within a Business environment and complete a mini project that introduces the subject of Business Studies
<b>Spring Half Term 3</b>	<b>Data Representation</b>	Students will be learning how data can be represented within computers. This will include looking at images, videos and audio to see how each one is represented by the computer
<b>Spring Half Term 4</b>	<b>Hardware &amp; Software</b>	Students will learn about input and output devices and how they help a computer to work.
<b>Summer Half Term 5</b>	<b>Photoshop Project</b>	During the course of this term students will be tasked with creating an album cover for an artist that is in the current top 10. They will be required to design, create, test and evaluate their final product to make sure that it meets the client requirements

<b>Summer Half Term 6</b>	<b>Programming (Scratch or Python)</b>	Students will be developing programs to solve problems demonstrating their understanding of key programming terms
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	<b>Frequency, Length</b>
<b>Extended Learning</b>	Students will be given homework every 2 weeks, this will available for students on SMHW and set by the class teacher.
<b>Assessment Tasks</b>	Students will be given the opportunity for assessment through the following methods: Yacapaca (online assessment programme) End of topic assessment
<b>Formal Examination</b>	Assessment week: March 2021 Students will be assessed on all content taught over the year through Yacapaca in a 60 minute assessment. Students will be provided with a revision booklet prior to the exam week

<b>Student Independent Learning Tasks:</b>	Students interested in ICT can conduct a research project (in any format they like) on any of the key articles below: <a href="http://www.teach-ict.com/news/news_stories/news_web_design.htm">http://www.teach-ict.com/news/news_stories/news_web_design.htm</a> <a href="http://www.teach-ict.com/news/news_stories/news_databases.htm">http://www.teach-ict.com/news/news_stories/news_databases.htm</a> <a href="http://www.teach-ict.com/news/news_stories/news_programming_coding.htm">http://www.teach-ict.com/news/news_stories/news_programming_coding.htm</a> <a href="http://www.teach-ict.com/news/news_stories/news_online_safety.htm">http://www.teach-ict.com/news/news_stories/news_online_safety.htm</a>
<b>Parent/Carers Can help by:</b>	Supporting with specific extended learning tasks Providing guidance with independent learning projects

<b>Useful websites</b>	<a href="https://www.teach-ict.com/xml/submainlogin.php">https://www.teach-ict.com/xml/submainlogin.php</a> Username: <b>EN75FB</b> Password: <b>python2</b>
<b>Extra-Curricular or enrichment Activities</b>	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 students, and teach members of staff, run assemblies and whole-school events.

# SCIENCE AND TECHNOLOGY

<b>Director of Science and Technology</b>	Mr Michael McDougall
<b>Lead Teacher of Science</b>	Ms Emily Sloan
<b>Lead Practitioner of Science</b>	Yet to be appointed
<b>Lead Teacher of Technology</b>	Mrs Elizabeth McKinney

## SCIENCE

At Key Stage 3 students develop scientific knowledge and conceptual understanding by studying a broad range of topics covering Biology, Chemistry and Physics.

At St Mary's students follow the Exploring Science scheme of learning by Pearson Publishing which develops an understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. The course is designed to lead students seamlessly into their GCSE Science studies and ensures students are equipped with the scientific knowledge and skills required to understand the uses and implications of science, today and for the future.

	<b>Curriculum Content</b>	<b>Assessment Opportunities</b>
<b>Autumn Term 1</b>	<p><b>The following topics, in any order (different classes follow a different sequence. Please check with your teacher).</b></p> <ul style="list-style-type: none"> <li>• Unit 8A – Food and nutrition</li> <li>• Unit 8F – The Periodic Table</li> <li>• Unit 8J – Light</li> <li>• Unit 8E – Combustion</li> </ul>	End of unit tests for each module, 25 – 30 marks each test, taking 30 to 40 minutes to complete.
<b>Spring Term 2</b>	<p><b>The following topics, in any order (different classes follow a different sequence. Please check with your teacher).</b></p> <ul style="list-style-type: none"> <li>• Unit 8K – Energy Transfers</li> <li>• Unit 8D – Unicellular Organisms</li> <li>• Unit 8G – Metals and their uses</li> <li>• Unit 8C – Breathing and respiration</li> </ul>	End of unit tests for each module, 25 – 30 marks each test, taking 30 to 40 minutes to complete.
<b>Summer Term 3</b>	<p><b>The following topics, in any order (different classes follow a different sequence. Please check with your teacher).</b></p> <ul style="list-style-type: none"> <li>• Unit 8I- Fluids</li> <li>• Unit 8L – Earth and Space</li> <li>• Unit 8B- Plants and their Reproduction</li> </ul>	End of unit tests for each module, 25 – 30 marks each test, taking 30 to 40 minutes to complete.

	<b>Frequency, Length and Exemplars</b>
<b>Extended Learning</b>	Homework tasks based on Exploring Science student activity sheets Homework tasks set weekly; each task should take 45 minutes to complete.
<b>Assessment Tasks</b>	One formal assessment at the end of each unit which will be graded by the class teacher. Mid-half-term piece of work based on the skills element within each module. Regular in-lesson exercises based on Exploring Science Series of activity sheets designed to assess understanding and application of scientific ideas. Opportunities for green pen marking and discussion of misconceptions held by students.

<b>Formal Examination</b>	End of Year 8 examination consisting of the modules taught up until the date of the exam.
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<b>Student Independent Learning Tasks</b>	Use of summary sheets, checklists, and glossaries of terms, to aid revision and homework. Use of recommended internet sources of information: <a href="https://www.bbc.com/bitesize/subjects/zng4d2p">https://www.bbc.com/bitesize/subjects/zng4d2p</a> <a href="https://www.youtube.com/user/virtualschooluk/videos">https://www.youtube.com/user/virtualschooluk/videos</a>
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<b>Parent/Carers can help by:</b>	<ul style="list-style-type: none"> <li>• Ensure that your child is completing the Exploring Science extended learning tasks/activity sheets.</li> <li>• Ensure your child is revising properly for their end of unit tests and end of year exam.</li> <li>• Encourage your child to view online science animations and videos from suggested sources such as those links provided above.</li> <li>• Encourage your child to read around the subject and attend science fairs and museums.</li> </ul>
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<b>Curriculum Links to GCSE skills and content</b>	By the end of KS3, students are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. These scientific ideas are then revisited in greater depth and detail at KS4, ultimately, following a 5 year programme of study, which is examined at the end of Year 11. Links to the curriculum for KS3 and KS4 are given below:  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335174/SECONDARY_national_curriculum_Science_220714.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335174/SECONDARY_national_curriculum_Science_220714.pdf</a> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381380/Science_KS4_PoS_7_November_2014.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/381380/Science_KS4_PoS_7_November_2014.pdf</a>
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<b>Extra-Curricular or enrichment Activities</b>	Weekly STEM Club In the Summer Term attendees will have the opportunity to gain a CREST award. CREST is a nationally recognised scheme for student-led project work in the STEM subjects (science, technology, engineering and maths). Bronze Awards introduce students to project work empowering them to work like real scientists, technologists, engineers or mathematicians. Students choose their own topic and methodologies, giving them complete freedom over their work. The Bronze level is a perfect introduction to STEM project work for young people aged 11+. Over the course of 10 hours, teams of students design their own investigation and record their findings, giving them a taste of what it is like to be a scientist or engineer in the real-world. Ask your Science teacher for more information.
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# TECHNOLOGY

Design and Technology is an inspiring, rigorous and practical subject. Technology encourages students to learn to think innovatively to solve problems both as individuals and as members of a team. At SMHS, we encourage students to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We aim to, wherever possible, link work to other disciplines such as mathematics, science, engineering, computing and art. The students are also given opportunities to reflect upon and evaluate past and present design technology, its uses and its effectiveness and are encouraged to become innovators and risk-takers.

	<b>Curriculum Content</b>	<b>Skills developed</b>
<b>Autumn Half Term 1</b>	<p><b>D&amp;T</b> <b>Clock Project</b></p> <p>Students will be designing and making an Acrylic clock that is inspired by the Alessi or Memphis design groups. They are required to conduct research into both design movements and apply this knowledge within their design work. Investigation into how to manufacture a product using Acrylic is also conducted, and students will need to apply this knowledge to their design and manufacture stages.</p>	<ul style="list-style-type: none"> <li>• Understanding the properties of Acrylic, and thermoset and thermos plastics</li> <li>• Understanding and applying knowledge of a range of design movements</li> <li>• Ability to analyse existing products</li> <li>• Create a design that links to the design brief</li> <li>• Develop workshop skills using the following hand tools; Belt sander, Sand paper, Wet and Dry paper, Files, Coping Saw, Solvent cement, Heat gun and Strip/Line bender.</li> <li>• Quality control – enabling students to show high standards of outcome. Identifying where problems may occur in order to avoid them</li> <li>• Problem solving</li> </ul>
<b>Autumn Half Term 2</b>		
<b>Spring Half Term 3</b>	<p><b>Textiles</b> <b>Pencil Case Project</b></p> <p>Students will be designing and making a pencil case based on a zoo theme, which will also be inspired by textile artists. They are required to experiment with a range of different textile techniques which will then be applied to their designs.</p> <p>The students will also have the opportunity to develop their skills and designing through their experimentation, along with gaining an insight into textile construction.</p>	<ul style="list-style-type: none"> <li>• Introduction to the design process.</li> <li>• Create a range of designs that meets the design brief.</li> <li>• Assess existing products.</li> <li>• Experimenting with a range of different textile techniques' such as tie dye, batik and applique.</li> <li>• Ability to further develop their designs based on the results from their experimentation.</li> <li>• Research into textile artists and using them as inspiration to further develop the designs.</li> <li>• Construct a pencil case to a professional standard.</li> </ul>
<b>Spring Half Term 4</b>		
<b>Summer Half Term 5</b>	<p>Students investigate a series of nutritional dishes and explore the eat well plate. They will develop skills in a range of cooking techniques. Students will also understand ingredient sources and seasonality</p>	<ul style="list-style-type: none"> <li>• Adapting recipes to allow for dietary requirements</li> <li>• Planning a well-balanced dish</li> <li>• Creating roux sauces</li> <li>• Using yeast</li> <li>• Understanding nutrition</li> <li>• Safe cooking temperatures</li> <li>• Function of eggs</li> </ul>
<b>Summer Half Term 6</b>		

	<b>Frequency and Length</b>	<b>Example of learning and assessment</b>
<b>Extended Learning</b>	Students are given a homework menu with a series of differentiated tasks. On occasion where a student fails to complete the classwork set, they will be expected to finish work at home.	<ul style="list-style-type: none"> <li>• Produce a <b>leaflet on micronutrients</b>. The leaflet must explain why <b>4 vitamins and 3 minerals</b> are important in the body. List what foods they can be found in and the effect of deficiencies.</li> <li>• 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.</li> </ul>
<b>Exemplar Assessment Opportunities</b>	Students will be assessed on subject knowledge, designing, manufacturing and evaluating for each rotation. Over across the academic year students will undergo up to 12 assessments which inform their report.	<ul style="list-style-type: none"> <li>• Product Analysis of an existing Clock</li> <li>• Decoration and construction of Product</li> <li>• Evaluation of Final Product</li> </ul>
<b>Formal Examination</b>	During the examinations week, students will be tested on the area technology subject they are learning about that term. They will be assessed on either Design, Make, evaluating or their technical subject knowledge	

<b>Student Independent Learning Tasks</b>	Students are given a homework menu with a series of differentiated tasks.
<b>Independent Active learning</b>	Students are encouraged to complete recipes at home to practice their cooking skills and especially timings, ensuring that their dish is complete within the allotted hour. Extension tasks will be found on all homework menus, which will stretch and challenge students beyond what they have learnt in the classroom.
<b>Parent/Carers Can help by:</b>	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.
<b>Extra-Curricular and Enrichment Activities</b>	At various times of year the department will offer extra-curricular clubs for KS3. St Marys regularly enter local and national competitions.

# HUMANITIES

<b>Director of Humanities</b>	Ms Debbie Davies
<b>Lead Teacher of Geography</b>	Ms Louise Douglas
<b>Lead Teacher of Religious Studies</b>	Ms Tanitta Sandiford
<b>Lead Teacher of History</b>	To be appointed
<b>Lead Teacher of PSHE</b>	To be appointed

# GEOGRAPHY

Geography helps to provoke and answer questions about the natural and human worlds, encouraging students to develop a greater understanding of their world and their place in it. It helps to develop a range of decision making and enquiry skills that are transferable to other curriculum areas and which can be used to promote students' spiritual, moral, social and cultural development. Geography is, by nature an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in students a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote students' interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We seek to prepare students for the world of work and for the future global challenges which they will need to grapple with.

Geography is a facilitating subject which means that students are taught a range of skills and knowledge which opens up a wide variety of further study options and career opportunities. Some of the careers open to geographers are: law, medical professional, architect, journalist, investment banker, surveyor, microbiologist, photographer or even Prime Minister.

Students will cover 5 topics across the year. In addition to these 5 topics they will also learn a wide range of literacy skills, numeracy skills and fieldwork techniques.

<b>Key question</b>	<b>Skills and core knowledge developed</b>
Is the UK always wet and cold?	Reading and recording the weather including climate graphs How different weather affects people and the economy Impacts of key climatic hazards with case study examples
How are populations changing?	Population structures and different ways to record them Causes and consequences of migration Geographical Information Systems (GIS) The changes happening in global cities
What happens when the land meets the sea?	Coastal processes Coastal management techniques Decision making skills
Will we ever be able to live safely with earthquakes?	How the earth is structured How earthquakes happen Comparison of two examples of earthquake events
What is development and how is Africa affected?	How development varies globally Global influences in development The geography of Africa

<b>Extended Learning</b>	A variety of extended learning tasks will be set throughout the year which will include: <ul style="list-style-type: none"> <li>• Reading comprehension tasks</li> </ul>
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	<ul style="list-style-type: none"> <li>• Case study research</li> <li>• Revision tasks</li> <li>• Pre-learning activities</li> <li>• Field work activities</li> </ul>
<b>Exemplar Assessment Opportunities</b>	Each unit will have an 'end of unit' assessment task along with others 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.
<b>Formal Examination</b>	<p>The formal assessment for year 8 will happen during year 8 assessment week in the week beginning 30<sup>th</sup> March. Students will sit a 45min exam in the hall or in their classroom with their teacher as invigilator.</p> <p>Students will be assessed on the content taught over the year through GCSE style questions.</p> <p>Students should use their books and knowledge organisers to revise and will be provided with specific advice in the weeks prior to the exam week. They can also use BBC bitesize which includes the core ideas we cover and <a href="https://timeforgeography.co.uk/">https://timeforgeography.co.uk/</a> is a good source of videos.</p>

<b>Student Independent Learning Tasks</b>	<p>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.</p> <p>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 or anything by Sir David Attenborough.</p> <p>Visit the United Nations Website and have a look around. Find out what they do and where they work.</p> <p>Books that are a good read:  Willard Price Adventures series; The boy who harnessed the wind by William Kamkwamba; Ascent of Rum Doodle by W. E. Bowman;  Michael Morpurgo books like Running Wild, Boxing Day, Shadow, Kensuke's kingdom</p>
<b>Independent Active learning</b>	<p>Plot a route on an OS map of the local area and follow it (make sure you do not go out on your own!)</p> <p>Look at the shops on your local high street – consider if they are chain stores or independent (they don't exist anywhere else), do you think the high street is thriving or declining?</p> <p>Keep a weather diary for a few weeks measuring the rainfall by collecting rain in a pot in the garden and then measuring with a ruler and recording the wind direction.</p> <p>Build a model of a coastal location showing the coastal processes, management techniques and human uses.</p>
<b>Parent/Carers can help by:</b>	<p>Reviewing exercise books and reading through targets together</p> <p>Checking on time management for home learning tasks</p> <p>Reviewing assessment feedback</p> <p>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.</p>

	<p>Looking together at maps 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.</p> <p>Making trips to museums or places of geographical interest such as coastal areas, Natural History museum, Thames Flood barrier, Epping Forest or Kew Gardens.</p>
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<b>Links to GCSE and wider studies</b>	<p>Geographical skills are taught throughout KS3 including map skills, numeracy skills, literacy skills, decision making skills and graphical skills. All topics taught throughout Year 8 have content links to the GCSE specification.</p> <p>Assessments use GCSE command words and language to prepare students for GCSE examinations.</p>
<b>Extra-Curricular and Enrichment Activities</b>	<p>Geography film club is available for all students on a Friday lunch time in HU7. In this, we watch films with a geographical slant such as Lion and Everest.</p> <p>There is an optional coastal fieldwork day during the summer term.</p>

## HISTORY

The purpose of History is to engage young minds in the art of discernment and discrimination of evidence that encourages understanding of differing interpretations that exist about specific events.

Build up and inform the character of students, through understanding how diverse societies have integrated in the past in order to understand today and predict our future. To create a living history, that identifies social justice issues and understands this in the context of local, British and international societies.

Our motif in History is to question everything!

Year 8 students are expected to begin to question the significance of key turning points in history focussing on revolutionary ideas and concepts that has arisen throughout history within Britain and the wider world. Revolutionary moments are the key to how History has moved forward and shown progression, therefore linking to the skill of turning points and significance.

	<b>Curriculum Content</b>	<b>Possible Assessment Opportunities</b>
<b>Autumn Half Term 1</b>	<p><b>The Stuarts</b></p> <ul style="list-style-type: none"> <li>• The pilgrimage of grace</li> <li>• Causes of the civil war</li> <li>• The protectorate</li> <li>• Restoration</li> <li>• Glorious revolution</li> </ul>	<p>How useful are sources to understand the impact of the civil war on English society?</p> <p>“Nothing really changed in in England by 1688?” – Do you agree?</p>
<b>Autumn Half Term 2</b>	<p><b>The Industrial Revolution</b></p> <ul style="list-style-type: none"> <li>• How did Britain become an industrial country?</li> <li>• Problems that industrialisation brings?</li> <li>• Children and industrialisation</li> <li>• How did people react to industrialisation?</li> </ul>	<p>How far did the treatment of children change between the years 1800-1900?</p>
<b>Spring Half Term 3</b>	<p><b>The Industrial Revolution (continued)</b></p> <ul style="list-style-type: none"> <li>• Political protest of the working classes</li> <li>• Peterloo massacre</li> <li>• Heroes of public health</li> </ul>	<p>How useful are sources to understand the industrial revolution?</p>

<b>Spring Half Term 4</b>	<b>Protest/social justice movements</b> <ul style="list-style-type: none"> <li>• Suffragettes/ suffragists</li> <li>• Women's liberation</li> <li>• Civil rights</li> <li>• Protests of British black communities</li> </ul> LGBT rights and Stonewall	Why did the franchise change during the late 19 <sup>th</sup> Century and early 20 <sup>th</sup> Century? How did women gain the vote? How did women gain equal work and social rights? How did Black people gain civil rights? How did the Stonewall riots lead to the improvement of LGBT rights?
<b>Summer Term</b>	<b>Revolutions</b> <ul style="list-style-type: none"> <li>• The French Revolution</li> <li>• The American revolution</li> <li>• The Russian revolution</li> </ul> The Cuban revolution	What does social justice mean to you? Why do people revolt? What are the causes of revolutions What is the impact of revolutions?

	<b>Frequency, Length and Exemplars</b>
<b>Extended Learning</b>	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
<b>Assessment Tasks</b>	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"> <li>• Explanation questions to assess students' knowledge and analysis of key historical events</li> <li>• Evaluation questions to assess students ability to use their knowledge to make judgements on the cause or effect of events</li> <li>• Writing a narrative account</li> </ul>
<b>Formal Examination</b>	Assessment week will take place on the week of the <b>30<sup>th</sup> March 2021</b> 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

<b>Student Independent Learning Tasks:</b>	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"> <li>• Research the British Empire its colonies. Focus on colonisation of different countries and positive and negative impacts it has had on those specific countries.</li> <li>• Research current day protests around the world and examine why they happened and what change has or has not occurred.</li> </ul> All submissions will be marked and rewarded
<b>Parent/Carers can help by:</b>	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.
<b>Curriculum Links to GCSE skills and content</b>	The theme of exploration and advancement supports the thematic studies that are covered in Paper 1 on Crime and Punishment at GCSE
<b>Extra-Curricular and Enrichment Activities</b>	There will be the opportunity to spend 4 days in France and Belgium visiting the Battlefields and sites associated with WW1.

## PSHE

PSHE education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepared for life and work. The PSHE programme has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

Our **programme of study** aims to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

	<b>Curriculum Content</b>
<b>Autumn Half Term 1</b>	<b>PENN Resilience</b> <ul style="list-style-type: none"> <li>• Putting it into perspective</li> <li>• Assertive communication</li> <li>• Negotiation</li> <li>• Coping strategies</li> <li>• Dealing with difficulty</li> <li>• The storytelling mind</li> </ul>
<b>Autumn Half Term 2</b>	<b>SEX, RELATIONSHIPS + CONFLICT</b> <ul style="list-style-type: none"> <li>• Consent</li> <li>• <b>Contraception</b></li> <li>• The dangers of pornography</li> <li>• Sexting and image share danger</li> <li>• <b>STI's</b></li> <li>• <b>Teenage pregnancy</b></li> <li>• Male body image</li> <li>• Domestic conflict</li> </ul>
<b>Spring Half Term 3</b>	<b>MY GOALS, BEHAVIOUR AND EMOTIONS</b> <ul style="list-style-type: none"> <li>• Self-confidence and goals</li> <li>• Personal development and target setting</li> <li>• Managing my behaviour to achieve</li> <li>• Emotional Literacy: Self-awareness</li> </ul> <b>LOOKING AFTER OUR PHYSICAL AND MENTAL HEALTH</b> <ul style="list-style-type: none"> <li>• Vaping, nicotine and addiction</li> <li>• Cancer awareness</li> <li>• Personal safety and first aid</li> </ul>
<b>Spring Half Term 4</b>	<b>DISCRIMINATION, PREJUDICE + CHALLENGES</b> <ul style="list-style-type: none"> <li>• Disability</li> </ul>

	<ul style="list-style-type: none"> <li>• Introduction to the LGBTQ community</li> <li>• Homophobia LGBTQ discrimination around the world</li> <li>• LGBTQ community and religion</li> <li>• Teenagers</li> <li>• Discrimination in the workplace</li> </ul>
<b>Summer Half</b> <b>Term 5</b>  <b>7 weeks</b>	<b>Prejudice, Values, Extremism and Cults</b> <ul style="list-style-type: none"> <li>• British Values: Tolerance</li> <li>• Who are the radical groups?</li> <li>• Where does extremism come from?</li> <li>• How do leaders attract converts?</li> <li>• Preventing extremism and radicalisation</li> <li>• Prejudice: Religion</li> </ul>
<b>Summer Half</b> <b>Term 6</b>  <b>5 weeks</b>	<b>ECONOMIC WELLBEING</b> <ul style="list-style-type: none"> <li>• What is budgeting?</li> <li>• How can I create a personal budget plan?</li> <li>• What are savings, loans and interest rates?</li> <li>• What are financial products?</li> </ul> what are different types of financial transactions?

	<b>Frequency, Length and exemplars</b>
<b>Extended Learning</b>	There is opportunity throughout all of the PSHE lessons for extended learning in the challenge, more challenge and mega challenge activities.
<b>Assessment Tasks</b>	Assessment will take place at the end of each half term / topic – students will mind map what they know before the lessons and what they know after. These will be kept in an individual student folder. They will then receive a stamp in a ‘passport’ to say they have completed that part of the PSHCE learning journey.
<b>Parent/Carers Can help by:</b>	Talking through the course with students and encouraging students to put into practice what they have learnt.

## RELIGIOUS STUDIES

### Question Understand Accept

- Religious Studies allows students to respectfully **question** the views of others and their own.
- Religious Studies provides students with a good **understanding** of the thoughts, values and practices of others.
- Religious Studies encourages students to **accept** people and the diverse communities in which we live in.

The purpose of Religious Studies at St Mary's CE High School is to provide students with the tools to critically participate and reflect on the dynamics and the essence of society. It aims to educate young people in the development of religions and religious practices, as well as allowing them to explore and question philosophical and ethical viewpoints. It provides students with fundamental transferable skills of evaluation, analysis, communication, critical thinking and critical judgement. It encourages students to think beyond themselves and understand the world from a variety of views, building their character in the process. Through the exploration of ethical topics and questions concerning the ultimate nature of reality, Religious Studies allows students to consider concepts such as Right and Truth.

Throughout every lesson we have a range of skills that will develop students both academically and socially. Our curriculum is designed to draw on memory skills by recalling knowledge from lesson to lesson and year to year. Each lesson will require an element of comprehension through; religious text,

sociological data or philosophical teachings. We use the text studied to teach students how to apply the beliefs of others to their practices and encourage students to introspect on their own application of the moral codes etc. We also allow students to analyse the text and the doctrine created by a variety of faiths and create their own justification for the purpose, usefulness and relevance of the teachings today.

	<b>Curriculum Content</b>	<b>Potential Assessment Opportunities</b>
<b>Autumn Term</b>	<p><b>Why is the covenant important to Jewish life?</b></p> <ul style="list-style-type: none"> <li>• To understand the Covenant within Judaism.</li> <li>• To know how Jews keep the Covenant in the contemporary world.</li> <li>• To be able to explain and identify the key differences and similarities between Jewish groups.</li> <li>• To evaluate the role of the Torah as central to Jewish beliefs.</li> </ul>	<p>Explain how rites of passage help build a community.</p> <p>‘There is no purpose to celebration.’ Discuss this statement.</p> <p>Explain two features of the synagogue.</p> <p>Explain the differences between Shabbat at home and in the Synagogue.</p>
<b>Spring Term</b>	<p><b>Is Islam supported by five pillars?</b></p> <ul style="list-style-type: none"> <li>• To understand the five pillars and core Islamic beliefs.</li> <li>• Explore the rule of women traditionally and in society today.</li> <li>• To understand the importance of the family</li> <li>• To explore teachings on human sexuality.</li> <li>• Explore food laws.</li> </ul>	<p>Explain two roles of women traditionally.</p> <p>‘Shahadah is the most important pillar in Islam. Discuss this statement.</p> <p>‘All Muslims should give to charity.’ Discuss this claim.</p> <p>Explain two Islamic views on homosexuality</p>
<b>Summer Term</b>	<p><b>Can people ever make a change?</b></p> <ul style="list-style-type: none"> <li>• To understand what Malcom X and Martin Luther King aimed to do</li> <li>• To identify and explain how their beliefs helped their choices.</li> <li>• Students explore the question, can people ever make a change through... <ul style="list-style-type: none"> <li>• music- Beyoncé,</li> <li>literature- Malorie Blackman / Maya Angelou / Akala,</li> <li>philanthropy- Michelle Obama / Oprah Winfrey and education and criminal justice- Doreen Lawrence</li> </ul> </li> <li>• Evaluate the success of the individuals.</li> </ul>	<p>Explain two religious teachings that Martin Luther King used to support their actions.</p> <p>‘Peaceful protest can never be successful’. Discuss.</p> <p>Explain two Christian teachings on equality.</p> <p>‘Prejudice cannot be stopped.’ Evaluate this statement.</p>
<b>Extended Learning</b>	Reading Comprehension / research / quiz / extended writing etc. set once a fortnight for 40 minutes.	

	Revision homework set before every assessment.
<b>Assessment Tasks</b>	<p>3 formal assessments over the school year to assess units taught. However, students will be assessed (through newspaper articles, quizzes, fact-files) at the end and throughout each topic.</p> <p>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"> <li>• Multiple choice questions to monitor student knowledge of key terms.</li> <li>• Descriptive and explanation questions to demonstrate an understanding of key ideas and concepts.</li> <li>• Essay questions to develop argument and discussion of issues studied.</li> </ul>
<b>Formal Examination</b>	<p>Assessment week will take place in the week beginning 30<sup>th</sup> March 2021.</p> <p>Students will be assessed on any content taught over the year through one GCSE style paper (with five questions) in a sixty 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>

<b>Student Independent Learning Tasks:</b>	<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"> <li>• To what extent was Martin Luther King more successful in reaching his aims than Malcolm X?</li> <li>• <i>'Religions are fundamentally all the same.'</i> Discuss.</li> </ul> <p>All submissions will be marked and rewarded</p>
<b>Parent/Carers Can help by:</b>	<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>

<b>Curriculum Links to GCSE skills and content</b>	The GCSE course will focus on Islam Beliefs and Practises (Paper 1), as well as beliefs about peace, prejudice and discrimination (Paper 1 & Paper 2). All assessments replicate the questions in the GCSE paper.
<b>Extra-Curricular or enrichment Activities</b>	Students may have the opportunity to visit a Mosque or Synagogue.

# PERFORMING ARTS

<b>Director of Performing Arts</b>	Mr Tony Crosby
<b>Lead Teacher of Art</b>	Ms Tina Papadopoullos
<b>Lead Teacher of Physical Education</b>	Mr Rosco Hunt
<b>Phoenix Academy Lead</b>	Ms Deborah King

## ART & DESIGN

The Art department aims to promote an awareness of the visual language as a means of communication. With this students can develop their imagination and creative expression to communicate and understand their thoughts and concepts of the world they live in. Curiosity is developed through the exploration of subject, materials and techniques. Our aim is to provide an exceptional learning experience through a curriculum that engages, empowers and encourages students to reach their highest potential in the area of art.

	<b>Curriculum Content</b>	<b>Assessment Opportunities</b>
<b>Autumn Term 1</b>	Natural Form Tone & Texture Observational Drawing Composition & Scale Colour Techniques Karl Blossfeldt & Andy Goldsworthy 2DSkills & Processes 3D Skills & Processes	Extra-Curricular Art activities Observational Drawings Non-fiction Reading Critical Writing Skills Art related keywords Collage
<b>Spring Term 2</b>	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
<b>Summer Term 3</b>	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

	<b>Frequency, Length and Exemplars</b>
<b>Extended Learning</b>	Digital Art project More in depth pieces of work on a larger scale
<b>Assessment Tasks</b>	A final piece of work to end the topic An artist research transcription and development

<b>Formal Examination</b>	Practical Assessments: <b>November 2020</b> (Data cycle 1) <b>9 December 2020</b>
<b>Student Independent Learning Tasks</b>	Art Gallery Visits In depth artist research and analysis into the artists and techniques studied
<b>Parent/Carers can help by:</b>	Parents/carers can support students in: homework tasks independent learning tasks

## DRAMA

The drama curriculum aims to inspire an interest and passion for live theatre. This is where students can then create and develop skills in drama as a way of exploring the world, building on their confidence, communication skills and ability to convey characters using meaningful dialogue in rehearsal and performance.

	<b>Curriculum Content</b>	<b>Assessment Opportunities</b>	<b>Extended Learning /Extension Activities</b>
<b>Autumn Half Term 1</b>	<b>PHYSICAL THEATRE/NON NATURALISTIC</b> <ul style="list-style-type: none"> <li>Darkwood Manor</li> <li>Devising using physical theatre and storytelling</li> </ul>	(Devising – Component 1 AO1/AO2/AO4) Assessment on devised piece of storytelling using physical theatre and shared narration <b>October 2020</b>	<ul style="list-style-type: none"> <li>Research into physical Theatre groups such as Complicite and DV8</li> <li>Evaluating your own and other peoples work</li> <li>Research into Greek theatre – staging examples, use of masks and costumes, use of the Chorus. Photos/National Theatre website/BBC extracts</li> <li>Line Learning and rehearsing</li> <li>Finding out the titles of Verbatim Theatre plays and researching the documentary evidence</li> <li>GCSE style questions from the actors, directors, set designers point of view</li> <li>Line learning</li> <li>Log book notes on the progression of your work</li> </ul>
<b>Autumn Half Term 2</b>	<b>GREEK TRAGEDY</b> <ul style="list-style-type: none"> <li>Elements</li> <li>Chorus</li> </ul>	(Devising Component 1 AO1/AO2/AO4) Data cycle 1: <b>November 2020</b> Assessment on devised piece of Greek tragedy performance w/b 5 <sup>th</sup> <b>November 2020</b> Assessment 2 w/b: <b>3<sup>rd</sup> December 2020</b>	
<b>Spring Half Term 3</b>	<b>VERBATIM THEATRE</b> <ul style="list-style-type: none"> <li>Research into a real story</li> <li>Conventions</li> </ul>	(Devising – Component 1 AO1/AO2/AO4) Assessment on devising Verbatim theatre scenes Assessment week <b>February 2021</b> Year 8 Exam Week <b>March 2021</b>	
<b>Spring Half Term 4</b>	<b>PLAYWRIGHT’S STUDY</b>	(Theatre Makers in Practice – Component 3 – AO3/AO4) Data cycle 2: <b>March 2021</b> Assessment on Component 3 style questions Assessment <b>March 2021</b>	

<b>Summer Half Term 5</b>	<b>DUOLOGUES/SMALL GROUP SCRIPTED</b>	(Component 2 – performance from scripts – AO2) Assessment on duologue and small group performance <b>May 2021</b>
<b>Summer Half Term 6</b>	<b>GCSE STYLE COMMISSION</b>	(Devising – Component 1 – AO1/AO2/AO4) Report window <b>June 2021</b> Data cycle 3: <b>June 2021</b> Assessment of performance of devised piece and on written response <b>June 2021</b>

	<b>Frequency and Length</b>	<b>Example of learning and assessment</b>
<b>Extended Learning</b>	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
<b>Assessment Tasks</b>	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
<b>Formal Examination</b>	Assessment week will take place in <b>February 2021</b> 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.

<b>Student Independent Learning Tasks:</b>	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
<b>Parent/Carers can help by:</b>	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

The Performing Arts provide students an opportunity to engage the mind, body and spirit in creative pursuits. Students will explore and learn individually & collaboratively to ensure that they develop; the confidence, the creativity and the thoughtfulness to be a skilful and informed musician. The curriculum aims to provide appropriate experience and qualifications to support further study and/or career opportunities within the music industry.

**Music in Year 8** aims to develop an appreciation of music from around the world and how styles evolve over time.

	<b>Curriculum Content</b>	<b>Assessment Opportunities</b>	<b>Extended Learning /Extension Activities</b>
<b>Autumn Half Term 1</b>	<b>FANFARE</b> Music for Special Occasion Chords and Melody Writing & Rounds 'Gonna Fly Now' – Rocky Theme	MAT Testing September 2019 (for comparison) 'Fanfare' Assessment <b>October 2020</b>	<ul style="list-style-type: none"> <li>• Non Fiction Reading Tasks</li> <li>• Composer research (fanfare)</li> <li>• The Stave Revisit (treble and bass clef recognition)</li> <li>• Rhythm Maths (numeracy through rhythm notation)</li> <li>• Regular Literacy/Spelling and definition tests English and Italian key phrases for musical notation and articulation</li> <li>• Revision activities (support theory examination in <b>Feb 2021</b>)</li> <li>• Pop Music Lyric creation</li> <li>• Music industry job roles – diagram and annotations</li> <li>• Rehearsal/practice for final talent competition</li> </ul>
<b>Autumn Half Term 2</b>	<b>THE BLUES</b> History of the Blues 12-Bar Blues Blues Scale/Improvisation Own Composition	Data Cycle 1: <b>November 2020</b> 'The Blues' Assessment <b>November 2020</b>	
<b>Spring Half Term 3</b>	<b>KEYBOARD SKILLS</b> Internalising sound 'My Heart Will Go On' Playing 2 hands together Broken Chords Guitar Intro	'Keyboard Skills' Assessment <b>February 2021</b> Year 8 Exam Week <b>February 2021</b>	
<b>Spring Half Term 4</b>	<b>FILM MUSIC</b> Composing to a time-line The Chase Life of Pi	Data Cycle 2: <b>March 2021</b> 'Film Music' Assessment <b>March 2021</b>	
<b>Summer Half Term 5</b>	<b>POP MUSIC</b> Pop Structure Copyright Law Lyric Writing & Chord Progressions	'Pop Music' Assessment <b>May 2021</b>	
<b>Summer Half Term 6</b>	<b>MUSIC INDUSTRY</b> St Mary's Got Talent Project & Final Performance (song writing competition)	Report window opens <b>April 2021</b> Data Cycle 3: <b>June 2021</b> 'Pop Music' Assessment <b>June 2021</b>	

	<b>Frequency and Length :</b>
<b>Extended Learning</b>	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.
<b>Assessment Tasks</b>	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.
<b>Formal Examination</b>	Assessment week will take place in <b>February 2021</b> 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.

<b>Student Independent Learning Tasks:</b>	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.
<b>Parent/Carers can help by:</b>	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

<b>Curriculum Links to GCSE skills and content</b>	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.
<b>Extra-Curricular and Enrichment Activities</b>	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)

# PHYSICAL EDUCATION

Physical Education aims to create rounded students who find a passion in leading a well-balanced and healthy lifestyle through life long participation in sport and physical activity. We aim to give students the appropriate experiences and skills to be successful in further study and career opportunities in the sport industry.

**In Year 8:** Students build upon the fundamentals to enable them to become physically competent in a variety of competitive, sporting environments and other physically demanding activities.

	<b>Curriculum Content</b>	<b>Assessment Opportunities</b>	<b>Extended Learning /Extension Activities</b>
<b>Autumn Half Term 1</b>	<b>Dance</b> (Developing styles and principles, individual and group performances, choreography)	<b>Practical Assessments:</b> September <b>October 2020</b>	<ul style="list-style-type: none"> <li>• Extra-Curricular PE activities</li> <li>• St Mary's sports teams</li> <li>• St Mary's linked sports clubs</li> <li>• Coaching and officiating opportunities</li> <li>• Non-fiction reading</li> </ul>
<b>Autumn Half Term 2</b>	<b>Gymnastics</b> (Refining skills and sequences of movement, use of basic equipment, practice and performance) <b>Invasion Games</b> (Refining Skills, tactics and strategies and application during games play) <b>OAA</b> (Collaboration, problem solving, trust, performance observation, communication and intellectual and physical challenges)	<b>Practical Assessments:</b> <b>November 2020</b> (Data cycle 1) <b>December 2020</b>	
<b>Spring Half Term 3</b>	<b>Net/Wall Games</b> (Refining skills, tactics and strategies and application during games play) <b>HRF</b> (Components of physical fitness, principles of training, exercise intensity and how it is measured)	<b>Practical Assessments:</b> <b>January 2021</b> Year 8 Exam Week <b>February 2021</b> <b>March 2021</b> (Data cycle 2 March 2021)	
<b>Spring Half Term 4</b>	<b>Invasion Games</b> (Refining Skills, tactics and strategies and application during games play)	<b>Practical Assessments:</b> <b>April 2021</b> (Report window April 2021)	
<b>Summer Half Term 5</b>	<b>Athletics</b> (Refining running, jumping and throwing techniques, using strategies in competitive situations, rules and regulations)	<b>Practical Assessments:</b> <b>May 2021</b>	
<b>Summer Half Term 6</b>	<b>Striking and Fielding</b> (Refining skills, tactics and strategies in competitive situations) <b>Invasion Games</b> (Refining Skills, tactics and	(Data cycle 3 June 1) <b>Practical Assessments:</b> <b>July 2021</b>	

	strategies and application during games play)	
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<b>Frequency, Length and exemplars</b>	
<b>Extended Learning</b>	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. 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.
<b>Assessment Tasks</b>	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.
<b>Formal Examination</b>	Assessment week will take place in <b>February 2021</b> .

<b>Student Independent Learning Tasks</b>	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.  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.
<b>Parent/Carers can help by:</b>	Supporting students by ensuring they arrive to lessons with the correct equipment Promoting the fulfilment of an active lifestyle Encouraging students to review assessment feedback and improve work Supporting with the engagement of developments in the world of sport Encouraging students to attend extra-curricular clubs and activities
<b>Curriculum Links to GCSE skills and content</b>	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.
<b>Extra-Curricular or enrichment Activities</b>	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.  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.