

## ART & DESIGN

In Art, the specific aims for Year 8 are the same as in Year 7, and additionally to:

- develop specialist skills in sculpture, printmaking and ICT;
- work in groups or pairs to make art works for projects;
- using a sketchbook to record from observation, gather information and research and explore personal ideas;
- study the work of other artists and the context of its production, to develop critical and analytical skills using appropriate language recording significant changes and development in their own ideas and other/artists' work.

Likely topics include: Man-made (clay project), Aboriginal art.

## COMPUTER SCIENCE

Pupils in Year 8 will move on from their introductory year in computer science and will be covering the remainder of the computer science objectives that they did not cover in year 7. The proposed teaching topics will be covered with additional advanced skills and extension work to meet the abilities of the pupils.

The year will be broken down into a series of units on the following topic areas:

Using the vehicle of game design in lessons (and accompanying homework activities), students will cover the following key concepts and processes and will be assessed through a combination of tests and practical activities on the range and content. These being:

### **Key concepts**

- Modelling real world systems
- Programming constructs
- Networks and the internet
- Reliability of information

### **Key processes**

As with year 7, students will continue to follow the following key processes when developing their ideas:

- **Abstraction**
  - Modelling
  - Decomposing
  - Generalising
- **Programming**
  - Designing and writing programs
  - Abstraction mechanisms
  - Debugging, testing, and reasoning about programs

## **Range and Content**

The following objectives will be covered and assessed:

- Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems
- To continue to develop their use of two or more programming languages, at least one of which is textual, to solve a variety of computational problems
- To understand more about computer systems and how they communicate with one another and with other systems and
- To create, re-use, revise and re-purpose digital artefacts for a given audience, with attention to trustworthiness, design and usability

All pupils are encouraged to use Information Technology equipment and software independently.

## **DESIGN & TECHNOLOGY**

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, computing and art. Pupils will learn how to take risks, become resourceful, innovative, enterprising and capable citizens.

Over the key stage pupils will encounter four main teaching methods: - design and make activities, activities where they design without making, activities where they make without designing and activities where they consider the consequences of design.

### **Resistant Materials**

Material preparation and accurate construction of mechanical control systems. The project will be based around a prototype wind powered garden ornament.

### **Systems Control**

Developing use of BBC Microbit minicomputer for constructing and controlling electronic circuits.

### **Food Technology**

Pupils are given the chance to continue developing their cooking skills gained in Year 7 and learn more about the function of ingredients through food science experiments and FPT's.

### **Textiles Technology**

Individual items designed and produced with the theme of household item. Basic construction, components and decorative techniques.

The girls will be expected to submit their design work booklet and practical item for assessment.

## DRAMA

The aims in Year 8 are to:

- Introduction to technical and theatre skills;
- Encourage co-operative approaches to problem solving and planning;
- Explore approaches to dramatic texts;
- Develop a sense of audience;
- Extend dramatic techniques and improvisation skills;
- Support the practice of English Key Stage 3 Speaking and Listening Skills.

## ENGLISH

During Year 8 areas covered in Year 7 are reinforced and special attention is also given to:

### Speaking and listening

- Scripted drama; expressing a point of view clearly and cogently in formal and informal discussions.

### Reading

More demanding books.

- Independent research – selecting and using reference books and websites.
- Developing their own insights and sustaining them by reference to the text.
- Focus on an introduction to Shakespeare and his theatre.

### Writing

- Writing in an increasing variety of forms for a range of purposes and audiences – such as play scripts; diaries and journals; book reviews; newspaper and magazine articles; reports; explanations.

### Knowledge about language

- Further development of spelling, vocabulary and grammar.
- Study of Standard English.

### CATS:

- Common Assessment Tasks are carried out across the year for continuous assessment and to monitor progress.

## FRENCH

The course in Year 8 continues to develop the four skills of listening, reading, speaking and writing in topic-based situations using Expo 2 (Rouge).

The year is divided into 6 modules and pupils will be tested twice yearly in November and June. The details of their progress will be reported in their Progress Checks and End of Year Report.

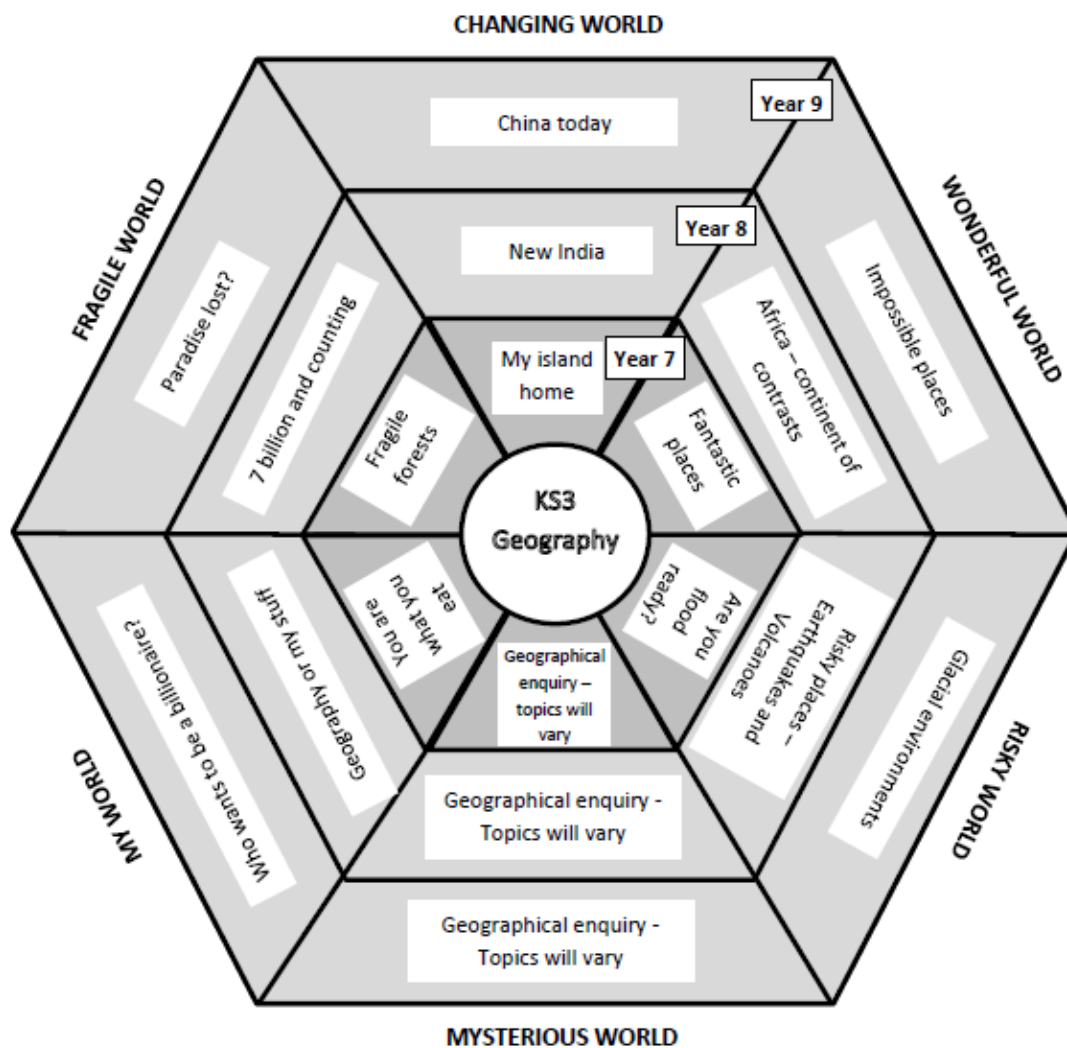
Module 1:	Talking about the past
Module 2:	Daily routine
Module 3:	Health and Fitness
Module 4:	Shopping
Module 5:	Future plans
Module 6:	Going on holiday

## GEOGRAPHY

The study of Geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' own experiences to investigate places at all scales, from the personal to the global.

Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people's lives, now and in the future. Fieldwork is an essential element of this. Pupils learn to think spatially and use maps, visual images and new technologies, including geographical information systems (GIS), to obtain, present and analyse information. Geography inspires pupils to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.

Our KS3 course is summarised in this diagram. The Year 7 programme of study is shown in the inner ring, Year 8 in the middle ring and Year 9 in the outer ring. Each wedge represents half a term.



## GERMAN

During the first year of learning German the emphasis is on the use of language for practical communication and practice is given in each of the four language skills - listening, speaking, reading and writing.

The year is divided into 6 modules and pupils will be tested twice yearly. The details of their progress will be reported in their Progress Checks and End of Year Report.

1. Personal Identification
2. Family and pets
3. School
4. Daily routine
5. Geographical surroundings/finding the way
6. Hobbies

## HISTORY

This year pupils will be studying key events and personalities from the period 1500 - 1900.

Year 8 History will involve studying key enquiry questions:

- Why did Henry VIII have six wives?
- How powerful was Elizabeth I?
- Why did people believe in witches?
- Why was there a Civil War in England between King and Parliament?
- What happened during the Industrial Revolution?
- How did Bournemouth develop as a seaside town?

The key skills and processes that are assessed are:

- Chronology
- Change and continuity
- Use of sources
- Interpretations
- Diversity
- Significance
- Historical enquiry
- Using evidence
- Communicating about the past

## MATHEMATICS

The pupils are expected to be able to apply a variety of mathematical techniques and appropriate methods of solution to practical and theoretical problems.

In each of the following categories the pupils learn:

- Using and applying  
Solve more demanding problems and investigate in a diversity of contexts. Identify the necessary information to solve a problem in an algebraic, geometric or graphical form. Use logical argument to establish the truth of a statement.
- Number  
Identify relationships between different types of numbers e.g. fractions, decimals, percentages and ratios. Perform calculations with fractions, decimals and percentages, including percentage change. Understand the notation of squares, square roots and cubes. Solve problems involving ratio and proportion.
- Algebra  
Understand and use the basic laws of indices. Simplify expressions and rearrange simple formulae. Interpret and use formulae; solve equations algebraically, graphically or by using trial and improvement. Understand functions, particularly linear functions and their graphs.
- Shape and Space  
Transform shapes in two dimensions. Calculate the circumference and area of circles. Use angles in parallel lines and in polygons. Find the area of parallelograms and trapeziums. Interpret and draw scale drawings. Represent 3D shapes using plans and elevations.
- Data handling  
Collect and represent data using a variety of statistical diagrams. Distinguish between the different types of "average" and apply them in appropriate situations.  
Apply the basic rules of probability.

Mental arithmetic is tested at regular intervals throughout the course.

ICT is integrated into all areas of the Mathematics curriculum in particular:

- The use of the Internet, of subscription software such as Mymaths and Supermathsworld, also of those in the Mathematics section of the Intranet, which includes Autograph, a graph drawing program;
- The application of the Office suite, namely Word, Excel and PowerPoint;
- An introduction to dynamic geometry by the use of CABRI II and Geometry Sketchpad.

Teacher assessments are based on class work, homework, investigative tasks completed during the year, topic tests, Autumn and Spring progress tests and the end of year examination.

## MUSIC

Students develop skills in Performing, Composing and Listening, covering the following topics:

- The Blues
- World Music / Folk Music
- The Musical

Assessment is completed at the end of each topic, details of their progress will be reported in their Progress Checks and End of Year Report.

## PERSONAL, SOCIAL & HEALTH EDUCATION/CITIZENSHIP

A programme of Personal, Social and Health Education is arranged for all girls in Years 7 to 11. This is delivered by the Heads of House, with outside speakers being also involved in specialist areas. Homework will be set occasionally.

The current topics covered include:

- The real game – role play for careers
- Employability skills
- Self-esteem and body image
- Resilience
- Healthy relationships
- Alcohol awareness
- Consequences of crime
- Preparation for exams
- Internet Safety

## PHYSICAL EDUCATION

The Curriculum in Year 8 includes rhythmic gymnastics, football, netball, tennis, dance, basketball, health related fitness, rounders, athletics.

In addition the following clubs are available to girls in Year 8, these run either during lunchtimes or after School:

- athletics
- badminton
- basketball
- dance
- football
- gymnastics
- netball
- rounders
- table tennis
- tennis

School teams are run in the following sports: football, netball, basketball, gymnastics, athletics, football, rounders and tennis.

In addition, there are yearly inter-house netball, football, rounders, tennis and gymnastics competitions and Sports Day.

## **RELIGIOUS STUDIES**

Continuing the study of world religions, the year 8 course consists of a study of Sikhism, the life of Jesus & Christian beliefs, followed by an introduction to ethical theory in the summer term.

### **Knowledge**

Knowledge and understanding of the Sikh and Christian concepts of god, how they are worshipped and the use of sources of authority. Also, knowledge and understanding of different ethical theories such as Utilitarianism and situation ethics.

### **Evaluation**

Looking at religious responses to questions such as: Is there a God? Why is there suffering? What happens when we die? Also, ethical questions such as: Can we have absolute moral norms? Can some acts be classed as always wrong?

### **Assessment**

Common Assessment Tasks, two per term. These test papers are laid out in the style of the GCSE exam paper, with similar weighting for the skills being assessed (Knowledge/Understanding & Evaluation). Throughout the year, classwork will be looked at and students will be guided through a process of reflection and target setting based on their learning and the work in their exercise books. Time will be spent by students thinking and commenting on their work, followed by further comments and discussion from their class teachers in their exercise books.

## **SCIENCE**

The science course in Year 8 is part of a two year Science programme. The scheme of work is based on the 'Cambridge Essentials' course.

### **Topics will include:**

Food & Digestion	Atoms & Elements	Physical change and equilibrium
Rocks and Weathering	Light and sound waves	Ecological Relationships
Magnets & Electromagnets	Fit and Healthy	
Respiration	Compounds & Mixtures	

During the year, pupils will be assessed on their progress by means of end of unit tests and in their practical work in the context of performing scientific investigations.

In June, pupils will sit both a written and a practical examination.