



**YEAR 8**

**Curriculum Information  
Booklet**

## **A warm welcome to Year 8**

Year 8 students have settled in very well this school year considering the unusual times we are in at present.

Year 8 is an important year. It is a continual exciting and active partnership between home and school and the continual progress of a successful school career for your child. We hope you find this booklet helpful in providing you with information on the subjects your child will be studying this year as well as assisting you with maintaining and monitoring the progress of your child.

Our hope is that you will have the opportunity to meet each of your child's subject teachers at the Year 8 Parents' Consultation Evening during the summer term. We will be in touch as soon as possible should we be in a position to arrange this event.

If you feel that you need any further information, or you would like to discuss your child's progress please do not hesitate to make an appointment with your child's tutor or individual subject teachers. We are always pleased to hear from you.

We hope that you will find this booklet useful. Please do not hesitate to contact us should you have any questions at any time.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Gary Tanner', followed by a long horizontal flourish line.

Gary Tanner  
Head of Year 8



# **Curriculum Information Sheets**

## The Clere School Curriculum

*The Clere School curriculum is highly academic, decidedly challenging and uniquely personalized.*

Designed to ensure that all pupils make exceptional progress and become **respectful, responsible** and **resilient** citizens, our curriculum is both traditional and innovative. Despite the relatively small size of our school, we offer a substantially broader academic curriculum than most larger schools.

Students follow a broad, balanced, relevant and differentiated curriculum which will prepare them for the opportunities, responsibilities and experiences of adult life.

The curriculum enables students to:

- Develop their knowledge, skills and understanding
- Appreciate human achievement
- Gain understanding of social, economic and political issues
- Be aware of the spiritual and aesthetic dimensions of life
- Develop attitudes, values and beliefs that are reasoned and acceptable within society
- Develop a willingness to learn and apply themselves to study
- Develop a sense of self-respect
- Develop independence of learning fostering the skills and attributes for lifelong learning
- Be aware of, and be engaged with, local, national and international communities
- Be aware of their own health and safety and to appreciate the benefits and risks of the choices they make
- To acknowledge, promote and pass on the core knowledge and skills valued by society to the next generation
- Prepare for life in Modern Britain. The Curriculum promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and those without faiths
- Achieve and experience success; to establish sound, constructive relationships; to develop a sense of responsibility for their actions and to share a concern for their own environment and for the world as a whole.

Therefore, we follow the statutory national curriculum which sets out, based on key stages, subject content for those subjects that should be taught to all pupils. This significant aspect of our curriculum consists of English, Maths, Science, Technology, Computing, Modern Foreign Languages, History, Geography, Art, Music, PSHE and Citizenship, PE and RS.

## English

English teaching at The Clere encompasses reading, writing and speaking and listening, with students encouraged to debate, to explore issues and ideas, to express themselves clearly and to enjoy reading a wide range of novels, plays and poems. The Year 8 curriculum builds on the skills learned in Year 7 with additional challenge and a strong focus on building the skills needed at GCSE.

The Year 8 curriculum begins with an exploration of multi-cultural literature and how culture links with personal identity in the unit entitled 'Around the World in 80 Texts'. The unit focuses on exploring extracts from texts from around the world as well as a range of poetry from different cultures. A wide selection of non-fiction texts will also be studied and written. During this unit, we aim to secure students' ability to read texts for implied meanings and exploration of how texts can be integral to concepts of identity. This will be reflected in both reading and writing assessments that will require planning in detail. Reading tasks will require precise selection of evidence and comparison whilst writing tasks will develop students' ability to make deliberate choices in linguistic and structural features. We also encourage students to read a whole class text to support their in-class studies, taken from a range of choices such as *The Breadwinner* by Deborah Ellis or *The Other Side of Truth* by Beverley Naidoo.

In the second unit, 'Travel and Adventure', students will begin the Spring term by analysing travel writing in a range of formats and purposes before having the opportunity to write their own travel brochures. Particular emphasis is placed in this part of the unit on persuasive and descriptive writing. Later in the Spring term, students will explore poetry by The Romantics including Wordsworth, Shelley and Keats. They will research the lives and poetic style of the Romantic poets and learn how to compare poems. To support in-class learning, students will also read a whole class text chosen from the adventure genre, such as *My Swordhand is Singing* or *Lord of the Flies*. Assessments will focus on full explorations of different texts as well as writing to persuade through the creation of a travel brochure.

In the Summer term, students will experience science-fiction and dystopian literature through the unit 'Back to the Future'. The generic conventions of the science-fiction genre are key to understanding writers' objectives in this unit, and stories by Ray Bradbury and novels by George Orwell give students the opportunity to experience the very best of this particular genre. In addition, students can discuss, write about and design their own dystopian vision of the future.

Students are given opportunities to develop and extend their confidence in writing for a variety of purposes. They will practise note taking, diary writing, letter writing, report writing, pamphlets, leaflets, review writing, advertisements, newspaper articles and critical responses to poems, stories and play scripts.

Students are encouraged actively to draft their work in an effort to learn from initial mistakes and to improve their assignments. The use of ICT is encouraged. Homework is set weekly and uploaded to Show My Homework to allow parents to track the tasks and deadlines set.

We are passionate about students' reading at The Clere and work hard to ensure that all students are given appropriately challenging and engaging reading material. To this end, we introduced weekly Library lessons several years ago for all Key Stage 3 students so that students have a chance to read widely and regularly as part of the English curriculum. We use the Accelerated Reader programme to track progress in reading and all students will sit termly STAR reading tests (which assign reading ages) to assess how well they are doing with their comprehension and decoding skills.

Throughout the year, and during most lessons, students are given opportunities to talk in a range of contexts for different purposes. They engage in class discussion, group work and individual presentations.

## Assessment

Students' work is assessed against a framework based on GCSE reading and writing skills, as this ensures that we can tackle any knowledge or skills gap before our students begin their GCSE studies. Core Assessments occur once per half-term and are marked against a set of criteria that are shared with students before the assessment begins.

In line with school policy, students are then awarded a flightpath of W, M2, M1, C or S to reflect whether their progress with age-related expectations.

Towards the end of the academic year, students will sit a formal exam in English.

## Enrichment and Extension

Throughout the year the library will provide an extended reading list directly linked to the units being studied in class. We encourage students to read from these lists but also as widely as possible.

If you haven't found a book you love yet we are sure we can help you find one!

Read newspaper or magazine articles together and discuss what you've read; <http://www.bbc.co.uk/schools/ks3bitesize/english/> is a useful website for revision purposes and to consolidate skills; Play Scrabble, watch *Countdown* or complete crossword puzzles to enjoy playing around with language and words;

As part of our drive to ensure that all students read and write for pleasure, we regularly enter competitions such as the Young Writers Mini-Saga competition and Busta-Rhyme poetry competitions. In addition, Year 8 students can become involved in the annual Hampshire Book Awards, organised and run by the school Library.



## Mathematics

In Year 8 we continue to help all students build up their confidence in the use of mathematical principles and to develop their mathematical thinking. Throughout the whole of Year 7 – 8 students study Maths based on the KS3 Schemes of work from Kangaroo Maths which are based upon the National Curriculum Mathematics programmes of study for Key Stage 3. Learning will be a continuous process, building on knowledge gained during KS2 and year 7. In the year there will also be frequent opportunities for students to use ICT to aid their study of Mathematics.

## Setting

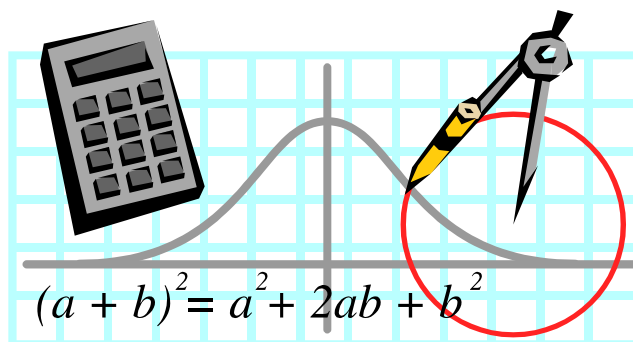
Pupils will be grouped by ability based on their progress in Year 7.

## Programme of Study

Years 7 to 8 follow a Stage process through Kangaroo Maths. The curriculum is based upon the fundamental principles of creating students who are fluent in mathematics, can reason mathematically and solve problems across all subject content.

The core content covered across Key Stage 3 is:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics



## Assessment

Pupils will be regularly assessed throughout the year on their class work, home study and written tests. Pupils will complete tests termly. The movement of pupils between groups will be according to their progress in each of these, along with teacher assessment.

## Equipment

All students need to bring basic writing equipment plus a scientific calculator to all maths lessons.

Textbooks will all be provided in school by the department but there is no one fixed book appropriate for home purchase. Parents can support students in their studies by encouraging their use of the following online resources:

<https://www.bbc.com/bitesize/subjects/zqhs34j>

<https://corbettmaths.com/>

## Suggested Enrichment and Extension

Can we suggest that Year 8 parents encourage their children to engage in problem solving and exploring mathematics in a variety of contexts such as looking at utility bills, bank statements, etc.

The Nrich website gives students and parents access to thousands of mathematical problems across all key stages so that problems can be chosen to suit any ability.

<https://nrich.maths.org/>



## Science

### Why do students study Science?

Science is the perfect opportunity to fuel curiosity about the world around us and give students the opportunity to test their own theories, thoughts and ideas and also to find explanations to the world around them. We use experiments to develop student's practical, social and thinking skills, and encourage them to think critically and reflect on evidence, forming conclusions that are based on an analysis of evidence.

Students will continue to build on their knowledge and understanding in Science becoming more confident in the key skills, knowing how to collect and use evidence, forming and proving scientific ideas within the classroom or at home. Students will explore the causes and consequences associated with Science developments, enabling them to discuss and form opinions regarding the issues raised by these developments that may affect their own lives and society in general.

In Year 8 students will continue to be taught maths for science and literacy for science along with the scientific content. This will continue to enhance their ability to manipulate and use data as well as communicate their findings in a scientific approach.

In Year 8 we will be learning the following

- Biology:**
- Specialised cells;
  - The digestive system, enzymes and food tests;
  - Respiratory system, alveoli, diffusion, aerobic and anaerobic respiration;
  - Menstrual cycle and hormones involved.
- Chemistry:**
- Periodic table, Mendeleev's, Dalton theory, electronic configuration;
  - Metals and their uses;
  - Combustion, oxidation;
  - Atomic structure, mass, number, isotopes.
- Physics:**
- Light, refraction, colour;
  - Sound;
  - Fluids, particle model, density and floating;
  - Current, series, parallel, voltage, static electricity, electromagnets.

### Assessment

Over the course of the year, we aim to assess pupils in a variety of ways. Formative and Summative assessments will be completed, alongside a number of Practical and Investigative assessments. Some of the assessments we will expect pupils to revise for, some assessments will take into account scientific skills and their day to day understanding of scientific concepts.

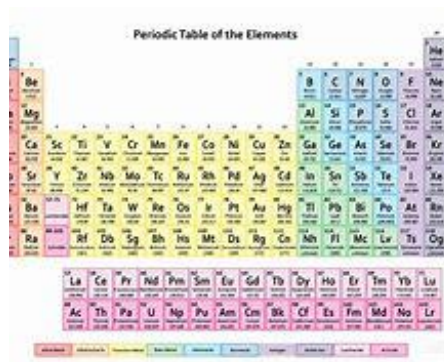
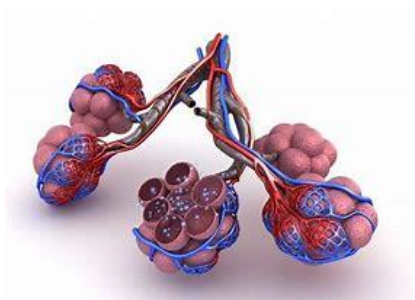
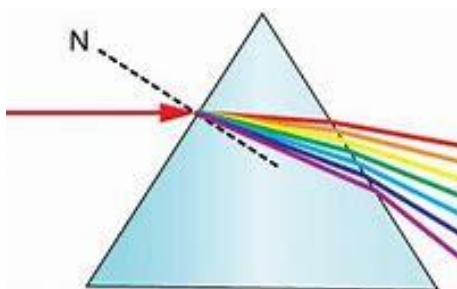
All assessment results will be recorded in the student's class book so that students and parents know and understand what their current level is, but also what they need to do to improve their level of achievement.

## Enrichment Activities

To enhance and enrich your son/daughter's science knowledge and skills, each topic will become a project or research based activity. This activity will have parental guidelines on how to support and advise your student in completing the task.

## Suggested Enrichment and Extension

BBC Bitesize is a great resource for activities you can do at home with your child. If you are in London, visiting the Science or Natural History Museum are great places to interact with the world of Science.

A standard periodic table of elements, color-coded by groups. The title "Periodic Table of the Elements" is at the top. The table includes element symbols, atomic numbers, and names. The groups are color-coded: Group 1 (pink), Group 2 (light blue), Groups 3-10 (yellow), Group 11 (orange), Group 12 (light green), Groups 13-18 (green), and the f-block (purple).

## Computing

In Year 8 students continue studying Computing through a framework of lessons that form part of the KS3 knowledge and skill building pathway into KS4 options. Computing technology is a rapidly changing environment. At The Clere our aim is to offer a curriculum that is fluid, adaptable and will give a strong platform for future studies

The computing national curriculum has 9 strands:

- 5 cover Computer Science;
- 2 cover Information Technology;
- 2 cover Digital Literacy.

In Year 8 the curriculum will focus on 3 of these areas:

### NC strand

Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems.

**Internet technologies and the world wide web:** Looking at the hardware required for a network. Introducing network topologies and the need for protocols such as HTTP and TCP/IP. Gaining a basic understanding of HTML and using Microbits to create networks.

**Useful link:** [BBC Bitesize- Networks](#) [BBC Bitesize- The Internet](#)

### NC strand

Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems.

**Databases:** The manipulation and storage of organised data. Introduction to searching and sorting.

**Useful link:** [BBC Bitesize- Databases](#)

**Microbit programming:** Using microbit programming in both block and javascript to develop solutions for physical systems e.g a temperature sensor to turn on/off a fan.

**Useful link:** [Microbit website](#)

### NC strand

Use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions.

**Computer programming:** Using computational thinking skills to create programs in a text based language of Small Basic. Small Basic is a free to download software.

**Useful link:** [Small Basic programming](#)

## Assessment

The department makes use of Assessment for Learning which provides the opportunity to involve students in their own learning and progress. Student work is continually assessed through the unit of study and with an end of summary assessment. This is used to support reporting to parents and the development of further learning.



## Physical Education

The Clere Schools PE department endeavours to encourage and inspire all students to develop their full potential through a broad range of activities.

Physical Education in Years 7, 8 and 9 aim to provide an enjoyable and satisfying programme with opportunities for every student to develop physically, socially, emotionally and cognitively. Lessons are planned by specialist teachers to meet the needs of individual students and encourage active involvement by all as performers, observers and officials. Students learn to develop physical competence and promote skills necessary to effectively plan and evaluate movement and movement related activities, safely and with confidence.

The development of resilience, a sense of fair play and good sporting behaviour are considered to be essential elements of the learning process. Students are encouraged to appreciate their own strengths and weaknesses, and respond appropriately to the needs of individuals and groups. Students are encouraged to develop personal attributes of commitment, fairness and passion with an appreciation of honest competition and good sportsmanship.

Students will also develop an understanding of the benefits of participating in sport and the impact it could have on their health and well-being.

In Year 8, students will further develop the skills taught through their performance in a range of sports and applying them to full game situations.

Within practical lessons students also need to have an understanding of:

- How the skeletal and muscular systems work together to allow movement to occur;
- Diet;
- Applying knowledge to health, fitness exercise and well-being.



## **Assessment**

Students are baseline tested at the start of each academic year and then assessed within each sport during Key Stage Three. Assessment is used to support reporting to parents and the development of further learning.

## **Extra-Curricular Opportunities**

All students who are interested in sport and those who have the ability to perform beyond the expectations of the Key Stage are welcomed to take part in extra-curricular activities. The PE department organise a wide range of extra-curricular clubs, which run at lunchtimes and after school.

Regular weekly competitive fixtures are available throughout the year. We compete in local leagues and are involved in competitions that can take the students up to county and national levels of performance.

The department also lead Ski Trips as well as a Netball and Football Tour. We also offer the opportunity for students to go and watch national and international events in certain sports.

## **Facilities**

Sports Hall, Gymnasium, Fitness Suite, extensive fields, basketball courts and tennis courts.

## Design & Technology

In Design & Technology lessons Year 8 students will learn about designing and making products. They will develop their design and technology ability with a series of structured design and make projects that will teach them a range of skills and extend their knowledge of the topic. These projects will be taught on a carousel arrangement, with students spending a third of the year in Food and two thirds of the year in Design & Technology.

Designing and the communication of ideas are important skills for pupils to develop, and they will continue to learn a range of drawing and presentation techniques alongside their project work. Modelling and computer aided design will also be integral components of this course. The software we use for computer aided design, called Techsoft 2D Design, is available as an educational home use licence that pupils can have on their home computer.

For one project students will make an amplifier for a mobile phone. They will assemble the components on a circuit board and solder it all together. They will then design and make a holder for the phone and make a plastic case to house the circuit using our vacuum former. Students will also do a series of shorter design and make activities that could include working with metals and plastics to make products such as jewellery, candle holders or clocks. Pupils will develop their practical skills as they use the workshop tools and equipment to cut out, shape and assemble their product.

## Homework

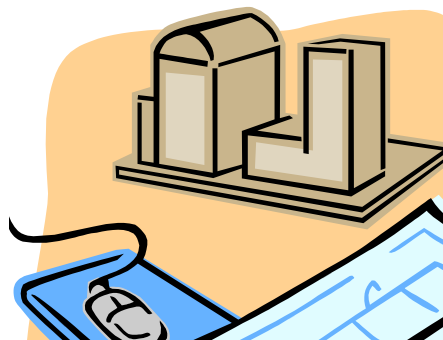
Pupils will be set a variety of tasks. Sometimes this will be completing a piece of design work. At other times it will be a piece of research work or learning some of the theory work covered in lessons.

## Assessment

Pupils will be assessed on their work so we can monitor their progress throughout the course. Assessment will be made up of subject knowledge, designing capability and making skills.

## Enrichment

As part of teaching children to design products we ask them to evaluate the design of existing products. It would be a great enrichment activity for you to encourage them to look critically at the design of products that they use or encounter in their daily lives, whether it is a simple object such as a mug or a pen, or a complex piece of furniture or machinery. Encourage them to consider questions such as: Does it work well? Is it comfortable/safe/easy to use? Is it attractive? How could it be improved?



## **Eduqas Level 1/2 Award in Hospitality and Catering**

This course prepares students for the Eduqas Level 1/2 Award in Hospitality and Catering. It is intended to be a practical and creative course which focuses on providing students with necessary practical skills and nutritional knowledge. The national curriculum programs of study for Key Stage 3 Cooking and Nutrition are covered and the course features an end of unit Food Preparation Task linked to the core topics delivered in Years 10 and 11:

1. Food, nutrition and health.
2. The Hospitality and Catering Industry.
3. Food safety.
4. Food choice.
5. Food provenance.

### **National Curriculum Requirements at Key Stage 3**

- ✓ Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.
- ✓ They should work in a range of domestic and local contexts, such as the home, health, leisure and culture, and where possible industrial contexts.
- ✓ Students will be taught to prepare and cook a range of nutritionally balanced dishes safely and hygienically.
- ✓ The course aims to extend students' knowledge and understanding of food, diet and health, further developing their practical skills in food preparation and different cooking techniques enabling them to make informed decisions about their own diet and food choices.

### **Practical Cooking Lessons will include the following:**

Savoury dishes that meet the guidelines of the Eatwell guide.

Adapting products to meet the nutritional requirements of teenagers.

Nutritionally balanced multicultural foods.

Use of high risk ingredients.

Producing suitable dishes for a wide range of special dietary requirements.

Use of local and seasonal foods.

## **Geography**

In Year 8 we continue the journey of understanding our world around us developing our key geographical skills and learning to make greater links to the outside world.

### **Programme of Study**

#### **Autumn Term:**

Location Study – Africa – studying the continent and zooming in focus on an African nation. Making links with the UK and understanding the impacts of growth and development on the continent.

People of the World – focus on the population of the world, different cultures and changing societies.

#### **Spring Term:**

Climatic Hazards – tropical storms, drought, forest fires and tornadoes.

Sustainability - renewable energy, food miles and supplies, sustainable fashion.

#### **Summer Term:**

Rivers – upper, middle, lower course, river management.

Marine Environments – coral reefs, ocean environments, plastic ocean.

### **Assessment and Additional Support**

Students will be assessed on the work produced in class and for homework and at the end of each unit there will be an assessment.

### **Suggested Extension and Enrichment**

To be a strong geographer having a good awareness of current affairs and events around the world is essential, watching the news, weather forecasts, nature programmes and current affairs.



## History

In Year 8 we will begin to broaden our understanding of British history, including investigating Britain's involvement in other countries. This begins with a study of the English Civil War before turning to the momentous changes of the Industrial Revolution. Finally, we study slavery and how people were affected by this both within Britain and in the wider world.

### Programme of Study

#### Autumn Term:

The Stuarts, including the Civil War, Oliver Cromwell, the Restoration and the Gunpowder Plot.

#### Spring Term:

The Industrial Revolution, including population, factories, transport and social changes.

#### Summer Term:

The slave trade, and treatment of slaves.

The end of slavery and development of civil rights.

### Assessment & Additional Support

Students will be assessed on the work produced in class and for homework and at least once each half term a formal assessment is completed that is marked according to students' flightpaths.

### Suggested Extension and Enrichment

There are several local sites that can be visited. Basing House and Donnington Castle were sites of the Civil War and the Kennet and Avon Canal is a good example of the transport changes that took place. Milestones Living History Museum has excellent galleries on industrial change. There are also many documentary resources and wider reading available through the BBC.



## Religious Studies

Students in Years 7 – 9 study a wide range of themes and topics chosen from the Hampshire Agreed Syllabus and Edexcel Religious Studies GCSE specification. The modules are chosen in order to provide a balance between Philosophical and Ethical debate while discovering more about the beliefs and values of the religions adhered to in our own country and across the globe.

In Year 8 students cover the following key questions – so it is always useful to talk to your child about these.

- How do Buddhists live their lives based on the Buddha's teachings?
- What does it mean to be a Hindu?
- Can one man make a difference? (Life of Gandhi)
- What does it mean to be a Christian?
- 



## Assessment

As well as home study tasks students will complete an assessment task for each module. These pieces will be marked to reflect the new GCSE grade descriptors.

## Additional Information

The Hampshire Agreed Syllabus *Living Difference* is concept-based and taught in a manner that encourages pupils to draw on their own opinions and experiences in addition to the topic material presented. In addition, students are encouraged to develop empathy and to be able to appreciate the perspectives and beliefs of others. Healthy argument and debate are also used to foster confidence and to consolidate learning.

## Suggested Extension & Enrichment

I would encourage further research of topics, concepts and religions using the BBC News website or BBC Religion and Ethics website.

I would also suggest that students are given the opportunity to watch the daily news, read newspapers and discuss at home issues that are of importance to society i.e. euthanasia, peace and conflict, observing religion, how you should live a 'good' life.



## **Personal, Social & Health Education (PSHE)**

In PSHE we aim to cultivate students' spiritual, moral, social and personal development by promoting the importance of responsibility, integrity and community. We believe this will allow for the development of confident, articulate citizens who are able to offer a diverse and adaptable range of personal, social and academic skills to the wider community.

### **Programme of Study**

#### **Autumn Term:**

Identity & Communities.

Liberty & Freedom.

#### **Spring Term:**

Relationships & Sex Education: Facts and Feelings.

Planning for the Future: Money and Me.

#### **Summer Term:**

Parliamentary Democracy.

### **Assessment & Additional Support**

Students will be assessed on the work produced in class and at least once each half term a formal assessment is completed that is marked according to students' flightpaths.

### **Suggested Extension & Enrichment**

Talk about the issues covered in PSHE lessons as a family, as it is likely that there will be a variety of different opinions about different issues. Watching the news together is an excellent prompt for discussion of local and personal issues.



## **Art**

In Year 8 pupils will have one lesson of Art per week. Your child will have the opportunity to use a variety of materials including pencil, oil pastel, charcoal, wax, ink, paint, collage, papier-mâché, clay, and batik throughout their Key Stage 3 experience.

There will be three to four projects set during the year (at least one per term). In theme based projects pupils will explore the formal elements of line shape, form, tone, colour, texture and space through drawing, painting and sculpture. Home study will normally be set as continuation work linked to current class activities.

## **Assessment**

Assessment will take place at the end of each project. The National Curriculum provides guidelines for assessment criteria which the Art Department will record and share with the pupils.

Art teachers will award grades and interim levels to pupils for individual pieces of work but they will be aware that these levels can go up and down as pupils try new materials and techniques. Final levels will be based on the complete project. All assessment developments will be recorded in their booklets.

We will always encourage interested pupils to extend projects beyond the minimum requirement and we are also keen to see any artwork unrelated to school.

## **Equipment**

Pupils must have a school sketchpad/file for their art projects. These can be purchased in the classroom at the start of term. These sketchpads will be used in class and for home-works. Pupils must also be equipped with basic drawing materials and a large old shirt for painting etc.

## **Extra-Curricular Activities**

Art teachers are generally available after school to give advice and assistance, and teaching rooms are available for the continuation and completion of work during lunchtime and some evenings after school. There may also be out of school visits relating to projects being undertaken.

## **Suggested Extension & Enrichment**

Taking your son or daughter to an Art Gallery is a great way for them to be inspired by great works of famous artists. Have a look at your local arts centre or theatre to see if there are supplementary art classes you could attend. You could learn pottery, glass blowing or textile work.

## Performing Arts

All students in Year 8 are taught Performing Arts that include Music, Drama and Dance on a rotation. Students receive one lesson every other week of Music following the National Curriculum Key Stage 3 programme of study. Drama and Dance are on a termly rotation and students receive one lesson every other week.

The following areas are explored in Year 8 through a wide variety of practical tasks within units of work delivered each term across the year. Each unit of work develops various skills within the three Performing Arts disciplines that reinforces the work from Year 7 and strengthened in Year 9 and prepares students for later study of the Performing Arts or an individual discipline.

### Autumn Term:

*Music:* The Blues.

*Drama:* Haunted House – an introduction to dramatic techniques.

### Spring Term:

*Music:* Rock and Roll.

*Dance:* Jazz Technique.

### Summer Term:

*Music:* Musicals.

*Drama:* Musical Theatre (May-June).

*Dance:* Modern Theatre Dance (June-July).



## Assessment

Assessment **for** learning takes place continuously in the form of target setting and advice to develop your child's work as they complete tasks during each unit, supporting their learning. Assessment **of** learning is the formal assessment that will take place at the end of each unit.

## Enrichment Activities

Please encourage your child to take an active part in the Performing Arts Department through the extra-curricular activities available during lunchtime and after school. We currently run: Choir, Rock Club, Performing Arts Club and Dance Club.

## Instrumental Tuition

We offer a tuition on: strings, woodwind, brass, drum kit, keyboard, piano, voice, guitar and bass guitar. Students receiving instrumental tuition are encouraged to take part in at least one extra-curricular activity once an adequate standard has been reached. Further details are available from Mrs Kirton.

## Instrumental Exams

Students can be entered for external music exams in consultation with their instrumental teacher and Faculty Leader. Students receiving lessons outside of school may also be entered.

## **Modern Foreign Languages**

In Year 8, students study Spanish for four 1 hour lessons per fortnight.

We aim to develop a range of language learning skills throughout the year consolidating the skills learned at primary school. Students are introduced to a wide variety of texts and activities, following an integrated programme of speaking and listening, reading and writing. Teachers use a range of working styles, from small groups to paired and individual activities. By the end of the year, students will have a range of vocabulary and, with some support, be able to use simple spoken and written language to communicate with each other. By the time they begin their GCSE course, we wish students to be able to work independently so in Year 8 we continue to teach key skills and strategies (such as phonics) to support them.

The use of the target language is a key focus for the department, and students will be expected to use Spanish as the main language of communication in the classroom.

Students are now expected to develop translation and prose skills in order to demonstrate their grasp of a foreign language and hone their literacy skills.

In addition to the common course content, students will have the opportunity to learn about everyday life in Spain as well as some Spanish traditions and customs.

### **Assessment**

Student progress in the five language skills – listening, speaking, reading, translation and writing are assessed throughout the year. These skills will be assessed formally at the end of each half term, alongside ongoing teacher assessments. Students will be given a mark which will correspond to the school's Age Related Expectations Flightpath system. Students will have the opportunity to regularly review their learning and set themselves appropriate targets to ensure they make progress.

### **Homework**

Students can expect to receive up to two pieces of homework totalling 30 – 45 minutes' home study per week. This will be in the form of one learning (vocabulary or grammar) and one written homework, which may be research, reading activities, preparation for spoken tasks, or some written work.

### **How you can support study at home**

The greatest support a parent can give to our subject is to reinforce the message of how vitally important it is to learn a modern foreign language in terms of being able to truly appreciate a different culture, developing the young mind and improving employment prospects.

A wide vocabulary is vital for success in language learning. You may support your son/daughter with homework by testing him/her on words learnt in class. Although the 'look, cover, write and check' method works well, students are encouraged to try out different learning techniques. We will explore a variety of techniques in lessons, so please ask your son/daughter about these. Alternatively, it is great practice if students use the recommended MFL websites to consolidate and extend their learning.

If you have time, allowing yourself to be 'taught' what your son/daughter has learnt that week in class, particularly if you have some knowledge of the language in question is very helpful.

## Equipment

We recommend the purchase of an **Oxford School Spanish** bi-lingual dictionary. The dictionary is simplified for Years 7 - 9 and Year 10 and 11 with headwords clearly set out in colour and definitions which are well presented and easy to understand. Importantly, all verbs are clearly cross-referenced to a section of verb tables in the centre of the dictionary.

Students will be provided with an A4 class book in which they will do classwork, homework and vocab tests. There will be access to textbooks in lessons, and the Active Learn materials.

