

# CURRICULUM HANDBOOK – Year 8



## INTRODUCTION

This guide gives students, parents and carers a summary of the curriculum content that students will be covering each term in each subject and outlines the key learning objectives throughout Year 8. It also provides you with information on the structure of homework, and what enrichment opportunities will be provided by the school in each subject. Finally, it provides suggestions, related to each subject area, for further study or enrichment you may wish your child to do at home.

If you require any further information or suggestions, please contact your child's subject teacher, who will be happy to help.

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- PSHCE.
- Religious Studies.
- Science.
- Spanish.
- Urdu.



## **GRANGE ENTERPRISE AND LEARNING SKILLS - GELS**

As well as helping our students acquire subject-specific knowledge and skills, we also consider it vital that they develop their knowledge and understanding of the learning process itself, so that they can become better learners, both at school and in the future. Also, we recognise that enterprise skills are key to students' success, both at school, and in the wider world. We have identified eight key enterprise and learning skills which we aim to help students develop:

- Creativity.
- Independence.
- Reflectiveness.
- Self-management.
- Leadership.
- Teamwork.
- Communication.
- A can-do attitude

These skills are taught explicitly during Enterprise Lessons, and will also be developed in all other subjects, and through Theme Days.

## Subject: Art

<b>Key Learning Objectives</b>	<p>To build on existing skills in observational drawing and manipulation of media.</p> <ul style="list-style-type: none"> <li>• To explore the artworks of a variety of cultures and artistic movements.</li> <li>• To learn how to develop pattern and colour in a variety of ways.</li> <li>• To explore a range of 2D and 3D media.</li> <li>• To evaluate work thoroughly and critically.</li> </ul>	
<b>Curriculum Content:</b>		<b>GELS:</b>
<b>Autumn term 1<sup>st</sup> Half</b>	<p>Introduction to the <b>Surrealism</b> project and looking at previous students' paintings. Discussing ideas on Surrealism through Art History but also how it applies to Art and Design careers in industry now.</p> <p>Students will begin with a Skills test of drawing a surreal tonal hand inspired by surrealism key features.</p> <p>Students will then be asked to produce a two-hour homework on drawing a shoe/trainer of their choice using tone and mark making to help inspire their final surreal landscapes.</p> <p>Students will learn how to design a surreal landscape from existing landscapes.</p> <p>Students will study Hot air balloon festivals and discuss vanishing points, perspective, how features become larger and colours become more intense in the foreground and vice versa for features in the background of a surreal landscape. Student will design a hot air balloon and be introduced to how to use watercolours properly.</p>	<b>Reflectiveness.</b> <b>Independence.</b>
<b>Autumn term 2<sup>nd</sup> Half</b>	<p>Students will use all their drawing work from half-term 1 and start to create their final surreal landscapes but each lesson will focus on different colour mixing techniques. Students will create the background washes (impasto) of two complementary colours for the sky and land on A3 cartridge paper. Students will refer to and be inspired by surreal artists from Rene Magritte, Salvador Dali to Georgio de Chirico.</p> <p>Studying and discussing the colour wheel, complementary colours in more depth, perspective and adjacent colours on the colour wheel. Recap of correct positioning of palette, brushes, water beaker, how to apply paint and how to mix colours and tones on the palette.</p> <p>Students will create a road, pathway, or river following rules of perspective. Students will use carbon paper to duplicate their surreal hand designs from their sketchbooks and explore mixing and painting colours and tones to create blending and gradations across first, then second colour of the hand. Complementary colours to be used.</p> <p>Students will carry out the same carbon paper tracing process with their trainer designs and then transforming it into a painting. Explore mixing pastel tones of predominant white mix and following rules of light source from one direction across the trainer. Paint trainer in sections of tones light to dark.</p> <p>Students will create mountains by drawing them along the horizon line intense brown or green tones and at the base and fading to lighter tones higher up in the mountains or use their ideas on surreal landscapes from their sketchbooks.</p>	<b>Independence.</b> <b>Creativity.</b> <b>Reflectiveness.</b> <b>Can-do.</b> <b>Communication.</b>

	Students will then draw their hot air balloon design and use two colours of their choice with one or two point perspective for the base under the hot air balloon.	
<b>Spring term 1<sup>st</sup> Half</b>	<p>Students will learn that <b>Architecture</b> is the creation of buildings and structures that express personality.</p> <p>How to identify architectural features and styles.</p> <p>How to record observations of architecture. Students will need to connect their artwork to the styles of famous artist such as Friedensreich Hundertwasser (Austrian and half-Jewish) and Antonio Gaudi (Spanish-Catalonian) and borrow from their ideas, styles, techniques, and approaches.</p> <p>How the visual ingredients of texture, pattern, line and colour create moods and styles of architecture.</p> <p>How art enables you to use skills to plan and create a design. Students learn about the “organic” style of architects having drawing, visualizing and design skills. Students will be able to identify examples of architecture and the idea, meanings, and feelings in the work and the materials used to build it. Students will identify similarities and difference between particular styles of buildings i.e. Gothic, Modern, Asian, Classical, Renaissance. Compare architectural buildings built for religious worship i.e. Taj Mahal, St Paul’s versus buildings for celebrating events, i.e. stadiums, Colosseum, Sydney Opera House and iconic modern hotels i.e. Dubai. Developing skills of using construction materials and working to a design. Studying assemblage artists such as Joseph Cornell and Louise Nevelson.</p>	<b>Independence.</b> <b>Creativity.</b> <b>Reflectiveness.</b> <b>Can-do.</b> <b>Teamwork.</b> <b>Communication.</b>
<b>Spring term 2<sup>nd</sup> Half</b>	Students will be using their architectural design drawings to produce a 2D relief architectural art piece from cutting and layering cardboard inspired by Hundertwasser patterns for the background. The architectural artwork will use mix media collage techniques and a large variety of materials from pasta, buttons to rice. Students will then refer back to their colour mixing skills that they learnt in term one and painting their architectural pieces of artwork.	<b>Independence.</b> <b>Creativity.</b> <b>Reflectiveness.</b> <b>Can-do.</b> <b>Communication.</b>
<b>Summer term 1<sup>st</sup> Half</b>	Reviewing Project at present.	<b>Independence.</b> <b>Creativity.</b> <b>Reflectiveness.</b> <b>Can-do.</b>
<b>Assessments</b>	One skills test and Assessed two-hour homeworks every half-term. Students will be provided with Personal Learning Checklist Trackers to review and assess their progress. Student are given teachers schemes of work and also the KS3 Copy of GCSE Assessment Grid to be referred to during assessments.	
<b>Homework Structure</b>	Homework is set once a half-term but students are expected to spend two hours on homework. This is to enable quality of homework submissions. Homework is linked to the project of study.	
<b>School-based enrichment opportunities</b>	KS3 Art club runs every lunchtime in D2 to support students with extra-curricular art and design interests but also as a resource to support students with homework.	
<b>Resources available for</b>	Regular practising of drawing real objects – to help improve recording skills. Research into relevant artists using websites such as <a href="http://www.artchive.com">www.artchive.com</a> .	

**home-based  
study**

Visits to art galleries/museums to encourage your child to gain confidence when talking about artwork; use of VLE to refer to good standards for work.

Production of a visual diary – scrapbook of photos, images, artist images which inspire or interest your child.

## Subject: Design and Technology

<b>Key Learning Objectives</b>	<p>In Design and Technology, students work closely with the GELS skills in order to investigate, design, make, and evaluate several projects throughout Year 8. They become independent thinkers and problem solvers whilst gaining knowledge of materials, ingredients, processes and techniques used in different topics. Design and Technology also enables students to understand how Mathematics and Science can be applied in practical scenarios. All projects are designed in order for students to continue to succeed if they took Design and Technology as a GCSE choice.</p>	
<b>Curriculum Content:</b>		<b>GELS:</b>
<b>Design and Technology: Product Design</b>	<p>In <b>Product Design</b>, students work using a variety of processes to create a moving link toy. In this topic, they learn to work with a range of hand tools and are taught how to select and use hand tools in the workshop safely and sometimes independently. Students gain a further understanding of materials and their properties. Students are also introduced to joining methods, both temporary and permanent.</p> <p><b>Key Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Using the workshop safely.</li> <li>• Selecting, identifying and using tools.</li> <li>• Working with a range of materials based on their properties.</li> <li>• Using temporary and permanent joining methods.</li> <li>• The 6 R's</li> <li>• Working to a design brief.</li> </ul>	<b>Can-do attitude. Communication. Creativity. Independence. Self-Management. Teamwork.</b>
<b>Design and Technology: Compliant Materials</b>	<p>In this module, students will be learning all about graphic design and products. They will identify where graphic design is found in the world around them and will learn some skills attributed and related to this design area. Such skills include sketching, drawing techniques, rendering and using CAD/CAM to develop and enhance their designs. Students complete a packaging project where they are tasked to design and create a piece of packaging and logo for a moodlight company. In this module students also learn the skills of CAD/CAM. Students will work with the computers and machinery available in the department to design their own mood light. Gaining skills in using computers to design and learning how CAD/CAM and new technologies are used in the industry and the wider world. Students will also learn how to select tools, equipment and machinery based on their properties.</p> <p><b>Key Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>• Designing and developing using computer aided design.</li> <li>• Computer aided manufacturing techniques.</li> <li>• Electronic skills and techniques.</li> <li>• New technologies.</li> <li>• Selecting tools and equipment.</li> </ul>	<b>Can-do attitude. Communication. Creativity. Reflectiveness. Self-Management.</b>

	<ul style="list-style-type: none"> <li>• Working to a design brief.</li> <li>• Working with a client.</li> </ul>	
<b>Food Preparation and Nutrition</b>	<p>In this module, students further establish their knowledge of safe food practise and nutrition. Students learn to make a variety of more complex dishes that build their skills and understanding of how to prepare and handle food safely. They will also carry out a mini science investigation exploring how starches thicken liquids.</p> <p><b>Key Learning Objectives</b></p> <ul style="list-style-type: none"> <li>• Knife skills.</li> <li>• Following more complex recipes.</li> <li>• Ingredients and their purpose.</li> <li>• Safe food handling and storage.</li> <li>• Meat handling and risk assessment</li> </ul>	<p><b>Can-do attitude.</b>  <b>Communication.</b>  <b>Creativity.</b>  <b>Independence.</b>  <b>Leadership.</b>  <b>Reflectiveness.</b>  <b>Self-Management.</b>  <b>Teamwork.</b></p>
<b>Assessments</b>	<p>Students work is assessed throughout the project that they take on in each module area.</p> <p>Students are assessed in 4 areas:</p> <ul style="list-style-type: none"> <li>• Investigation and Research.</li> <li>• Design and Development.</li> <li>• Manufacture.</li> <li>• Evaluation and Analysis.</li> </ul> <p>For each of these areas, students will gain a mark from T5, T6, 1, 2, 3, 4, 5, and 6. An average is then taken to determine their overall grade for Design and Technology. In this case, students need to focus hard on all areas of the assessment in order to gain a great mark overall.</p> <p>As well as marking and feedback in books, students will also have a formative assessment halfway through the module to monitor their progress. At the end of the project they will be given a final grade based on their success in the 4 Design and Technology areas.</p>	
<b>Homework Structure</b>	<p>Students should receive homework once every two weeks. Homework can be a variety of activities set that will allow them to strengthen their understanding in each of the module areas.</p> <p>It can be the case that a student chooses to do extra homework towards a project independently in order to improve their level.</p>	
<b>School-based enrichment opportunities</b>	<p>3D Printer club – This is an opportunity for students to strengthen their understanding of CAD/CAM. Students work afterschool on a weekly basis to create mini robots using our 3D printer.</p>	
<b>Resources available for home-based study</b>	<p><a href="http://www.technologystudent.com">www.technologystudent.com</a></p>	

## Subject: Drama

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Re-enforce ground rules and expectations including the use of the Drama Spaces.</li> <li>• Develop and improve the basic skills necessary for drama to take place.</li> <li>• Provide opportunities for discussion work and both teacher and student self-assessment of individual and group strengths and weaknesses.</li> <li>• Develop students' confidence and skill in using performance skills.</li> <li>• Develop students' confidence and ability to structure drama-making, performing and evaluating.</li> <li>• Develop students' use of self and peer evaluation and target setting.</li> </ul> <p><b>By the end of the year students will have:</b></p> <ul style="list-style-type: none"> <li>• Identified and been able to demonstrate some of the social and group skills necessary for effective drama to take place.</li> <li>• Used performance skills i.e. audience awareness, spatial awareness, gesture, facial expressions and voice projection, mime and movement.</li> <li>• Made, performed and evaluated many different performances in drama.</li> <li>• Learnt to reflect on individual and collective strengths and weaknesses.</li> <li>• Identified, understood, and developed their confidence and ability to use a variety of different drama skills to explore themes issues and characters.</li> </ul>	
<b>Curriculum Content:</b>		<b>GELS:</b>
<b>Autumn term 1<sup>st</sup> Half</b>	<b>Serious Fun/Humpty Dumpty:</b> Drama skills and expectations re-capped. Exploring the topic of bullying using script to develop character.	<b>Creativity, Independence, Reflectiveness, Self-management, Leadership, Teamwork, Communication, Can-do Attitude.</b>
<b>Autumn term 2<sup>nd</sup> Half</b>	<b>Stage Configurations:</b> Developing an understanding of varying stage configurations and the demands of the actor considering audience.	<b>Creativity, Independence, Reflectiveness, Self-management, Leadership, Teamwork, Communication, Can-do Attitude.</b>
<b>Spring term 1<sup>st</sup> Half</b>	<b>Silent Movies and Slapstick:</b> Working on mime, physicality and the importance of recorded sound.	<b>Creativity, Independence, Reflectiveness, Self-management, Leadership, Teamwork, Communication, Can-do Attitude.</b>
<b>Spring term 2<sup>nd</sup> Half</b>	<b>Genres:</b> Exploring a variety of play genres to develop students to become more versatile actors.	<b>Creativity, Independence, Reflectiveness, Self-management, Leadership, Teamwork, Communication, Can-do Attitude.</b>
<b>Summer term 1<sup>st</sup> Half</b>	<b>Stage Fighting:</b> Learning about various stage fighting techniques and how to realistically apply them to performance safely.	<b>Creativity, Independence, Reflectiveness, Self-management, Leadership, Teamwork, Communication, Can-do Attitude.</b>
<b>Assessments</b>	Students will be assessed once every term in lessons particularly assessing the skills that they have been developing over each topic and using the previous topic feedback to show progress over time. The assessments will incorporate the KS3 Drama passports that were issued at the beginning of year 7 and follow the system of self, peer and teacher assessment on rotation.	
<b>Homework Structure</b>	Homework will consist of research tasks, and some short, written tasks set when appropriate (usually once per term). Each student will be issued a KS3 Drama Passport at the beginning of the year in order to complete termly tasks.	
<b>School-based enrichment opportunities</b>	There will be an opportunity for students to get involved with rehearsals outside of lessons to develop their understanding of drama and performance. At least once every two years there will be a whole school production where all students are welcome to audition for a part.	



**Resources  
available for  
home-based  
study**

All students are encouraged to go on theatre and cinema visits, take part in backstage tours where possible and read plays by a variety of playwrights and covering a variety of genres. To develop performance skills further, students are also encouraged to join local youth theatre companies.

## Subject: English

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Improve spelling, punctuation and grammar skills.</li> <li>• Develop ability to read texts for understanding, and to analyse the techniques writers use, and their effects on the reader.</li> <li>• Develop ability to write different text types for a range of purposes and audiences.</li> <li>• Develop ability to speak confidently and effectively in a range of situations, formal and informal.</li> </ul>
<b>Curriculum Content:</b>	
<b>Summer term 2<sup>nd</sup> Half</b>	<p><b>Alter Ego:</b> Exploring a variety of extracts based around the concept of alter egos. Discovering how authors create tension and pace and engage readers. Learn how to use language to write a short story about your character's alter ego.</p>
<b>Autumn term 1<sup>st</sup> Half</b>	<p><b>Transactional Writing:</b> Exploring how people present viewpoints and opinions. Understanding how places are described and presented in articles and reviews. Learn how to use language to review a place.</p>
<b>Autumn term 2<sup>nd</sup> Half</b>	<p><b>Judging Others:</b> Exploring prejudice and its effects through non-fiction and fiction texts and poetry.</p>
<b>Spring term 1<sup>st</sup> Half</b>	<p><b>Response to war:</b> Exploring war and its effects through non-fiction and fiction texts and poetry.</p>
<b>Spring term 2<sup>nd</sup> Half</b>	<p><b>Modern drama:</b> Understanding how writers present ideas and perspective to have an impact on the reader. Learning how to closely analyse language.</p>
<b>Summer term 1<sup>st</sup> Half</b>	<p><b>Private Peaceful:</b> Understanding how writers present ideas and issues surrounding war to have an impact on the reader. Learning how to closely analyse language. Using language skills effectively to write a newspaper article.</p>
<b>Assessments</b>	<p>One end-of-half-term assessment either on reading or writing as per Scheme of Learning. Assessments are in the format of the new GCSE exams and students are graded from 1-9. Assessments allow students to become familiar with the format of the English Language and English Literature exams that they will encounter in Year 11.</p>
<b>Homework Structure</b>	<p>Students to complete homework once a fortnight. This could be a task set by the teacher from the lesson, a choice of differentiated homeworks from the homework menu (on Show My Homework) or a variety of quizzes designed to improve vocabulary and spelling (on Show My Homework).</p>
<b>School-based enrichment opportunities</b>	<p>Book club, writing group, activities for World Book Day.</p>
<b>Resources available for home-based study</b>	<p>Resources on VLE.</p>

## Subject: Enterprise

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"><li>• Understand and develop a wide range of enterprise and learning skills (GELS).</li><li>• Understand more about the recruitment process and applying for jobs.</li><li>• Start thinking about employment and possible pathways.</li></ul>
<b>Curriculum Content:</b>	
<b>Autumn term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"><li>• Introduction to the course.</li><li>• Enterprise capability and employability skills.</li><li>• Different types of employment.</li></ul>
<b>Autumn term 2<sup>nd</sup> Half</b>	<ul style="list-style-type: none"><li>• Technology in the workplace.</li><li>• Unemployment.</li><li>• Careers and applying for jobs.</li></ul>
<b>Spring term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"><li>• Careers pathways.</li><li>• Business departments and job roles.</li><li>• British Values and being a good citizen.</li></ul>
<b>Spring term 2<sup>nd</sup> Half</b>	<ul style="list-style-type: none"><li>• Basic revision techniques.</li><li>• Thinking hard and the range of techniques we use.</li></ul>
<b>Summer term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"><li>• Starting up your own business.</li><li>• Business finance.</li><li>• Personal finance.</li><li>• Mortgages and debit and credit cards.</li></ul>
<b>Assessments</b>	All assessments will be done in lesson after topics to check understanding, although assessments will not be levelled.
<b>Homework Structure</b>	Research-based homework may be set by teachers in order to enhance understanding or to prepare for future lessons, although there is no set requirement to do so in these lessons

## Subject: French

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To talk about your day.</li> <li>• To describe your hobbies and what you do after school.</li> <li>• To talk about the jobs.</li> <li>• To describe the weather.</li> <li>• To talk about your weekends and activities you do in your free time.</li> </ul>	
<b>Curriculum Content:</b>	<b>GELS:</b>	
<b>Summer Term 2<sup>nd</sup> Half</b>	<ul style="list-style-type: none"> <li>• Daily routine and reflexive verbs.</li> <li>• School subjects.</li> <li>• Opinions and reasons.</li> <li>• Your timetable.</li> </ul>	<b>Reflectiveness.</b>
<b>Autumn term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"> <li>• Use <i>faire</i> to for after school activities.</li> <li>• Sports and games.</li> <li>• Hobbies and leisure activities.</li> <li>• What you like to do.</li> </ul>	<b>Teamwork.</b>
<b>Autumn term 2<sup>nd</sup> Half</b>	<ul style="list-style-type: none"> <li>• Going on holiday</li> <li>• Using <i>aller</i> and the infinitive.</li> <li>• What you are going to do on holiday.</li> </ul>	<b>Teamwork.</b>
<b>Spring term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"> <li>• Families.</li> <li>• Jobs.</li> <li>• Weather.</li> <li>• Irregular verbs.</li> </ul>	<b>Communication.</b>
<b>Spring term 2<sup>nd</sup> Half</b>	<ul style="list-style-type: none"> <li>• Last weekend.</li> <li>• Past tenses.</li> <li>• TV programmes and opinions.</li> </ul>	<b>Independence.</b>
<b>Summer term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"> <li>• To issue invitations.</li> <li>• To make excuses.</li> <li>• To go shopping.</li> <li>• To talk about clothes and revise adjective agreements.</li> </ul>	<b>Creativity.</b>
<b>Assessments</b>	There will be Reading, Listening, Writing and Translation tests set at the end of each topic and students will prepare Speaking tasks – photo cards/role plays in addition to these.	
<b>Homework Structure</b>	Homework will be set weekly and details for each task can be found on Show My Homework. Evidence of learning will be required for learning homework and tasks should be clearly labelled in the exercise book. Parental support in ensuring the tasks are completed will be greatly appreciated.	
<b>School-based enrichment opportunities</b>	Check your Tutor group notice board for termly details.	
<b>Resources available for home-based study</b>	Revision of Grammar points and vocabulary. Dictionary based work to extend vocabulary. Buying a workbook to accompany textbook. Websites – <a href="http://www.linguacentral.co.uk">www.linguacentral.co.uk</a> - <a href="http://www.languagesonline.com">www.languagesonline.com</a>	



## Subject: Geography

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>To foster an awareness of the changing world and our responsibility in safeguarding the environment for the future.</li> <li>To encourage students to investigate and interpret the world around them and provide them with the skills necessary to do so.</li> <li>To develop spatial awareness.</li> <li>To be able to analyse and evaluate information.</li> <li>To investigate the issues that affect us.</li> </ul>	
<b>Curriculum Content:</b>		<b>GELS:</b>
<b>Summer term 2<sup>nd</sup> Half</b>	<b>Rivers and Floods</b> The water cycle and the journey of a river.	<b>Creativity. Communication.</b>
<b>Autumn term 1<sup>st</sup> Half</b>	<b>Future Floods</b> Can Geography make a difference?	<b>Self-management.</b>
<b>Autumn term 2<sup>nd</sup> Half</b>	<b>Changing my World</b> Is global warming natural or are humans to blame?	<b>Reflectiveness.</b>
<b>Spring term 1<sup>st</sup> Half</b>	How does climate affect our lives? Power point assessment.	<b>Can-do. Teamwork.</b>
<b>Spring term 2<sup>nd</sup> Half</b>	<b>Moving Stories</b> Is the UK overpopulated? A topic based on emigration and immigration issues.	<b>Independence.</b>
<b>Summer term 1<sup>st</sup> Half</b>	<b>Glaciation</b> How the landscape was/is being shaped.	<b>Leadership.</b>
<b>Assessments</b>	Flooding assessment. Climate Assessment. Glaciation Assessment.	
<b>Homework Structure</b>	Set fortnightly. Topics will be available on the school website in the near future. All of the homework two-week levelled assessments are available on the VLE.	
<b>School-based enrichment opportunities</b>	Eco-club. Located study.	
<b>Resources available for home-based study</b>	Reading widely improves the level and depth of understanding. Conducting independent research. Encouraging an interest in environment. Use the BBC Bitesize website to aid your learning.	

## Subject: History

<b>Key Learning Objectives</b>	The department aims to deliver a comprehensive History curriculum, accessible by all and stretching for those who require additional challenges. We aim to motivate the student to achieve success, to develop an enquiring mind which seeks to delve further into history on a lifelong basis.
<b>Curriculum Content:</b>	
<b>Summer term 2<sup>nd</sup> Half</b>	<b>The Tudor Dynasty:</b> Henry VII, Henry VIII – Star or monster, The Break with Rome, Edward VI, Bloody Mary. <ul style="list-style-type: none"> <li>• Developing Knowledge and Understanding.</li> <li>• Evaluate and use sources.</li> <li>• Make substantiated judgements about interpretations.</li> <li>• Explain and analyse historical events using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance).</li> </ul>
<b>Autumn term 1<sup>st</sup> Half</b>	<b>Gloriana:</b> Elizabeth I, The Spanish Armada, Piracy, The Religious Settlement. <ul style="list-style-type: none"> <li>• Developing Knowledge and Understanding.</li> <li>• Evaluate and use sources.</li> <li>• Make substantiated judgements about interpretations.</li> <li>• Explain and analyse historical events using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance).</li> </ul>
<b>Autumn term 2<sup>nd</sup> Half</b>	<b>The Stuarts:</b> Charles I, The Gunpowder Plot, The English Civil War. <ul style="list-style-type: none"> <li>• Developing Knowledge and Understanding.</li> <li>• Make substantiated judgements about interpretations.</li> <li>• Explain and analyse historical events using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance).</li> </ul>
<b>Spring term 1<sup>st</sup> Half</b>	<b>Charles II and the restoration:</b> <ul style="list-style-type: none"> <li>• The Glorious Revolution, The Great Fire of London, The Great Plague, Developing Knowledge and Understanding.</li> <li>• Evaluate and use sources.</li> <li>• Explain and analyse historical events using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance).</li> </ul>
<b>Spring term 2<sup>nd</sup> Half</b>	<b>Slavery:</b> <ul style="list-style-type: none"> <li>• Developing Knowledge and Understanding.</li> <li>• Evaluate and use sources.</li> <li>• Explain and analyse historical events using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance).</li> </ul>
<b>Summer term 1<sup>st</sup> Half</b>	<b>The Industrial Revolution:</b> <ul style="list-style-type: none"> <li>• Developing Knowledge and Understanding.</li> <li>• Explain and analyse historical events using second order historical concepts (causation, consequence, similarity, difference, change, continuity and significance).</li> </ul>
<b>Assessments</b>	Tudor Assessment. Civil War Assessment. Revolution Assessment.
<b>Homework Structure</b>	Set fortnightly.

<b>School-based enrichment opportunities</b>	Visit to Hampton Court; Active History Club; Membership of Historical Society. Project on the Tudors and Stuarts. Virtual Grange.
<b>Resources available for home-based study</b>	Reading widely improves the level and depth of understanding. Conducting independent research. Encouraging an interest in historical events.



## Subject: ICT and Computer Science

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To solve problems independently, using Python.</li> <li>• To select software appropriately.</li> <li>• To understand how computers are linked together and how information is stored.</li> <li>• To write requirements and specifications and use them when designing and developing systems.</li> <li>• To look at the use of computers and how to keep themselves safe when doing so.</li> <li>• To reflect on the work produced and to develop it further.</li> </ul>
<b>Curriculum Content:</b>	
<b>Summer term 2<sup>nd</sup> Half</b>	<b>Cybercrime:</b> In this unit of work students will look at Emails, scams, protecting personal data, hacking, copyright and health and safety when using the computer.
<b>Autumn term 1<sup>st</sup> Half</b>	<b>Networks:</b> In this unit of work, students will look at how computers can be connected in different ways. How information can be stored in the cloud.
<b>Autumn term 2<sup>nd</sup> Half</b>	<b>Python 1:</b> In this unit of work, students will start to develop their skills in Python and will look at writing short programs.
<b>Spring term 1<sup>st</sup> Half</b>	<b>E-Safety:</b> In this unit of work, students will be looking at online communication and how to keep themselves safe. They will look at what information they should share and also what to do if they have a problem.
<b>Spring term 2<sup>nd</sup> Half</b>	<b>Spreadsheets:</b> In this section, students will look at developing and manipulating a model, using a range of more advanced skills. They will use graphs and be able to present their data in a range of ways. The students will investigate what happens when data in a model is changed and the impact it has on other data.
<b>Summer term 1<sup>st</sup> Half</b>	<b>Ethics in Computing:</b> In this section, students will look at the ethics surrounding the use of computing. They will consider the need for recycling and the importance of looking after data correctly.
<b>Assessments</b>	Each of the practical units of work will have some assessment. Some units will have small individual assessments in them, others will work towards creating one final piece of assessed work. The theory units of work will be assessed by a test at the end of the unit.
<b>Homework Structure</b>	Homework will be set throughout the units of work. Some of the homework will be paper based and others will be interactive work e.g. on Doodle. All of the homework will be recorded on Show My Homework.
<b>School-based enrichment opportunities</b>	Students have access to computers and printers in the lunchtime Homework club and also in the afterschool homework club. These operate every day.
<b>Resources available for home-based study</b>	Resources from the lesson can be found on the Grange VLE: <a href="http://learning.grange.bucks.sch.uk/">http://learning.grange.bucks.sch.uk/</a>  Video Tutorials to support some practical work can be found at: <a href="http://teach-ict.com/videohome.htm">http://teach-ict.com/videohome.htm</a>



## Subject: Mathematics

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Student should build skills related to mathematical reasoning and problem solving.</li> <li>• Students should consolidate and increase their mathematical knowledge from Key Stage 2.</li> <li>• Students should be able to expand their understanding of the wider picture in mathematics, linking lessons in the classroom to usage in industry.</li> </ul>	
<b>Curriculum Content:</b>		<b>GELS:</b>
<b>Summer term 2<sup>nd</sup> Half</b>	<ul style="list-style-type: none"> <li>• Equations.</li> <li>• Sequences.</li> <li>• Ratio and proportion.</li> </ul>	<b>Independence.</b>
<b>Autumn term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"> <li>• Whole numbers and decimals.</li> <li>• Measures, perimeter and area.</li> <li>• Expressions and formulae.</li> </ul>	<b>Leadership</b> and self-aware learners.
<b>Autumn term 2<sup>nd</sup> Half</b>	<ul style="list-style-type: none"> <li>• Expressions and formulae.</li> <li>• Fractions, decimals and percentages.</li> <li>• Angles and 2D shapes.</li> <li>• Graphs.</li> </ul>	<b>Can Do</b> (perseverance)
<b>Spring term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"> <li>• Mental calculations.</li> <li>• Statistics.</li> <li>• Transformations and symmetry.</li> </ul>	<b>Communication</b> (of mathematics)
<b>Spring term 2<sup>nd</sup> Half</b>	<ul style="list-style-type: none"> <li>• Equations.</li> <li>• Written and calculator methods.</li> </ul>	<b>Self-Management</b> (revision for end of year exams)
<b>Summer term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"> <li>• Constructions.</li> <li>• Sequences.</li> </ul>	<b>Creativity</b> (gaining inside into links between topics)
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Year 8 midterm in November.</li> <li>• Year 8 end of year exam in March.</li> </ul>	
<b>Homework Structure</b>	Homework is set every week to review the objectives/skills studied in class and to inform student ability levels. It is both based on written assessments and ICT led. Exercises can be accessed via the Show My Homework site at home or at school. Homework relating to problem-solving skills will be worked on throughout the year.	
<b>School-based enrichment opportunities</b>	<ul style="list-style-type: none"> <li>• Maths drop-in sessions on Tues and Thurs lunchtime.</li> <li>• Opportunity to participate in the UK Maths challenge.</li> </ul>	
<b>Resources available for home-based study</b>	Students have online access to Kerboodle and My Maths. The maths department also share useful consolidation/revision websites with students and parents throughout the course.	

## Subject: Music

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To increase awareness of the cultural and historical context of a wide variety of different musical genres.</li> <li>• To develop the skills to perform music with others.</li> <li>• To be able to create original music that is structured and expressive.</li> </ul>
<b>Curriculum Content:</b>	
<b>Autumn term 1<sup>st</sup> Half</b>	<p><b>Vocal Project:</b> Exploring a range of vocal styles of music and composing using voices. Focusing on Scat, Beatboxing, and Rap.</p>
<b>Autumn term 2<sup>nd</sup> Half</b>	<p><b>Haunted House:</b> Discovering how composers make music sound 'scary'. Performing well-known scary film themes. Using classical techniques to create scary sounding music.</p>
<b>Spring term 1<sup>st</sup> Half</b>	<p><b>Picture This:</b> A creative composition project, matching atmospheric music to either still or moving images.</p>
<b>Spring term 2<sup>nd</sup> Half</b>	<p><b>Music for Animation:</b> Analysing how music is used in animation. Listening to examples and exploring how the music reflects the action. Using these techniques to create our own music for animation.</p>
<b>Summer term 1<sup>st</sup> Half</b>	<p><b>Song Writing 2:</b> Composing and performing songs in the style of popular musical artists chosen by the pupils themselves. The focus is on song structure, chords and harmony.</p>
<b>Assessments</b>	<p>Each half-term unit will be assessed in the classroom during lessons. Some projects will be assessed at different stages through regular performances.</p>
<b>Homework Structure</b>	<p>Appropriate tasks relating to each topic will be completed during the unit. These may be research, practice, or listening to given extracts of music.</p>
<b>School-based enrichment opportunities</b>	<p>School choir, Junior ensemble, Christmas concert, Lunchtime music club. Instrumental and vocal lessons are also available through the Aylesbury Music Service.</p>
<b>Resources available for home-based study</b>	

## Subject: Physical Education - Boys

<b>Key Learning Objectives</b>	<p>Students are given the opportunities to produce complete pieces of work involving the key processes of:</p> <ul style="list-style-type: none"> <li>• Developing skills in physical activity.</li> <li>• Making and applying decisions.</li> <li>• Developing physical and mental capacity.</li> <li>• Evaluating and improving.</li> <li>• Making informed choices about healthy, active lifestyles.</li> </ul>	
<b>Curriculum Content:</b>		<b>GELS:</b>
<b>Summer term 2<sup>nd</sup> half</b>	Tennis. Cricket.	<b>Independence. Communication.</b>
<b>Autumn term 1<sup>st</sup> half</b>	Basketball. Dance.	<b>Communication. Creativity.</b>
<b>Autumn term 2<sup>nd</sup> half</b>	Badminton. Football.	<b>Self-management. Teamwork.</b>
<b>Spring term 1<sup>st</sup> half</b>	Gym. Rugby.	<b>Creativity. Leadership.</b>
<b>Spring term 2<sup>nd</sup> half</b>	Hockey. Fitness.	<b>Teamwork. Independence.</b>
<b>Summer term 1<sup>st</sup> half</b>	Athletics.	<b>Self-management.</b>
<b>Assessments</b>	<p>Pupils are assessed each half term on the activities they have completed. The criteria used to assess are based on their practical ability within each activity and criteria that staff have agreed in meetings/moderation based around the development of interpersonal skills. The criteria produce a step number which is then used as an average over the course of the year.</p>	
<b>Homework Structure</b>	<p>Students are set homework at the end of each term which is based on the activity that they have just covered and also have a link to the BTEC Unit 6: Sports Leadership. Homework should be completed within Show My Homework.</p>	
<b>School-based enrichment opportunities</b>	<p>All students are encouraged to attend extra-curricular sports clubs, represent school sports teams and set targets for improvement and to participate in inter form competitions.</p>	
<b>Resources available for home-based study</b>	<p>Community based clubs/activities.</p>	

## Subject: Physical Education - Girls

<b>Key Learning Objectives</b>	<p>Students are given the opportunities to produce complete pieces of work involving the key processes of:</p> <ul style="list-style-type: none"> <li>• Developing skills in physical activity.</li> <li>• Making and applying decisions.</li> <li>• Developing physical and mental capacity.</li> <li>• Evaluating and improving.</li> <li>• Making informed choices about healthy, active lifestyles.</li> </ul>	
<b>Curriculum Content:</b>		<b>GELS:</b>
<b>Summer term 2<sup>nd</sup> half</b>	Rounders.	<b>Independence. Communication.</b>
<b>Autumn term 1<sup>st</sup> half</b>	Hockey. Netball.	<b>Communication. Creativity.</b>
<b>Autumn term 2<sup>nd</sup> half</b>	Football. Dance.	<b>Self-management. Teamwork.</b>
<b>Spring term 1<sup>st</sup> half</b>	Badminton. Fitness.	<b>Creativity. Leadership.</b>
<b>Spring term 2<sup>nd</sup> half</b>	Netball. Gym.	<b>Teamwork. Independence.</b>
<b>Summer term 1<sup>st</sup> half</b>	Athletics.	<b>Self-management.</b>
<b>Assessments</b>	<p>Pupils are assessed each half term on the activities they have completed. The criteria used to assess are based on their practical ability within each activity and criteria that staff have agreed in meetings/moderation based around the development of interpersonal skills. The criteria produce a step number which is then used as an average over the course of the year.</p>	
<b>Homework Structure</b>	<p>Students are set homework at the end of each term which is based on the activity that they have just covered and also have a link to the BTEC Unit 6: Sports Leadership. Homework should be completed within Show my homework.</p>	
<b>School-based enrichment opportunities</b>	<p>All students are encouraged to attend extra-curricular sports clubs, represent school sports teams and set targets for improvement and to participate in inter form competitions.</p>	
<b>Resources available for home-based study</b>	<p>Community based clubs/activities.</p>	

## Subject: PSHCE

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• To be aware of issues that affect our safety.</li> <li>• To take part in an active citizenship campaign.</li> <li>• To gain an understanding of our sexual health and be able to seek appropriate advice and services.</li> </ul>
<b>Curriculum Content:</b>	
<b>Summer Term 2<sup>nd</sup> Half</b>	<p><b>How to be safe over the summer holidays: PSHCE</b></p> <p><b>Topics to include:</b></p> <ul style="list-style-type: none"> <li>• Basic First Aid.</li> <li>• Road/Rail Safety.</li> <li>• Fire safety and keeping safe at home.</li> <li>• Sun safety.</li> </ul> <p><b>How to be safe online (cyberbullying) and how to protect yourself (Grooming).</b></p> <p><b>Peer pressure and Bullying.</b></p>
<b>Autumn term 1<sup>st</sup> Half</b>	<p><b>Healthy Lifestyles: PSHCE</b></p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>• Healthy Eating.</li> <li>• Eating Disorders.</li> <li>• Mental Health.</li> <li>• Smoking &amp; Tobacco.</li> </ul> <p><b>Healthy living campaign:</b> students choose a topic to raise awareness of and complete an awareness campaign (thinking about target audience and delivery method).</p>
<b>Autumn term 2<sup>nd</sup> Half</b>	<p><b>Make An Impact: Citizenship</b></p> <p>In this module, students choose an issue that is of importance to them and raise awareness of it. Before they do this, they look at historical campaigns:</p> <ul style="list-style-type: none"> <li>- Suffragettes.</li> <li>- Immigration in the U.K. – focussing on Enoch Powell and whether he was right to predict that mass migration would cause problems to the United Kingdom.</li> </ul> <p>Students then start building up their own campaigns having workshops/mini lessons on the following:</p> <ul style="list-style-type: none"> <li>• Manifesto writing.</li> <li>• Action planning.</li> <li>• Writing letters to people in power.</li> <li>• Making effective political posters.</li> </ul>
<b>Spring term 1<sup>st</sup> Half</b>	<p><b>Sex and Relationships module</b></p> <p>Topics to include:</p> <ul style="list-style-type: none"> <li>• Different types of relationships.</li> <li>• What to do if relationships go wrong (taking resources from the University of Pennsylvania’s PENN RESILIENCE programme).</li> <li>• Changes in the body (puberty).</li> <li>• Anatomical lesson on sex organs.</li> </ul> <p><b>What does it mean to love somebody?</b></p> <p>Topics to incorporate the new RSE statutory guidance.</p>
<b>Spring term 2<sup>nd</sup> Half</b>	<p><b>British Values and Democracy</b></p> <ul style="list-style-type: none"> <li>• What is your identity?</li> <li>• What does it mean to be British?</li> <li>• Political parties in Britain.</li> </ul>

	<ul style="list-style-type: none"> <li>• Mock Election (using the main political parties)</li> <li>• Extremist ideas – how do we combat them?</li> </ul> <p>Topical political issues discussion and debate.</p>
<b>Summer term 1<sup>st</sup> Half</b>	<p><b>Internet Safety</b></p> <p>Topics to include:</p> <ul style="list-style-type: none"> <li>• Exploring different aspects of social media and how to behave on various different types of social media.</li> <li>• Cyberbullying: what is it and what to do if it is happening to you.</li> <li>• Visit from the McAfee (locally based internet security company) to discuss how to keep safe online.</li> <li>• How to communicate with people online.</li> <li>• The benefits of the internet (effective online research – not copying and pasting).</li> </ul>
<b>Assessments</b>	<p>Students will be assessed on their effort in extended pieces of writing and tasks (for example, a Sun Safety awareness work or their Make an Impact campaign).</p> <p>Assessment will take various forms including self/peer/teacher assessment using What Went Well, Even Better If and Green Pen marking.</p> <p>At the end of each topic students will benchmark their own progress in terms of the knowledge acquired, their effort and their next steps.</p>
<b>Homework Structure</b>	Not set, in line with department policy.
<b>School-based enrichment opportunities</b>	Youth Magistrates Competition.
<b>Resources available for home-based study</b>	N/A.



## Subject: Religious Studies

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>To examine and explore the key concepts of belief, identity and spirituality in two of the six major world religions.</li> </ul>
<b>Curriculum Content:</b>	
<b>Summer term 2<sup>nd</sup> Half</b>	<p>The Big Questions – a philosophy-based unit which uses knowledge from Year 7 <b>Christianity and Buddhism</b> modules to develop listening, oracy and evaluation skills. Topics of exploration include the nature of questions, what it means to be a human, what it means to live a good life. These are explored from religious and non-religious perspectives.</p> <p><b>Islam:</b> The core beliefs underpinning the faith, including the five pillars; Rites of Passage; including Hajj, beliefs about Allah and the Prophet Mohammed. The nature of worship in Islam, Islamic teachings about women. Evaluation and analysis of the significance of Islamic teachings.</p>
<b>Autumn term 1<sup>st</sup> Half</b>	
<b>Autumn term 2<sup>nd</sup> Half</b>	
<b>Spring term 1<sup>st</sup> Half</b>	<p><b>Judaism:</b> The Beginnings of Judaism; Abraham and Moses; Prayer; Rites of Passage; Passover; Food Laws, Purim, Rosh Hashanah, Yom Kippur, Shabbat. Evaluation and analysis of the significance of Jewish teachings and the impact that they have on believers, debate concerning the relevance of Jewish beliefs to life in Britain today.</p>
<b>Spring term 2<sup>nd</sup> Half</b>	
<b>Summer term 1<sup>st</sup> Half</b>	
<b>Assessments</b>	<p>Big Questions review essay.</p> <p>Islam Test.</p> <p>Judaism Test.</p>
<b>Homework Structure</b>	Homework is a mixture of research work and handouts. Students are encouraged to use a number of media e.g. ICT, Art etc.
<b>School-based enrichment opportunities</b>	<p>Guest Speaker.</p> <p>Project Work.</p> <p>Assembly projects.</p>
<b>Resources available for home-based study</b>	<ul style="list-style-type: none"> <li>Various interactive virtual tour sites e.g. Virtual synagogue.</li> <li>“The Jewish Experience” – Liz Aylett</li> <li>“The Muslim Experience” – JF Aylett</li> <li>“This is Christianity” – Michael Keene</li> </ul> <p>Extra topics are on The Grange VLE.</p> <p>Websites:  <a href="http://www.aportraitofjesus.org">www.aportraitofjesus.org</a>  <a href="http://www.reonline.org.uk">www.reonline.org.uk</a></p> <p>Films: “The Prince of Egypt”  “Jesus of Nazareth”  “Fiddler on the Roof”  “The Message”</p> <p>Related reading:  Exodus – The Bible (story of Moses)  The story of the Prophet Mohammed  The Easter Story</p>

## Subject: Science

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>• Develop scientific thinking and curiosity.</li> <li>• Develop scientific investigation skills to plan experiments or devise procedures to make observations, produce or characterise a substance, test hypotheses, check data or explore phenomena.</li> <li>• Apply knowledge and understanding of scientific concepts to unfamiliar and real-life situations.</li> </ul>
<b>Curriculum Content:</b>	
<b>Autumn term 1<sup>st</sup> Half Term 1</b>	<p>The curriculum of study describes a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. As Students build serious misconceptions of scientific concepts, it's key to understand what they are and develop better higher order thinking skills through the curriculum.</p> <p>Over the year, there is a focus on investigation skills. This allows students to ask scientific questions, plan investigations, record data then analyse and evaluate the data.</p> <p>Year 8 will study a range of biology, chemistry and physics topics.</p> <p><b>Elements, atoms and Compounds</b> Students will be able to state that elements and compounds are different; identify elements within compounds; state the differences between iron and sulphur compared with iron sulphide. Know many different elements are in a compound by looking at a chemical formula.</p> <p><b>Reactions</b> Students will conduct investigations to identify a reaction as endothermic or exothermic; record temperature changes during an exothermic and an endothermic change; and make judgements.</p>
<b>Autumn term 2<sup>nd</sup> Half Term 2</b>	<p><b>Adaptation and Inheritance</b> Students will learn about environmental changes and reasons for adaptation or extinction. They will interpret secondary data to describe trends in predator–prey relationships. State what is meant by the term variation and know that variation is caused by the environment or inheritance. Record observations of variations between different species of gull. Know what is meant by a gene; state that more than one scientist was involved in discovering the structure of DNA; and state that the different teams of scientists produced different pieces of evidence.</p> <p><b>The Periodic Table</b> Students will learn about some common properties of metals and non-metals; use an element's position on the Periodic Table to suggest if an element is a metal or a non-metal; and state what observations are needed about materials to decide if they are metal or non-metal. Identify changes in properties between elements of the same group or period; describe in simple terms what pattern is shown in a given property of a group or period; and describe trends shown by numerical data.</p>
<b>Spring term 1<sup>st</sup> Half Term 3</b>	<p><b>Separation techniques</b> Students will be able to identify a solvent, solute, and solution in a given scenario, and state a solution contains dissolved particles. Use data to decide if a substance is a solution or not.</p> <p><b>Metals and acids</b> In this topic, students will be able to state the product of the reaction between metals and oxygen; identify state symbols from an equation; and make observations about how different metals react with oxygen.</p>

	<p><b>The Earth and the atmosphere</b></p> <p>Students will learn about the layers of the Earth, and the main components of the atmosphere. They will design a simple model of the Earth using information about its structure; state a property of sedimentary rocks; describe simply how sedimentary rocks are made; and state the processes shown by different models of the stages in sedimentary rock formation</p>	
<p><b>Spring term</b> <b>2<sup>nd</sup> Half</b> <b>Term 4</b></p>	<p><b>Electricity</b></p> <p>In the Electricity topic, students will be able to describe how to charge insulators; state the two types of charge; state what surrounds charged objects; explain simply observations linked to charge; state the unit of potential difference; name the equipment used to measure potential difference; describe the effect of a larger potential difference; and use appropriate equipment to measure potential difference.</p>	
<p><b>Summer term</b> <b>1<sup>st</sup> Half</b> <b>Term 5</b></p>	<p><b>Energy</b></p> <p>In the energy topic, students will learn about renewable and non-renewable energy resources; advantages and disadvantages of fossil fuels. They will use one source of information to state the definitions of energy and power; state that power, fuel used, and cost are linked; and make predictions which equipment is more powerful when given a selection of appliances.</p> <p><b>Magnetism (extra topic)</b></p> <p>Students will describe features of a magnet; draw the magnetic field lines around a bar magnet; state the Earth has a magnetic field and record the shape of field lines round a magnet. They will learn about the main features of an electromagnet; state one difference between permanent magnets and electromagnets and test the effect of changing an electromagnet.</p>	
<b>Assessments</b>	<p>There will be an end-of-topic test for each module. Students will track their tests in class to identify which topics are strengths and weaknesses.</p>	
<b>Homework Structure</b>	<p>Homework is set on Show My Homework. Students are required to log in and follow the instructions.</p> <p>Homework activities can range from building models, research about a topic, doddle quizzes and revision activities.</p>	
<b>School-based enrichment opportunities</b>	<p>Brainiacs club and STEMNET club for targeted students, by invitation only.</p> <p>Science and Technology are linked to provide students with an idea of what Science is like outside of lessons.</p> <p>Science Quiz inter-class activities, Science week activities in class and lunchtime demonstrations, Science Challenge Workshops with other schools.</p>	
<b>Resources available for home-based study</b>	<p><b>Revision guides and books</b></p> <p>CGP KS3 Science Workbook (with answers)  <b>ISBN-10:</b> 184146239X  <b>ISBN-13:</b> 978-1841462394</p> <p>CGP KS3 Science Complete Study &amp; Practice  <b>ISBN-10:</b> 184146385X  <b>ISBN-13:</b> 978-1841463858</p>	<p><a href="https://www.cgpbooks.co.uk/Student/books_ks3_science_revision">https://www.cgpbooks.co.uk/Student/books_ks3_science_revision</a></p> <p>Activate: Student Book 2 (Year 8 topics)  <b>ISBN-10:</b> 0198392575  <b>ISBN-13:</b> 978-0198392576</p> <p><b>Useful websites:</b>  <a href="http://www.bbc.co.uk/education/subjects/zng4d2p">http://www.bbc.co.uk/education/subjects/zng4d2p</a></p>

## Subject: Spanish

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>To be able to talk about what you do in your free time.</li> <li>To describe your bedroom.</li> <li>To say what you like to do.</li> <li>To describe your town.</li> <li>To talk about the weather.</li> <li>To describe your daily routine.</li> </ul>	
<b>Curriculum Content:</b>	<b>GELS:</b>	
<b>Summer Term 2<sup>nd</sup> Half</b>	<ul style="list-style-type: none"> <li>To describe your bedroom using prepositions and adjectives.</li> <li>To use “-ar” and “-er” verbs to talk about home activities.</li> <li>To use stem changing verbs.</li> </ul>	<b>Creativity. Independence.</b>
<b>Autumn term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"> <li>Free time activities.</li> <li>Telling the time.</li> <li>Sporting vocabulary.</li> <li>To talk about what you like to do.</li> <li>To use the verb <i>ir</i>.</li> </ul>	<b>Independence.</b>
<b>Autumn term 2<sup>nd</sup> Half</b>	<ul style="list-style-type: none"> <li>To talk about what you are going to do using the simple future tense.</li> <li>To describe your town and talk about the facilities.</li> <li>To issue and decline invitations.</li> </ul>	<b>Creativity.</b>
<b>Spring term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"> <li>To talk about the weather.</li> <li>To use two tenses together.</li> <li>To describe your friends and celebrities using comparatives and superlatives.</li> </ul>	<b>Can-do.</b>
<b>Spring term 2<sup>nd</sup> Half</b>	<ul style="list-style-type: none"> <li>To use reflexive verbs to describe your daily routine.</li> <li>To revise nationalities.</li> </ul>	<b>Teamwork.</b>
<b>Summer term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"> <li>To talk about places in your town.</li> <li>To use two tenses to say where you are going to go.</li> </ul>	<b>Teamwork.</b>
<b>Assessments</b>	There will be Reading, Listening, Writing and Translation tests set at the end of each topic and students will prepare Speaking tasks – photo cards/role plays in addition to these.	
<b>Homework Structure</b>	Homework will be set weekly and details of each task can be found on Show my Homework. Activities should be clearly labelled in the exercise books and parental support in ensuring completion will be greatly appreciated.	
<b>School-based enrichment opportunities</b>	Language Club – see tutor group notice board.	
<b>Resources available for home-based study</b>	Revision of Grammar points and vocabulary. Dictionary based work to extend vocabulary. Buying a workbook to accompany textbook. Websites – <a href="http://www.linguacentral.co.uk">www.linguacentral.co.uk</a> - <a href="http://www.languagesonline.com">www.languagesonline.com</a> <a href="http://www.hellomylo.com">www.hellomylo.com</a>	

## Subject: Urdu

<b>Key Learning Objectives</b>	<ul style="list-style-type: none"> <li>To be able to talk about your home, and where you live.</li> <li>To be able to name animals, birds and food.</li> <li>To be able to describe the weather and names of seasons.</li> </ul>	
<b>Curriculum Content:</b>	<b>GELS:</b>	
<b>Summer Term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"> <li>Talking about your daily routine.</li> <li>Talking about your hobbies.</li> </ul>	<b>Communication.</b> <b>Reflectiveness.</b>
<b>Autumn Term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"> <li>Joint handwriting.</li> <li>Names of different animals and birds.</li> <li>Counting (1-50).</li> </ul>	<b>Independence.</b> <b>Communication</b> - presentations.
<b>Autumn Term 2<sup>nd</sup> Half</b>	<ul style="list-style-type: none"> <li>Different means of transport.</li> <li>Composing short sentences.</li> <li>Describing your relatives.</li> </ul>	<b>Communication</b> - presentations.
<b>Spring Term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"> <li>Learning about Pakistan (culture, food, festivals etc).</li> <li>Describing an area you live in.</li> </ul>	<b>Communication.</b> <b>Independence</b> – planning.
<b>Spring Term 2<sup>nd</sup> Half</b>	<ul style="list-style-type: none"> <li>Reading different types of texts.</li> <li>Translating Urdu into English.</li> </ul>	<b>Reflectiveness.</b> <b>Teamwork.</b>
<b>Summer Term 1<sup>st</sup> Half</b>	<ul style="list-style-type: none"> <li>Talking about your hobbies.</li> <li>Talking about different types of weather.</li> </ul>	<b>Communication</b> - presentations. <b>Independence.</b>
<b>Assessments</b>	Vocabulary tests will be set as homework and end-of-unit tests will be also be conducted in all skills areas.	
<b>Homework Structure</b>	In most instances, a written task will be set in one week, and a learning task the following week and will be on Show My Homework. Evidence for learning should be shown and parental support in ensuring homework is done is always welcome.	
<b>School-based enrichment opportunities</b>	Homework club every Monday and Tuesday after school 3 - 4 pm.	
<b>Resources available for home-based study</b>	Students may wish to purchase their own copies of the textbook – “New National Curriculum Basic Level Urdu KS3 textbook and workbook”. <a href="http://www.bbc.co.uk/urdu">www.bbc.co.uk/urdu</a> <a href="http://www.jung.com.pk">www.jung.com.pk</a> <a href="http://www.urdufun.com">www.urdufun.com</a>	