



ROCHESTER

INDEPENDENT COLLEGE





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YEAR 8 CURRICULUM PLAN
2021/22

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COURSE OUTLINE

ART & DESIGN

Aims of the course

To enable students to:

- Develop further the ability to use a range of skills, techniques and art mediums to create their work.
- Deepen further their understanding of how different mediums respond and affect their outcomes.
- Understand, apply and develop the skills required to use pencils, soft pastels, oil pastels, watercolours and acrylics. To continue to learn how to work with clay and mod roc as well as a range of collage and 3d materials.
- To develop further an understanding of how a digital camera works and pictures are taken as well as digital manipulation.
- To develop further an understanding of basic graphic design.
- To continue to learn how to sew and use textiles to present images and ideas.
- Extend their use of subject specific vocabulary.
- Discuss and analyse the issues and themes involved in their work, showing an awareness of their own experience and that of others. To gain understanding of the artists and specific art periods and cultures that relate to the work they are making and being influenced by.
- Develop their ability to reflect upon and respond constructively and sensitively to their own work and that of others in the class

Assessment

Progress is traced through observation of practical work as well as self, peer and teacher assessment within lessons and formally recorded at the end of each unit when new targets are then set. Records of pupil research and art work are photographed and displayed within sketch books as an ongoing source of reference. Differentiation through outcome.

Homework

Homework involves completing research on each new topic in order to inform and enrich the scheme of work

Teaching Staff

Carmel Park
Gretel Warner

PROGRAMME OF STUDY

ART & DESIGN

<p>Autumn Term: 1a African Art- "How did African Art influence Art in the 20th Century?"</p> <ul style="list-style-type: none"> • This project focuses on traditional patterns used within African art. • The students will explore several African Artists, some very current and others more traditional. The students will work closely with the artworks, discussing them, writing about them and creating work in response to them. • Students will look at the work of Chris Ofili and Modigliani whose style was influenced by African masks. • The students will study the tradition of masks within the culture; comparing 20th portraiture to the masks and symbols from African heritage- mostly using Picasso's work for this. • The students will design a mask of their own, using everything that they have learnt in the project. 	<p>Autumn Term 1b Architecture- How has architecture changed through the centuries?</p> <ul style="list-style-type: none"> • An introduction to a range of architectural styles • Students will learn to identify a range of architectural styles and features including the Classical Greek orders. • Analysis of the work of some key architects such as Gaudi, Gehry and Hundertwasser • Students will make work in response to the work of those architects in a range of mediums
<p>Spring Term 2a Graffiti</p> <ul style="list-style-type: none"> • We will study the history of Graffiti within our culture. • Students will design and create their own Graffiti Tag. • As well as studying a range of Graffiti artists students will make a self-portrait stencil 	<p>Spring Term 2b The YBA's</p> <ul style="list-style-type: none"> • The student will look in detail at the history and work of the group of Young British Artists. • They will look at Hirst, Emin, Hume and Craig Martin and make transcriptions of their work as well as creating a body of their own work inspired by this group of artists.
<p>Summer Term 3a Appropriation: "Is Appropriation Just Stealing Art?"</p> <ul style="list-style-type: none"> • Looking at the use of appropriation in 20th and 21st century art. • Students will look at, discuss and make work in response to ideas surrounding the practice of appropriation. From Dada and Pop Art to Postmodernism, copyright law and NFT's 	<p>Summer Term 3b Famous Paintings</p> <ul style="list-style-type: none"> • The students will look in detail at a wide range of artwork and learn how to discuss paintings using the correct language and Terminology. • Working alone and in small groups the students will create living copies of their favourite paintings which will be recorded through photography.

PROGRAMME OF STUDY

COMPUTING

From 2021 students can expect to study a range of topics relating to Computing and Computer Science. Students study six topics per year, building their knowledge, skills and understanding as they progress. The programme of study for Year 8 provides a solid foundation for further study in Computer Science. In addition, as we now live in a connected world where computers are ubiquitous, students develop a good understanding of safety and security, the web, coding skills for app development and how computers and computer software is used across a variety of disciplines. Students also develop algorithmic thinking skills, critical to being able to organise and structure solutions to problems. The complete programme of study for years 7-9 builds over a three year cycle, therefore you can see what students will be studying as they progress through the school.

Teaching Staff

Andrew Smith

PROGRAMME OF STUDY

COMPUTING

<p>Autumn Term 1 Mac How do we tackle Computer Crime & Cyber Security? Students become cyber-security savvy, learning how typical computer crimes might take place and what steps are taken, as well as the tools used to keep systems and the data they store and use, secure. Includes a review of what students learned in Year 7 about staying safe online, including a review of Using Computers Safely, Effectively & Responsibly.</p>	<p>Autumn Term 2 Mac* How do I take my algorithms and make them work? Part 1: More Creative Coding in Small Basic This topic reinforces the ideas behind algorithmic and computational thinking, fundamental to many other disciplines. Students have fun making creative programs in BASIC. *You will also be able to code at home using either a Mac or a PC computer. You will need Google Chrome to be installed on your home computer.</p>
<p>Spring Term 3 Mac* How do I take my algorithms and make them work? Part 2: An Introduction To Programming In Python Students develop their programming skills further using one of the most widely used programming languages on Earth. This unit develops some core coding skills. *You will also be able to code at home using either a Mac or a PC computer. Download the app from www.thonny.org</p>	<p>Spring Term 4 Mac How do I use Scenario Modelling for planning? This unit introduces students to planning and modelling solutions using any of the widely available spreadsheet tools such as Microsoft Excel or Google Sheets. Students are shown how to create useful formulas and are introduced to the concept of 'what if' analysis.</p>
<p>Summer Term 5 Mac* How do I take my algorithms and make them work? Part 3: Programming In Python / Python Next Steps This is an opportunity to embed and develop core coding skills they will have learned in Term 3. We will explore the concepts of structured programming to enable students to build programs which use sequence, selection and repetition to solve problems. *You will also be able to code at home using either a Mac or a PC computer.</p>	<p>Summer Term 6 Mac What will our technological future look like? Students are encouraged to research what is currently happening in computer science and predict how current and future technologies may be used to improve the world around us. Students will consider environmental and ethical issues.</p>

COURSE OUTLINE

DRAMA

Aims of the course

Year 8 Drama aims to further develop the student's core skills of the subject and develop and enhance their performance abilities.

REHEARSAL:

- Engaging with a variety of stimuli through rehearsal
- demonstrate a good understanding of their own capabilities and the demands required when working in a group
- verbally assess their final performance and the work of others using drama Terminology.

PERFORMANCE:

- present a well-developed character
- clear communication of meaning to an audience
- be able stay in role when on stage and support fellow actors

EVALUATION:

- be able to recognise the strengths and weaknesses of their own work and the work of others
- set targets their own performance skills
- incorporate drama Terminology within their evaluations

Homework

Homework is set using Google Classroom and will follow the Lower School Homework timetable that will be produced each academic year. Homework tasks are designed to develop the students research, creative and evaluation skills. For example, tasks that will be set include:

- researching a specific topic or person
- writing scripts for exploration in class or as a record of class exploration
- evaluation of class performance work

Assessment

Students will be assessed in the three main areas of Drama: Rehearsal, Performance and Evaluation. They are assessed in lesson throughout the course as well as summative end of unit assessments that have both practical and written elements. This will include both self and peer assessment.

Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons

- LAMDA Acting Qualification
- School Productions
- Summer Festival productions

Teaching Staff

Deb Postgate
Sally Harmer

<p>Autumn Term 1 Where does modern comedy come from?</p> <ul style="list-style-type: none"> • Develop different used of voice including tone, pitch and pace as well as Commedia techniques • Learn the key elements of comedy such as rule of three, oppositional double act and anticipation • Explore traditional stock characters and movement skills <p>Assessment Students will create a commedia piece for assessment using the characters developed throughout the unit. They will apply the various commedia techniques learnt through the course for the assessment.</p>	<p>Autumn Term 2 Why is it funny?</p> <ul style="list-style-type: none"> • Application of script skills to practical work • Understanding of areas of the stage, types of stage and correct Terminology for elements of staging • Presentation of a script for an audience including presentation of character through voice and movement <p>Assessment Students will be assessed on their application of skills during the rehearsal process of a script and well as through their final presentation of a script. The class will also evaluation their own performance by way of a written assessment.</p>
<p>Spring Term 3 Who killed Sir Bradley Lemon?</p> <ul style="list-style-type: none"> • Explore the use of role play though a murder mystery • Use rehearsal techniques such as writing in role and hot-seating • Employ instant improvisation skills within group work to further the role play <p>Assessment Students will be assessed across the whole unit and are required to show consistent characterisation and investigative skills. They will be assessed on their contribution, performance and reasoning skills over the half-Term.</p>	<p>Spring Term 4 How do we put creative intention in a script?</p> <ul style="list-style-type: none"> • Explore how to use a stimulus to develop their own script writing skills • Develop characters as well as plot, sub-text and narrative structures • Write and direct a script for presentation for presentation to a group <p>Assessment Students will be assessed across the whole unit and are required to show consistent characterisation and investigative skills. They will be assessed on their contribution, performance and reasoning skills over the half-Term.</p>
<p>Summer Term 5 Why should Shakespearean plays be performed and not studied? Explore the traditions of Shakespearean Theatre including staging, traditions and audience</p> <ul style="list-style-type: none"> • Learn the use of the First Folio as well as verse and prose in action • Understanding of develop of tragedy and comedy traditions as well as its links to previous styles of theatre <p>Assessment Students will be assessed on their presentation of their learning. They will be expected to present the skills they have learnt as well as completing an evaluation of their own performance by way of a written assessment.</p>	<p>Summer Term 6 Why should Shakespearean plays be performed and not studied?</p> <ul style="list-style-type: none"> • Explore the traditions of Shakespearean Theatre including staging, traditions and audience • Learn the use of the First Folio as well as verse and prose in action • Understanding of develop of tragedy and comedy traditions as well as its links to previous styles of theatre <p>Assessment Students will be assessed on their presentation of their learning. They will be expected to present the skills they have learnt as well as completing an evaluation of their own performance by way of a written assessment.</p>

Aims of the course

In line with National Curriculum guidance, we aim to ensure that students:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn, elaborating and explaining clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- engage with cross-curricular subject matter continuously, including aspects relevant to PSHE, fundamental British values and varied spiritual, moral, social and cultural issues
- implement and develop ICT skills

Homework

Homework is set using Google Classroom and will follow the Lower School Homework timetable that will be produced each academic year. Each week students will be required to learn the spelling of key vocabulary lists including cross-curricular Terms and learn to recite a poem from memory. Beyond this, homework tasks, frequency and depth are differentiated based upon student needs and progress, but tasks set may encompass reading, reviewing own/others' work, researching, summarising, mind mapping/planning, re-drafting, rehearsing, revising, forming presentations, devising annotated storyboards or depictions of symbols and contextual factors as specified in lesson-by-lesson plans within detailed schemes of work for each unit.

Assessment

Assessment includes self, peer and teacher review along with both formative and summative assessment as suggested in lesson-by-lesson plans within detailed schemes of work for each unit. The nature of the feedback given varies dependent upon task, purposes and individual student needs, at times featuring comments only, yet comprising college attainment grades in more formal tasks. Key assessment pieces are collated in assessment folders, which remain with students throughout each year of study in order to track ongoing progress and thus enable students and teachers to formally and holistically reflect upon targets set and achievements.

Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons

Theatre visits; library visits; independent reading including both non-fiction (such as newspapers) and fiction (also encouraged with the 'Book in a Bag' scheme); independent review and consolidation of grammatical concepts covered in lessons; listening to engaging speakers (live, television and radio performances); homework support; verbal presentations of work to other year groups and parents; attendance of clubs such as Film Club to watch literary adaptations; revisiting work and reviewing targets; correcting any spelling errors identified in work; identifying synonyms for commonly used words to expand personal vocabulary; maintaining a diary/completing creative writing tasks such as poetry and stories; corresponding with a pen friend.

Teaching Staff

Susan Goodsell
Gemma Sanchez

<p>Autumn Term Teacher 1</p> <ul style="list-style-type: none"> Phonology: How do phonological choices help to shape meaning and create effects? Study of phonetics using a range of texts (poems, advertisements; spells, theme tunes, radio transmissions) in order to relate these grammatical concepts <ul style="list-style-type: none"> Cross-curricular links (including PSHE and values): speech and sounds; media ICT opportunities: devising comic strips; drafting spells/poems; utilising recording equipment to record theme tunes/radio transmissions 'Old Possum's Book of Practical Cats', TS Eliot/selected poems by Carol Ann Duffy and Simon Armitage: How is poetic form used to present character viewpoints? Analysis of the poetic devices and themes presented in the poetry collection to apply such techniques and ideas to students' own poetry writing <ul style="list-style-type: none"> Cross-curricular links (including PSHE and values): behaviour; morals; crime and deviancy ICT opportunities: using the internet to research subjects of poems; drafting own poems/essays; presenting poems 	<p>Autumn Term Teacher 2</p> <ul style="list-style-type: none"> Pirate project/Metaphysical poetry project: How are rebellion and individualism presented in different genres, forms and time periods? Comparing deviants across texts and throughout history, including analysis of poetry and film to inspire a range of non-fiction writing tasks <ul style="list-style-type: none"> Cross-curricular links (including PSHE and values): piracy and criminality; rebellion; anti-heroes; love; sex; assertiveness ICT opportunities: using the internet to research pirates or literary traditions; presenting ideas; audiovisual viewing; drafting articles/ essays Teen' Magazines/The Music Machine: What are the features of effective journalism? Analysis of the conventions of teen' magazines OR creation of a fictional band and a range of media to promote and describe them <ul style="list-style-type: none"> Cross-curricular links (including PSHE and values): media portrayals; stereotypes; social values ICT opportunities: drafting letters/biographies/songs/internet pages; presenting work
<p>Spring Term Teacher 1</p> <ul style="list-style-type: none"> 'Hamlet'/'Macbeth', William Shakespeare: How does Shakespeare present the cultural values of his time in his portrayal of tragedy? Textual analysis focused upon how individuals act to gain control and assert themselves and societal codes of conduct/transgression <ul style="list-style-type: none"> Cross-curricular links (including PSHE and values): communication; control/ power; treachery ICT opportunities: drafting diary entries/essays/reviews; audiovisual viewing; researching Shakespearean culture using the internet 	<p>Spring Term Teacher 2</p> <ul style="list-style-type: none"> 'Holes', Louis Sachar/ 'Roll of Thunder, Hear My Cry'/'The Outsiders', SE Hinton: How do writers use language and structure to present plot, characters and themes? Textual analysis focused upon how individuals succumb to/are associated with crime and how their relationship with others contributes to this <ul style="list-style-type: none"> Cross-curricular links (including PSHE and values): unity; (in)justice; crime/delinquency; penance ICT opportunities: creating storyboards of film trailer/perhaps creating short films; drafting newspaper articles/analytical responses/letters/creative writing; audiovisual viewing
<p>Summer Term Teacher 1</p> <ul style="list-style-type: none"> 'Pygmalion', George Bernard Shaw/ 'Educating Rita': How is the work of dramatists communicated effectively through performance? Textual analysis focused upon how individuals aspire to and achieve 	<p>Summer Term Teacher 2</p> <ul style="list-style-type: none"> 'The Island of Doctor Moreau', HG Wells/'The Strange Case of Dr Jekyll and Mr Hyde', RL Stevenson: How do writers use language and structure to present plot, characters and themes? Textual analysis

<p>self-improvement and the role of language and education in such progress</p> <ul style="list-style-type: none"> - Cross-curricular links (including PSHE and values): linguistic prejudice; social mobility; England's class system; gender; women's rights - ICT opportunities: drafting essays/casting sheets; researching the historical context/associated texts using the internet; designing dioramas; audiovisual viewing 	<p>focused upon the role of ethics in working towards personal ambitions</p> <ul style="list-style-type: none"> - Cross-curricular links (including PSHE and values): mavericks and pariahs; megalomaniacs and power; scientific endeavours and ethics - ICT opportunities: using the internet to research texts/scientific exploits; presenting research; drafting diary entries/webpages/encyclopaedia entries/articles <ul style="list-style-type: none"> ● The Island: What are the features of effective fiction and non-fiction writing? Composing varied styles of writing tasks based upon the premise of being stranded on an island <ul style="list-style-type: none"> - Cross-curricular links (including PSHE and values): emergency strategies; leadership and authority; community - ICT opportunities: drafting descriptions/letters/diary entries/speeches; researching survival guides using the internet; audiovisual viewing
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Aims of the course

Aim to ensure that students:

- Develop analytical skills and critical thinking
- Are able to understand deeper meanings presented in media texts
- Understand how contextual factors may have influenced media texts
- Develop an understanding of genre codes and conventions
- Implement and develop ICT skills
- Will be able to work creatively in teams
- Learn to work to a specific brief set by a 'client'
- Improve writing skills using a variety of styles specific to different media texts
- Improve confidence in writing and presenting ideas
- Develop their own original creative ideas for a range of media products
- Have the skills necessary to excel in creative and technical subjects once they reach GCSE level

Homework

Differentiated homework task will be set once a week for media studies; tasks are always differentiated based upon student need and progress. Tasks set may include, reviewing media texts using a set criteria, researching media products which may inspire their own ideas, planning posters, video game and DVD covers, revising subject specific Terminology, creating presentations, creating storyboards for moving image media texts, comparing media text within an industry, micro-analysing sequences from films and creating comic book images and narratives.

Assessment

Assessment includes self-assessment through consideration of individual progress, peer assessment. Teachers will provide both formative and summative assessment. Students will be provided the opportunity to improve upon assessed tasks at any time. Key assessment pieces will also receive a level, which students will be able to see clearly in their books, to enable students to see their own progress. Targets and suggestions for improvement will always be given, even when the highest grades have been achieved.

Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons

Encouraging consumption of a wide variety of media texts as appropriate. Texts may include newspapers, news websites, foreign and independent film, video games created by independent developers, and mainstream and niche comics and graphic novels. Encouraging creative skills such as photography, filming and editing would also give students an advantage although all of these skills will be taught and practised within lessons. Documentaries concerning media industries and 'the making of' documentaries may be particularly helpful. A lunchtime film club will be available to all students.

Teaching Staff

Mark Young

Lisa Herron

<p>Autumn Term Teacher 1 How can we create a minimalist film poster? Research minimalist film posters.</p> <p>Create a minimalist film poster.</p>	<p>Autumn Term Teacher 2 Film Festival What is a film festival?</p> <ul style="list-style-type: none"> • Work in groups to devise a programme on a given theme for a College film festival • Carry out audience research and chart feedback • Create and design minimalist film posters using Photoshop • Research and write programme notes, using PowerPoint • Present ideas to an audience • Cross-curricular links to ICT through use of Photoshop, PowerPoint and the internet • Cross-curricular links to Art through designing a poster • Cross-curricular links to English language through textual analysis, writing for an audience, oral presentation <p>Assessment: Programme notes for festival</p>
<p>Spring Term Propaganda Posters</p> <ul style="list-style-type: none"> • Analysis of propaganda techniques – historical and contemporary, political and advertising • Create and design propaganda posters on a chosen theme, using Photoshop • Cross-curricular links to PHSE and History through moral, political and historical issues • Cross-curricular links to ICT through use of Photoshop, PowerPoint and the internet • Cross-curricular links to Art through designing a poster <p>Radio play</p> <ul style="list-style-type: none"> • Analysis of radio play techniques • Analysis of sound in radio plays • Devise, script and record a radio play • Create foley sound for a radio play • Edit sound to produce final play • Cross-curricular links to Music through analysis of sound and recording techniques • Cross-curricular links to Drama through script-writing and performing • Cross-curricular links to English through devising and writing a play 	

<p>Assessment: Evaluation of radio play using critical framework. Analysis of poster.</p>	
<p>Summer Term Parody promotional video</p> <ul style="list-style-type: none"> ● Analysis of promotional video techniques ● Devising, scripting, filming and editing a parody promotional video ● Cross-curricular links to English through devising and writing a script ● Cross-curricular links to ICT through use of Imovie ● Cross-curricular links to Drama through performance <p>Assessment: Storyboard of key scenes</p>	

COURSE OUTLINE

FRENCH

Aims of the course

This course is designed to instil in the students a love and understanding of the French language by encouraging them to:

- gain experience and develop self-confidence in oral and aural skills
- learn about France and its culture
- use basic language structures in written tasks

Assessment

A majority of the marks for French will be based on classroom participation, daily assignments, projects, and topic or unit tests. Student success will be highly dependent on active participation and effective use of classroom resources. There are formal written assessments at the end of each Term.

Homework

Homework tasks, frequency and depth are differentiated based upon student need and progress, but tasks set may encompass researching, redrafting, completing grammar exercises, listening, reading. All students are expected to learn new vocabulary every week.

Students are encouraged and expected to attempt all homework assignments and to seek help before the due date as necessary.

Support available

We are available throughout the week for support. Lunchtime sessions will be available on request but we are also available at the end of the school day or at breaks for more informal support.

What parents can do to help

Talk to your son or daughter about their work in French. Test them on their vocabulary.

It is strongly recommended that students have a French-English dictionary to use at home. If internet access is available, www.wordreference.com and other sites can also be used. The use of online translators and grammar correction software is not advised.

Teaching staff

Nadia Bouakaz

Aurelie Hubert

PROGRAMME OF STUDY (Studio 2)

FRENCH

<p>Autumn Term: 1a</p> <p>Bridging Unit :</p> <ol style="list-style-type: none"> 1. talking about family 2. talking about jobs 3. Baseline test (European Day) 4. Describing the weather 5. Learning European countries 6. Consolidate learning with the grammar 	<p>Autumn Term 1b</p> <p>T'es branche? Module 1</p> <ol style="list-style-type: none"> 1. Television (present tense er verbs) 2. Passion for the cinema (Present tense of avoir/etre) 3. Reading (present or ir and re verbs) 4. Talking about the internet ((aller /faire) 5. What you did yesterday (perfect tense) 6. Assessment : talking about your favourite television programmes, films and books)
<p>Spring Term 2a</p> <p>Paris je t'adore! Module 2</p> <ol style="list-style-type: none"> 1. A week in Paris (perfect tense regular) 2. My album photos (perfect tense irregular) 3. Understanding information (describing an attraction) 4. Saying were you went (perfect tense with etre) 5. Interviewing a suspect (questioning using perfect tense) 6. Assessment : Present/ past, talking about what you did/do in Paris. 	<p>Spring Term 2b</p> <p>My identity Module 3</p> <ol style="list-style-type: none"> 1. My character (personality/adjective agreement) 2. Talking about relationship (reflexive verbs) 3. What music do you like? (agreeing, disagreeing and giving reasons) 4. .My style Talking about clothes (future tense) 5. Talking about your passion (past present future) 6. Assessment :. Regional identity (talking about different regions)
<p>Summer Term 3a</p> <p>My place your place! Module 4</p> <ol style="list-style-type: none"> 1. Where I live (describing you live comparative adjectives) 2. In my flat 9describing your home/prepositions) 3. Talking about meals (Irregular verbs) 4. Discussing what food you buy (il faut) 5. Talking about an event (using three tenses) 6. Assessment: Talking about where you live. 	<p>Summer Term 3b</p> <p>What a talent! Module 5</p> <ol style="list-style-type: none"> 1. France has talent (using vouloir) 2. I must win (pouvoir and devoir) 3. Don't do this (the imperative tense) 4. Who is the best (the best/the most/the least) 5. And the winner is! (using a variety of structures and tenses) 6. Assessment: all about the new star!

Aims of the course

To enable students to;

- Understand that people have different perceptions of environments and issues depending on their background.
- Understand how different extreme environments are created, explore the complexities of living in these areas and consider how specific issues can be managed.
- Explore the misconceptions of Africa and the diversity of the continent in regards to climate, landscapes, physical geography and levels of development.
- Enquire and question the positive and negative impacts that modern technology can have on LEDC countries.
- Consider the causes and impacts of crime at different scales and the ways in which it can be effectively managed.
- Develop data collection, interpretation and presentation skills.
- Understand the role of superpower countries such as China, consider the importance of economic development and investigate its impact on culture, environment and inequalities.
- Identify and describe the formation of a range of specific river features, and consider the causes, impacts and responses of flooding in countries at contrasting levels of development.
- Enable students to work independently on activities as well as in a team and with all other members of the class, consolidating the ability to negotiate, make decisions and apply a range of techniques as part of a group.
- Begin to appreciate the role of culture, religion, politics, countries development and management issues surrounding geographical issues.
- Develop and employ map-skills to identify physical features and consider how these can be appropriately utilised.
- Ask geographical questions, think critically, constructively and creatively and analyse and evaluate evidence.
- Find ways of applying geographical understanding to create new interpretations of places and spaces.
- Effectively communicate geographical understanding through the use of appropriate Terminology and supporting data.

Homework

Homework is set using Google Classroom and will follow the Lower School Homework timetable that will be produced each academic year. Homework tasks are designed to further extend students' understanding of key geographical issues and develop their independent research and working skills. Students will be set a homework project sheet for each Term consisting of two core tasks alongside four optional tasks, of which students must complete two. These are a variety of activities including comprehension based tasks, designing and creating information posters, worksheets and revision based activities.

Assessment

Student progress is tracked through the formative assessment of class work and homework throughout the Term as well as regular self and peer assessment. Students complete a summative assessment at the end of each Term to assess their knowledge and understanding and help monitor and track their overall progression throughout the year.

Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons

Teacher support is available every lunchtime and after-school, (4-5pm), in Room 14 for students seeking further guidance or feedback with class or homeworks. Students also have regular opportunities throughout each Term to develop their computer literacy through independent research, data manipulation and the creating graphs from geographical data on Excel, as well as presenting the

results of geographical enquiries via Publisher and Powerpoint presentations. In addition, students develop their GIS skills through use of programs such as Google Earth to create a higher skilled cartographic experience.

Parents are encouraged to speak to students about their work in Geography and encourage them to practice map skills and identify geographical features outside of school, as well as discussing geographical events taking place around the world and reported in the news to encourage them to take an interest in different countries and cultures. Parents could also encourage their child to create a project about a place they have visited, such as features, currency, food, language, culture, which will be rewarded by the Geography department.

Teaching Staff

Nadine Whaymand
Christopher Barradell
Harry Gilbert

<p>Autumn Term 1 What makes an extreme environment?</p> <ul style="list-style-type: none"> ● To identify and locate a range of extreme environments. ● To understand and explain how extreme environments, such as deserts and arctic environments, are created. ● To identify the issues surrounding living in an extreme environment, such as Siberian Russia and Dubai. ● To explore to what extent living in extreme environments is sustainable. ● To integrate geographical skill in learning. ● To learn how different species adapt to and survive in an extreme environment. 	<p>Autumn Term 2 Misconceptions of Africa- Is Africa really undeveloped?</p> <ul style="list-style-type: none"> ● To identify and locate the contrasting human and physical features of Africa and give reasons for this. ● To understand why tourists visit Africa and the advantages and disadvantages of Matamata, Tunisia. ● To understand the role of globalisation in Africa through investigating football player trade and the impact of coltan mining on the environment, habitats, development and political stability. ● To explore and understand the impact of conflict in Sudan.
<p>Spring Term 3 Can regeneration resolve the socio-economic issues in our cities?</p> <ul style="list-style-type: none"> ● A local case study focused topic based in Rochester. ● To recognise the identity and socio-economic characteristics of Rochester. ● To investigate the causes of decline and need for regeneration in both a localised, national and international scale. ● To plan an enquiry and collect data to assess the effectiveness and sustainability of local regeneration schemes such as "Rochester Riverside" and the ongoing "Intra Rochester". ● To present collated data in an accurate and informative way to help support enquiry findings. ● To interpret data in a clear and concise way, linking to our understanding of key themes and processes and drawing our own, valid conclusions. 	<p>Spring Term 4 Who wants to live forever?</p> <ul style="list-style-type: none"> ● To identify, describe and explain trends in demographic and health data using a range of sources, cartographic and graphical representation. ● To compare locations and identify similarities and differences in their populations, focusing on a regional scale and variations within the UK. ● To explain the reasons for variations in health data. ● Analysing the impact of an ageing population on the economy, society and environment, through use of case studies such as Italy, Japan and the UK. ● Evaluating the strategies used to manage ageing populations, and the sustainability and long Term impacts of these strategies.
<p>Summer Term 5 Can mass gatherings and festivals be sustainable and safe?</p> <ul style="list-style-type: none"> ● To consider the physical and human factors that impact upon the location of specific festivals, most notably Glastonbury. ● To develop and utilise a variety of map skills to identify, locate and describe festival locations. ● To consider the factors that make festivals appealing to different groups, and the positive and negative impacts they can bring. ● To investigate how festivals can be run in a sustainable way, meeting the needs of different groups and minimizing their impact on the environment. 	<p>Summer Term 6 Made in China?</p> <ul style="list-style-type: none"> ● To identify and describe the location of China and its key physical features. ● To investigate the distribution of population in China and identify issues of overpopulation. ● To consider how China has developed and changed over time. ● To investigate how a range of human rights issues are addressed by China. ● To explore the role of industry in China's development and its successes and failures. ● To investigate the range of environmental issues faced by China and consider how these could be effectively managed.

Aims of the course

To enable students to: -

- Gain an understanding of some significant revolutions that have shaped Britain and the world
- Study societies in change and understand the role of people and ideas in shaping history
- Develop skills of source analysis, essay writing and historical interpretation
- Make comparisons and evaluate differing periods of history for similarities and to evaluate causal links
- Assess their own work and to identify and apply improvements

Course outlines are subject to change as we like to respond to students' interests and local archaeological finds as they are discovered.

Homework

Homework is set using Google Classroom and will follow the Lower School Homework timetable that will be produced each academic year. Homework will be set depending on the needs of the tasks and will be a mixture of preparation, written assessment and skill development. It will consist of tasks that will help students to follow subsequent lessons and / or used to develop and consolidate areas covered in class. Homework will be set as per the lower school homework policy.

Assessment

A mixture of self, peer and teacher-led assessment are employed, as appropriate to the task set. The students will receive regular assessable work with written work assessed at least every three weeks. There are formal written assessments at the end of each Term.

Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons

Lower school teachers are available for support throughout the week. Lunchtime sessions will be available on request but teachers are also available at the end of the school day or at breaks for more informal support. Parents are encouraged to discuss with their son or daughter their history work. There is a wealth of material available online and elsewhere which students are encouraged to engage with paying particular attention to concepts such as cause, consequence and interpretations.

Teaching Staff

Tom Saul

Ellen Crozier

Anthony Gilliland

PROGRAMME OF STUDY

HISTORY

<p>Autumn Term 1 How did the British Empire come about?</p> <ul style="list-style-type: none">• How did England expand its influence beyond Britain?• What impact did England's early expansion have on the world?• How powerful was Elizabeth I?	<p>Autumn Term 2 Why did the English execute their King?</p> <ul style="list-style-type: none">• Why did the English Civil War occur?• Why did the English execute their King?• Did Cromwell's rule change Britain?• Why were witches so feared in this period?
<p>Spring Term 3 Why was the French Monarchy violently overthrown?</p> <ul style="list-style-type: none">• Why did France descend into revolution?• How did the ideas of the Enlightenment philosophers influence thinking?• What role did women play in the revolution?	<p>Spring Term 4 What impact did the French Revolution have?</p> <ul style="list-style-type: none">• Why did Napoleon rise to power?• How did the French Revolution impact other parts of the world?• Is violent protest ever justified? (Were Revolutionaries justified in overthrowing the Monarchy?)
<p>Summer Term 5 Were the British forces justified in fighting for continued control of American colonies?</p> <ul style="list-style-type: none">• How did the British settle and come to have colonies in North America?• Why did North American colonies fight for independence?	<p>Summer Term 6 Was the Industrial Revolution a non-violent revolution?</p> <ul style="list-style-type: none">• How did Britain and the world change during the Industrial Revolution?• Did everyone benefit from the industrial revolution?

COURSE OUTLINE

MATHEMATICS

Aims of the course

In line with National Curriculum guidance, we aim to ensure that students

- Use the skills of arithmetic including the manipulation of fractions, decimals and percentages
- Understand and use more complex rules of algebra
- Know how to calculate area of triangles, parallelograms and trapeziums and the volume and surface area of cubes and cuboids
- Understand and use more complex data handling skills
- Understand and interpret straight line graphs, conversion graphs and other real-life graphs
- Are able to use decimals with ratio and proportion
- Apply the above skills to solve open ended problems.

Homework

Homework is either set on the online platform HegartyMaths or Google Classroom and it will follow the Lower School Homework timetable that will be produced each academic year. Homework tasks are designed to allow students to consolidate the concepts learned in class, with differentiated tasks appropriate to individual students. This will include some investigational problems, as well as learning vocabulary, and revision for tests.

Assessment

Questioning in lessons, marking of student work, homework and test results will inform teaching to help students improve. Tests will be given at the end of each unit. Each test will be given an RIC level to enable students to check their progress in each skill throughout the year.

Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons

In lesson support, support at lunchtime; revisiting work and reviewing targets;
See Maths Curiosity Sheet on the College website for extension materials
Support with preparation to take part in various local and national Maths Challenges

Teaching Staff

Nikki Bryan
Ibilola Edward

PROGRAMME OF STUDY

MATHEMATICS

<p>Autumn Term 1 Unit 1. Number Calculations, divisibility and division, negative integers, powers, roots and brackets. Multiples and factors. Unit 2. Area and volume Area of a triangle, parallelogram and trapezium. Volumes of cubes and cuboids. 2D representations of 3D shapes. Surface area of cubes and cuboids. Converting between basic area and volume measures.</p>	<p>Autumn Term 2 Unit 3. Statistics, graphs & charts Pie charts, using tables, stem and leaf diagrams, comparing data, scatter graphs, misleading graphs Unit 4. Expressions and equations Algebraic powers, expressions and brackets, factorising expressions. One-step and two-step equations. Balancing method.</p>
<p>Spring Term 3 Unit 5. Real life graphs Conversion graphs, distance time graphs, line graphs, real life graphs, curved graphs. Unit 6. Decimals and ratio Ordering decimals and rounding. Place-value calculations. Calculations with decimals. Ratio and proportion with decimals.</p>	<p>Spring Term 4 Unit 7. Lines and angles Quadrilaterals. Alternate angles and proof. Angles in parallel lines. Solving geometric problems with and without algebra. Exterior and interior angles.</p>
<p>Summer Term 5 Unit 8. Calculating with fractions Ordering fractions, Adding, subtracting and multiplying and dividing with fractions. Calculating with mixed numbers. Unit 9. Straight-line graphs Direct proportion on graphs. Gradients. Equation of straight lines.</p>	<p>Summer Term 6 Unit 10. Percentages, decimals and fractions Fractions and decimals, equivalent proportions, writing percentages, finding percentages of amounts.</p>

Aims of the course

The music curriculum includes a number of aims related to performing, listening, composing, improvising and notation, in relation to which progress in music is determined.

- Performing- Students develop performing and/or sequencing skills in vocal and instrumental solos and ensembles and using music ICT. They learn to perform accurately, creatively and expressively.
- Improvising/Composing- Students create and develop musical ideas through the exploration of a range of compositional and improvisational strategies drawn from a range of musical sources. They explore and experiment with the effects of particular musical choices when improvising and composing. They use ICT creatively and as an integral part of the compositional process.
- Notation- Students use notation as an aid to successful performance. They develop a grasp of a range of notational strategies drawn from a range of musical sources and create new notational ideas.
- Listening- Students develop the ability to articulate thoughts about music using different vocabularies, including, but not limited to the description of music in terms of musical elements. They develop the ability to discuss the different effects of particular musical choices.
- Contextual- Students relate music to its social, political, historical context. They relate musical ideas to textual, visual and other media

Homework

Homework tasks, frequency and depth are differentiated based upon student need and progress, and when these support the work that goes on in class. These include research tasks, presentations, short and longer answer tasks, amongst others.

Assessment

We use a range of formative and summative assessment strategies at KS3 to assess individual progress, as well as contribution in paired and group work. Assessment is linked to criteria that allow for creative freedom, but that are also clear to students. In addition, these criteria are linked to the requirements of exam courses at KS4 and KS5. Regular recording and playback of work in progress allows students to think about how their work is developing in the shorter and longer term, and allows teachers to give regular feedback to students about this work. Schemes of work are adaptable and have changed significantly over time to accommodate the particular needs and interests of particular groups, and as the results of assessments are fed back into unit and lesson planning. The development of skills of listening to and thinking about music by other composers and performers plays a part in students' assessment of their own work and the work of their peers.

Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons: Music trips, visits to see live music, participation in school lunchtime clubs, school ensembles and school concerts, online tutorials and tasks, independent listening, reviewing recordings of work done in class, developing ideas for musical compositions at home, practicing an instrument, exploring the possibilities of online and offline music technology, forming bands and other self-directed ensembles.

Teaching Staff

Darren Taggart
David Milln

<p>Autumn Term 1: InTermediate Music Theory Developing a further understanding of music theory including:</p> <ul style="list-style-type: none"> ● Time signatures ● Compound time ● Key signatures ● Harmonic devices ● Self and peer evaluation 	<p>Autumn Term 2 InTermediate Music Production Developing a further understanding of Digital Audio Workstations including:</p> <ul style="list-style-type: none"> ● Processing audio ● MIDI effects ● Dynamic processing ● Ambience and modulation ● Self and peer evaluation
<p>Spring Term 3 Soul, Blues and Rock Music Introduction to Blues and Soul, with the transition into Rock music genres. Including:</p> <ul style="list-style-type: none"> ● Historical and cultural background ● Rhythmic and tonal features ● Evolution ● Key artists ● Performance ● Self and peer evaluation 	<p>Spring Term 4 Electronic Music Introduction to Electronic music, with the transition into modern incarnations. Including:</p> <ul style="list-style-type: none"> ● Historical and cultural background ● Rhythmic and tonal features ● Evolution ● Key artists ● Composition ● Self and peer evaluation
<p>Summer Term 5 TV Theme Tunes Introduction to the history and concept of music for TV shows, including:</p> <ul style="list-style-type: none"> ● The use of the hook and sting ● Playing a selection of popular TV themes ● Composing an original TV theme ● Self and peer evaluation 	<p>Summer Term 6 Music of the Caribbean Introduction to Reggae and Samba, with features found in popular music. Including:</p> <ul style="list-style-type: none"> ● Historical and cultural background ● Rhythmic and tonal features ● Evolution ● Key artists ● Performance ● Self and peer evaluation

COURSE OUTLINE

PSHE

Personal, Social, Health & Economic education - including Relationships & Sex Education

Aims of the course

To enable students to: -

- Develop their knowledge and understanding of personal health and well-being.
- Develop their knowledge and understanding of relationships in a variety of contexts.
- Develop their knowledge and understanding of living as part of a wider community, considering their economic wellbeing and what it means to be a responsible citizen.

Assessment

Ipsative assessment at the end of each Term. A range of peer and self-assessment strategies are utilised within form time sessions and through class discussion.

Homework

Homework is not set for PSHE in Year 8.

Extra Curricular activities available

N/A

Support available

Students are able to discuss any issues or concerns raised through their PSHE sessions, or further discuss the topics covered with a member of the Year 8 pastoral team (Head of Year, form tutors etc) at any time.

Groupings or setting

PSHE in Year 8 is delivered within tutor groups (mixed ability).

What parents can do to help

Talk to your son or daughter about the topics covered within PSHE and discuss any issues they may have questions or concerns about.

Encourage your son or daughter to speak to their PSHE teacher or pastoral team if they have any particular questions or concerns, or if they wish to further discuss and develop their knowledge and understanding of the topics covered.

Teaching staff

Deb Postgate

<p>Autumn: Term 1 Being Me in My World Students will be able to:</p> <ul style="list-style-type: none"> ● recognise their individuality and how everyone is multi-faceted ● identify their influences and how important they are to their identity ● understand how families can be made up of many different types of people ● question the importance of community in their lives and the lives of others ● recognise the various stereotypes in families and the expectations that come with it ● question first impressions ● identify the impact of first impressions and when they can make a difference ● manage the influences that form their identity ● understand the valuable people they can have for marriage and its legal status ● recognise the importance of faith and belief in their own and others' lives ● understand the protected characteristics identified in the Equality Act (2010) ● recognise the importance of their rights and liberty 	<p>Autumn: Term 2 Celebrating Difference Students will be able to:</p> <ul style="list-style-type: none"> ● understand the impact of persecution and how it can manifest ● recognise the importance of celebrating our similarities ● positively influence how we view others ● question prejudice including racial and religious prejudice ● recognise how the media can affect how we perceive others after a tragedy ● identify the types of incident that can be racist or religious hate incidents and crimes ● define justice, injustice & society ● identify social inequality within the UK ● recognise how they can tackle inequality and where to get support ● acknowledge the benefits of living in a multicultural society ● understand that the world has various different belief systems ● recognise the positive aspects of religion and how to be more balanced in our views about religion ● recognise the dangers of radicalisation ● question stereotypes ● define what bullying is, why it is wrong and its negative impact ● identify the different types of bullying and understand when bullying should be reported to the police ● state what is meant by LGBT+ ● recognise the importance of standing up for your beliefs and its effects on your self-identity
<p>Spring: Term 3 Dreams and Goals Students will be able to:</p> <ul style="list-style-type: none"> ● state the difference between short, medium and long term goals ● recognise the value of planning and goal setting ● acknowledge the value of 'grit' in achieving goals and dreams ● identify the value of being online as a resource ● recognise how the internet can be unsafe and how to be protected online ● define their digital footprint and its impact ● know how to keep themselves safe online ● acknowledge the influence the choices that are made can have on their future 	<p>Spring: Term 4 Healthy Me Students will be able to:</p> <ul style="list-style-type: none"> ● define what is meant by being healthy ● identify the different types of health e.g. physical, environmental, spiritual, social, mental and emotional ● understand the different ways that we can stay healthy ● review if they keep themselves healthy and their responsibility to their health ● acknowledge how they can improve their own health ● define stress and identify situations that can be perceived as stressful ● give tips on how to help someone deal with stress

<ul style="list-style-type: none"> ● recognise what it important to track and monitor their spending ● understand how location and career can affect salary ● define what factors can impact salary growth ● create a budget for a low income budget ● understand why people may get into debt ● recognise wealth disparity around the world ● identify the impact of poverty on individuals ● acknowledge the emotional impact of money 	<ul style="list-style-type: none"> ● acknowledge what triggers stress in a person ● identify various substances and acknowledge the effect they can have on the mind and the body ● question why people use substances and what they could do instead ● define what is meant by substance misuse ● understand the law's firm stance on substance misuse ● recognise the difference between Class A, B & C drugs ● recognise how young people can get involved in using and supplying drugs ● identify what is meant by 'county lines' in relation to drugs ● recognise how young people can be in danger of exploitation ● understand why people have vaccinations and what is meant by herd immunity ● recognise why people take medications
<p>Summer: Term 5 Relationships Students will be able to:</p> <ul style="list-style-type: none"> ● recognise the importance of our relationship with ourselves ● recognise the impact social media can have on this relationship ● identify my strengths, weaknesses and how I take care of myself ● debate editing or photo-shopping images and the impact that this has ● identify have different relationships can create different emotions and how to take control of these situations ● recognise the importance of boundaries within a relationship ● identify what are appropriate boundaries for their age group ● define why privacy is important ● identify their own boundaries e.g. personal space ● state how personal space can be invaded online ● acknowledge appropriate behaviour when meeting someone ● identify what makes a good relationship ● review bullying ● define an unhealthy relationship e.g. controlling , coercive ● review online safety ● understand how you can potential break the law on social media e.g. libel, copyright 	<p>Summer: Term 6 Changing Me Students will be able to:</p> <ul style="list-style-type: none"> ● recognise how I feel about intimate relationships ● understand what happens when people experience physical attraction e.g. physical & emotional ● acknowledge their own opinions about love and relationships ● review what makes a healthy relationship ● identify how age can affect the ability to have a good relationship ● manage their emotions as they could begin to have intimate feelings ● recognise the different phases of love e.g. crush, attraction, love ● define pornography ● debate if it is ok to watch pornography as an adult ● understand the laws around watch and possessing pornography ● recognise how pornography does not represent real life experiences ● understand how alcohol is made ● know what the law is relating to alcohol if you are under 18 ● recognise the negative impact of consuming alcohol to excess ● state how the body and mind can be impaired by alcohol

Physical Health and Mental Wellbeing
Both RSE and PH & MW

Aims of the course

- Become confident citizens in a technological world, able to take or develop an informed interest in matters of scientific importance
- Recognise the usefulness and limitations, of scientific method and appreciate its applicability in other disciplines and in everyday life
- Develop the abilities and skills relevant to the study and practice of science that are also useful in everyday life
- To encourage safe practice
- To stimulate curiosity, interest and enjoyment in science and its methods of enquiry.
- To develop an interest in, and care for, the environment
- Understand that some principles and concepts are common to all science, while others are more particular to the separate sciences of biology, chemistry and physics
- Promote interdisciplinary enquiry through practical investigations
- Demonstrate knowledge and understanding of scientific facts, laws, concepts and theories using appropriate scientific Terminology and vocabulary
- Use information to identify patterns and trends and draw inferences from these, make predictions, hypotheses and problem solve
- Develop and use techniques, apparatus and materials and from this make and record observations
- Be able to plan investigations and/or evaluate methods suggesting possible improvements

Homework

Termly homework will consist of a combination of project tasks outlined below and online quizzes of each topic covered. Additionally during the Term students will be given topic tests as each topic is completed, these may be written assessments, practical tasks or a combination of both. Revision for these will be set appropriately and additional support will be offered during the school week.

Term 1 Project – Creating a personal fitness & nutrition plan

Term 2 Project – Research a discovery or invention that changed our world

Term 3 Project – Home science investigations

Term 4 Project – Research how we communicate using waves

Term 5 Project – Research global warming and climate change

Term 6 Project – Research an inherited genetic disorder

Assessment

Progress is traced through observation of practical work, recording of observations and data. Use of worksheets, assessment sheets and past paper questions. Self, peer and teacher assessments will be recorded at appropriate stages throughout the course. Students will complete topic and relevant vocabulary assessment at an appropriate point in their development.

Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons

Talk to your son or daughter about their work in Science. Encourage them to identify the skills they are developing.

Try to encourage them to use a variety of sources, books, television documentaries, Internet to expand upon the current topics being taught and use some of the online resources as a means of assessment (e.g. BBC Bitesize and Seneca Learning).

Each year we support National Science Week by developing a whole school curriculum theme. We study the wonders of space, forensic investigations, conservation awareness and the human body on a 4 year rotation. As part of these weeks we have organised additional activities such as trips to the Big Bang Fair and to the Wildwood Trust.

Teaching Staff

Ben Garton

Alex Martinez
Yang Ooi
Michael Stanley
Danielle Taggart

PROGRAMME OF STUDY**SCIENCE**

Autumn Term 1 <ul style="list-style-type: none">• Photosynthesis & Respiration• Nutrition	Autumn Term 2 <ul style="list-style-type: none">• Energy Resources• Space and Magnetism
Spring Term 3 <ul style="list-style-type: none">• Speed, Velocity and Drawing and Interpreting Graphs• Reactivity Series	Spring Term 4 <ul style="list-style-type: none">• Electricity• Waves
Summer Term 5 <ul style="list-style-type: none">• Pressure and density• The Atmosphere and the Carbon and Water Cycle	Summer Term 6 <ul style="list-style-type: none">• Health• Variation, Adaptation and Evolution

Aims of the course

We aim to ensure that students:

- Use and understand with ease a range of phrases in the target language to communicate within the class environment
- Develop speaking, reading listening and writing skills in a range of real situations and contexts
- Understand and respond to spoken and written language from a variety of authentic sources made up of familiar language in longer sentences and using some variety of vocabulary
- Speak with increasing confidence, using simple sentences and range of vocabulary, about self, family, daily routine, pastimes, clothes and past holidays.
- Develop and improve the accuracy of their pronunciation and intonation in their target language
- Write for different purposes using some grammatical structures that they have learnt and a variety of word groups In the past, present and future
- Work constructively alone and with all other members of the class in groups or pairs in a range of tasks including role play, question and answer and games
- Develop their appreciation of the Spanish and Latin American cultures and their people through popular songs, poems, popular festivals, art and crafts and other authentic sources
- Implement and develop ICT skills
- Raise awareness of other issues by celebrating the European Day of Languages. Participate in Science Week through activities in Spanish.
- Make the students aware of the variety of customs and culture while also focussing on activities and discussion about Fundamental British Values.

Homework

Homework is set using Google Classroom and will follow the Lower School Homework timetable that will be produced each academic year. Homework tasks are designed to reinforce the language learnt in the classroom and increase the students' confidence in the subject. Every week the students should complete a piece of homework, some reading and writing tasks as well as learning their weekly vocabulary. Other tasks will be set when required e.g. using the internet to conduct research about an aspect of a country or culture of the Spanish-speaking world, or in preparation for school theme weeks.

Assessment

Assessment includes self, peer and teacher review along with both formative and summative assessment as suggested in lesson-by-lesson plans within detailed schemes of work for each unit. Assessment tasks are designed to support a mixed ability group and adapted to suit individual needs.

Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons

The students will be presented with ICT opportunities to actively practise the language using some recommended websites, at school and also at home. Arrangements can be made on a weekly basis for students needing help with their homework. Parents are encouraged to talk and be interested in what their son or daughter do and learn during Spanish lessons. Parents or siblings with some knowledge of the language could help with speaking activities by testing vocabulary or with pronunciation. They might also be able to offer their children the possibility to experience some aspect of the Spanish and Latin American culture by tasting some of their food, at home or in a restaurant, listening to some music or even just looking at a travel guide, when planning holidays in Spain.

Teaching Staff

Aurélie Hubert

María del Carmen Torres

<p>Autumn Term: 1a ¿Cómo te fue en vacaciones? - How was your holiday?</p> <ul style="list-style-type: none"> ● Revision of phrases to talk about yourself ● Talking about a past holiday ● Using the preterite of the verb ir ● Saying what you did on holiday ● Using the preterite of regular –ar, -er, -ir verbs ● Giving opinions about your holiday ● Talking about different countries <p>Cross curricular- Geographical skills by learning about different countries. Art activities to celebrate European Day of Languages.</p> <p>Grammar - Introducing the preterite tense of key irregular and common regular verbs.</p> <p>Baseline Assessment - Emphasis on speaking skills describing a holiday. Ongoing assessment through observation of student’s written work, presentations, and quizzes.</p>	<p>Autumn Term 1b ¿Qué aplicación prefieres? - What app do you prefer?</p> <ul style="list-style-type: none"> ● Saying what you use your mobile for ● Revising the present tense of regular verbs ● Giving opinions about music styles ● Talking about TV programmes ● Using the comparative ● Saying what you did yesterday ● Tackling an authentic text <p>Cross curricular links with Music - music genres; and Art - Activities for seasonal celebrations.</p> <p>Grammar - Using two tenses together in the “I and he/she” forms. Using comparisons with más/menos ...que and tan...como.</p> <p>Assessment - Emphasis on reading skills. Take part in a role play, Explain your use of technology through writing tasks.</p>
<p>Spring Term 2a ¿Qué quieres tomar? – What would you like to have?</p> <ul style="list-style-type: none"> ● Say what food you like ● Using a wide range of opinions ● Describing meal times ● Ordering a meal in a Spanish restaurant ● Discuss what to buy for a party ● Using the near future ir + a + infinitive ● Giving an account of a party ● Project work: Design a tapas menu// Latin American food <p>Cross curricular with Graphic design- Project work for Theme week.</p> <p>Grammar - Using usted/ustedes, negative expressions and using three tenses together. Conjugation of verbs in the present, preterite and near future tenses.</p> <p>Assessment - Write and participate in a dialogue to order food and drink. Create a menu. Understand prices.</p>	<p>Spring Term 2b ¿Qué hacemos el finde? – What shall we do this weekend?</p> <ul style="list-style-type: none"> ● Arranging to go out ● Using me gustaría + infinitive ● Making excuses ● Getting ready to go out- verbs for routine ● Talking about clothes ● Describe a fancy dress outfit ● Talk about sporting events ● Project work – a fashion show <p>Cross curricular with Film- A fashion show in Spanish P.E.- Explain their favourite sport. Demonstrate basic skills for that sport.</p> <p>Grammar - Using me gustaría +infinitive. Conjugation of the verbs querer and poder. Using structures with two verbs. Using reflexive verbs. Saying “this/these” in Spanish. Adjectival agreement.</p> <p>Assessment - Create and describe an outfit for a party. Understand details about time, place to meet with friends.</p>

Summer Term 3a

¿Qué sitio quieres visitar? - Which place would you like to visit?

- Describing a holiday house
- Describing holiday activities
- Asking for directions
- Using the imperative to give and understand directions
- Talking about summer camps
- Describing a trip
- Project work- creating a tourist brochure of a city or town in Spain.

Cross curricular: Geography and History when exploring a town and its history on the internet.

Grammar - Using comparatives and the superlative. Using the imperative. Using mejor and peor.

Assessment - Create a tourist brochure. Write a list of key phrases in Spanish for a tourist.

Summer Term 3b

¿Qué te pasa? -What is the matter?
Repaso - Revision

- Saying what is wrong "me duele..."
- Saying you are not feeling well using "tengo ..."
- Spanish song "Hoy no me puedo levantar"
- Discussion on disability
- Asking for remedy at the chemist
- Revision of all topics through ¡Resumen! and ¡Prepárate!
- Independent learning by completing section ¡Te toca a ti!

Cross curricular with Science - the human body; PSHE-health and well-being; discussion on disability.

Grammar - Conjugation of the verb 'doler'. Saying what you should and should not do – hay que, debes, tienes que.

Assessment - Extract detailed information from reading and listening tasks. Describe activities using the present, past and future tenses. End of Year test. Assessment of all skills.

COURSE OUTLINE

SPORT

Aims of the course

We aim to ensure that students:

- Are offered a broad, balanced and differentiated curriculum that encourages excellence, lifelong participation and enjoyment of sport and physical activity
- Develop fundamental skills and competence to excel in a wide range of physical activities
- Develop their physical literacy
- Learn concepts such as fair play and respect
- Develop their cognitive skills such as decision making and analysis
- Broaden their social skills by developing teamwork and communication

Assessment

Assessment includes self, peer and teacher review. Practical observations are carried out by the teacher and recorded at the end of each sport or physical activity block.

Opportunities for teachers, parents and students to provide/access enrichment and further support beyond lessons

The students are encouraged to attend enrichment opportunities before and during school to broaden their knowledge of physical activity and sport. Parents are encouraged where possible to provide opportunities for students to engage positively in physical activity and sport.

Teaching Staff

Claire Carter

<p>Autumn Term: 1a What makes a good team player?</p> <ul style="list-style-type: none"> • Developing tactics • Outwitting opponents • Improving communication • Rules and laws of the game • Developing teamwork and cooperation <p>Assessment A baseline assessment will take place at the beginning of the year to determine the pupil's basic level of fitness.</p>	<p>Autumn Term 1b How do you become an expert trampolinist?</p> <ul style="list-style-type: none"> • Basic shapes • Basic landings • Linking basic movements • Performing routines • Performing aesthetically <p>Assessment Carried out throughout the Term on a weekly basis to determine level of competency in trampolining.</p>
<p>Spring Term 2a Which techniques are desirable for a competent rock climber?</p> <ul style="list-style-type: none"> • Safety • Knots • Route planning • Bouldering • Climbing and descending • Semi-direct belay <p>Assessment Carried out throughout the Term on a weekly basis to determine level of competency .</p>	<p>Spring Term 2b What does it mean to be versatile in racquet sports?</p> <ul style="list-style-type: none"> • Forehand and backhand • Volley • Serves • Rally and recover • Seeing spaces • Returning serves • Scoring <p>Assessment Carried out throughout the Term on a weekly basis to determine level of competency.</p>
<p>Summer Term 3a Which components of fitness are most beneficial in different athletic events?</p> <ul style="list-style-type: none"> • High jump • Javelin • Long and triple jump • Relay/Sprinting • Shot put <p>Assessment Carried out throughout the Term on a weekly basis to determine level of competency in tennis.</p>	<p>Summer Term 3b How can awareness and application of strategies aid a performer in striking and fielding games?</p> <ul style="list-style-type: none"> • Batting • Bowling • Catching • Fielding • Tactical awareness <p>Assessment Carried out throughout the Term on a weekly basis to determine level of competency in athletics.</p>