



Curriculum Information
Year 8
2008-9

Curriculum Information Year 8

This booklet is intended as a guide to the curriculum at Oasis Academy Mayfield for parents and students. It is hoped that outlines of curriculum content, homework tasks and extension material will be useful to parents in their support of learning in the Academy.

Contents:

Art and Design
Drama
English
French
Geography
History
ICT
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Maths
Music
PE
RE and PSCHE
Science

Curriculum Information: Year 8

Curriculum Area:	Art and Design
Learning Zone:	Culture
Curriculum Leader:	Emma Clayson
Teaching team:	E.Clayson, M.Jones, C, Bromley, K,Hirani
Time allocation:	2 x 50 minutes per fortnight

Course outline	
Autumn Term: Wrapper project	
Spring Term: Shoes and Trainers	
Summer Term: Maps and journeys	
Assessment methods	In sketchbooks at throughout and at end of each module

Homework : Autumn	
Topic	Task
Wrapper Project	Collect wrappers
	Cut half a wrapper in half and draw the other half shading in colour carefully
	Research 2 different Pop artists

Homework : Spring	
Topic	Task
Shoes and Trainers	Bring in a shoe or trainer to draw
	Create a collage of different shoe/ trainer designs
	Research your favourite shoe/ trainer

Homework : Summer	
Topic	Task
Maps and journeys	Create a map of your journey to school
	Research aboriginal art
	Create a map of your journey's at the weekend

Curriculum Information: Year 8

Curriculum Area:	Drama
Learning Zone:	Culture
Curriculum Leader:	Miss N Crosse
Teaching team:	Miss N Crosse, Miss M Roberts, Mr J Ficsher
Time allocation:	2 x 50 minutes per fortnight
Grouping arrangements	Mixed Ability

Course outline

Autumn Term 1: Drama and Advertising. This unit focuses on the skills and techniques used to promote things including the use of adjectives and the dialogue used to promote and sell (literacy in Drama) The students are encouraged to use O.T.T. techniques in a playful manner. They experiment with repeat technique, contrast and comparison, lies, and other medium such as music and promotion through celebrity. The work builds progressively over the weeks as they add a new skill to the established advert. Assessment is applied by students and then the teacher will view and appraise the work and the assessment of the work by students.

Autumn Term 2: Children's TV: This unit explores the use of features, target audience, catering for a target audience (again use of language and appropriate language, literacy in Drama). Students demonstrate through devising and role play the features of children's TV. They look at programme links and how to construct these. They fill in a simple programming schedule showing features and links. They are assessed on the final piece.

Spring Term 1: Staging. Students learn the basic shapes of the main stages and the problems and advantages of working on these. They discuss the types of play and performance that would suit each shape and experiment with performance on these shapes. They learn the terminology used in the theatre for areas of the stage and blocking scripts.

They are assessed in performance in their use of a chosen stage and they have a written test.

Spring Term 2: Shakespeare. Students start with an actor's workshop introducing them to paperless Shakespeare. The notion of Shakespeare being stagnant and boring is attacked by this scheme. We move on to multimedia in using lighting, sound and movement as frames for the eventual script which is fitted later. We study a monologue from 'Macbeth', the Witches spell from 'Macbeth' and the duologue between Prospero and Caliban from 'The Tempest'. We focus here on physical theatre and status. The students look at Hamlet in analysis and devise work around the famous 'To be or not to be...' monologue. Literacy targets include the analysis of the texts, contextualising them, interpreting characterisation and identifying thematic content.

The students are allowed to choose their strongest piece of work from the

scheme to be assessed on. Teacher formative assessment.

Summer Term 1: Page to stage. Students look at various script extracts from many plays. Pinter is covered over two lessons the focus being the difference between stage directions and dialogue and how this translates onto the stage. One act plays are used to analyse characterisation and interpret this on the stage. A lesson in professional stage fighting is delivered to show students how to develop a stage direction and how to do sequencing. 'No mans Land' is used as the final piece for assessment and this has to be learned at home to achieve a grade higher than a 3 satisfactory. The students assess themselves and the teacher assesses them and endorses the assessment or alters with reasons.

Summer Term 2: Choral Speaking: Literacy link – Poetry, analysis of theme, stanza, rhythm and rhyme. Speaking and listening and interpretation. Students apply the basic skills of choral speaking to various pieces of poetry that present a variety of challenges in performance. Timing, rhythm, pace, dynamics, emotion and genre are covered in a progressive scheme of work. This is the foundation for stylised work that they will cover in GCSE. The final piece is of 'Antigone' and must be chorally performed and **learned** if the grade is to be higher than a 3 satisfactory.

Assessment methods	<p>Students are assessed on their ability to respond, develop, present and evaluate.</p> <p>This assessment is conducted through teacher observation, questioning, written work and peer assessment of the planning, rehearsal, performance and evaluation of drama skills.</p> <p>Formal assessments are conducted each half term.</p>
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Homework : Autumn

Topic	Task
Drama and Advertising	<p>Watch adverts over the weeks. Each week the students are asked to focus on a different skill</p> <ul style="list-style-type: none"> -Use of language in adverts: ADJECTIVES -Look for O.T.T. -Look for contrast and comparison -Look for lies – this product will make you sexy, trendy, cool -What music is used in adverts and why? -How many celebrities can you spot in adverts and why are they used?
Children's TV	<p>Watch children's TV.</p> <p>Identify features and language.</p>

Homework : Spring

Topic	Task
Shakespeare	If able to learn the extract
Staging	Learn the stages and positions for test

Homework : Summer	
Topic	Task
Page to stage	Learn assessment piece over two weeks
Choral Speaking	Learn the assessment piece over two weeks

Useful information, websites, extension material

KS3 Drama club takes place on Wednesdays in the Drama studio from 2.45pm - 4pm. It offers students the opportunity to work with students of varying ages, building their skills and being given opportunities to perform publically. All are welcome.

<http://www.u2learn.com/ks3-drama-links.html>

Exposure to live, professional theatre enriches and enhances a student's ability to develop and evaluate their own work and that of their peers. The Mayflower in Southampton is the largest theatre in the south and offers a broad range of productions: <http://www.mayflower.org.uk/>

Curriculum Information: Year 8

Curriculum Area:	English
Learning Zone:	Communication
Curriculum Leader:	Ms Kilburn
Teaching team:	Mr Case, Mr Old, Miss Haldane, Mrs Stokes, Mr Mallon, Mr Myers, Mrs McCarthy, Ms Harris
Time allocation:	10 x 50 minutes per fortnight
Grouping arrangements	Set by ability

Course outline	
Autumn Term	
<ul style="list-style-type: none"> • Media – newspapers • Poetry – Imagery and pre and post 1914 war poetry • Short stories from other cultures 	
Spring Term:	
<ul style="list-style-type: none"> • Travel writing • Novel study • Narrative writing 	
Summer Term:	
<ul style="list-style-type: none"> • Media – advertising • Poetry – form • Modern drama – The Plague Village 	
Assessment methods	Core work assessed by the teacher according to National Curriculum levels

Homework : Autumn	
Topic	Task
Media - newspapers	Find examples of different newspapers covered and annotate for features
Media- newspapers	Find examples of specific types of newspaper articles and annotate for features
Media - newspapers	Independent writing task towards group newspaper production
Poetry – war	Research task based on WW1 and WW2
Poetry – war	Find and bring in own example of interesting war poem – be prepared to discuss with class
Other cultures	Reading activity based on a text covered to be answered using PEE
Other cultures	Research task to find out about Christmas in one of the countries covered in the short story collection

Homework : Spring	
Topic	Task
Travel writing	Reading task based on an example of travel writing set by the teacher to be answered using PEE
Travel writing	Planning activity for own travel writing
Novel study	Prediction activity based on the opening of the novel
Novel study	Active reading activity based on the novel set by teacher
Novel study	Active reading activity based on the novel set by the teacher
Narrative writing	Planning activity for own narrative writing
Narrative writing	Proofreading own writing to ensure technical accuracy and that the assessment criteria has been met

Homework : Summer	
Topic	Task
Media - advertising	Find, identify and justify the target audience for an advert (print)
Media - advertising	Complete media analysis of moving image advert
Poetry – form	Find a poem with an interesting form
Poetry – form	Research around topic covered in poetry unit e.g. bullying
Modern drama – The Plague Village	Independent research on The Plague – historical context
Modern drama – The Plague Village	Independent research based on the village of Eyam – historical context
Modern drama – The Plague Village	Empathetic exercise, based on one of the characters in the play e.g. a letter/diary entry

Useful information, websites, extension material
Wikipedia KS3 Bitesize

Curriculum Information: Year 8

Curriculum Area:	French
Learning Zone:	Communication
Curriculum Leader:	Ruth Beardshaw
Teaching team:	Mrs Beardshaw, Miss Westerling, Mrs Harris, Ms Mohsni, Mr Harding, Mrs Hanly.
Time allocation:	6 x 50 minutes per fortnight
Grouping arrangements	Set according to ability

Course outline
<p>Autumn Term:</p> <p>HOME AND FAMILY</p> <p>Talking about yourself</p> <p>Using the pronouns je and tu</p> <p>Talking about families</p> <p>Using the pronouns il and elle</p> <p>Talking about jobs people do</p> <p>Using masculine and feminine nouns</p> <p>Talking about where people live</p> <p>Using depuis</p> <p>Describing the weather</p> <p>Using the pronoun on</p> <p>HOBBIES</p> <p>Talking about what you like doing</p> <p>Using j'aime + infinitive</p> <p>Talking about what sports you do</p> <p>Using je joue and je fais</p> <p>Talking about what you do with your friends</p> <p>Using the pronoun nous</p> <p>Talking about TV programmes you have watched</p> <p>The perfect tense with regarder</p> <p>Saying what you and your friends did</p> <p>The perfect tense with more –er verbs</p>
<p>Spring Term:</p> <p>GOING OUT</p> <p>Making and reacting to invitations</p> <p>Using the verb vouloir</p> <p>Making excuses</p> <p>Using the verbs pouvoir and devoir</p> <p>Talking about clothes</p> <p>Adjectival agreement</p> <p>Buying clothes</p> <p>Using comparative adjectives</p> <p>Saying where you went</p> <p>Using aller in the perfect tense</p>

<p>EATING AND DRINKING</p> <p>Food you like and don't like</p> <p>Using the definite article after aimer</p> <p>Breakfast and lunch</p> <p>Using du, de la, de l' and des</p> <p>Preparing for a party</p> <p>Using il faut + the infinitive</p> <p>Buying provisions</p> <p>Using de with quantities</p> <p>Evening meals</p> <p>Taking part in short dialogues</p>	
<p>Summer Term:</p> <p>TRAVEL AND HOLIDAYS</p> <p>Countries and Languages</p> <p>Using the prepositions à and en</p> <p>Talking about holidays</p> <p>Asking questions using question words</p> <p>Describing a holiday centre</p> <p>Giving opinions</p> <p>Finding information about a holiday destination</p> <p>Asking questions</p> <p>Talking about a past holiday</p> <p>More practice with the perfect tense</p> <p>FRIENDS</p> <p>Talking about your friends</p> <p>More practice with comparative adjectives</p> <p>Pocket money</p> <p>Using ne...jamais</p> <p>Talking about gadgets</p> <p>More practice with adjectives</p> <p>Plans for the holidays</p> <p>Je vais + the infinitive</p>	
<p>Assessment methods</p>	<p>Formative assessment takes place in class, when marking books. Summative assessment includes tests in listening, speaking, reading and writing skills held during the year as indicated below. All assessments follow National Curriculum guidelines.</p>

Homework : Autumn	
Topic	Task
Home and Family	Learn: descriptions, weather, pets, hobbies, TV programmes.
Free Time	Write descriptions of: family, pets, hobbies, TV habits.
	1st half term learn for listening test on all work covered.
	2 nd half term learn for speaking test on all work covered.

Homework : Spring	
Topic	Task
Going out	Learn: verbs pouvoir, vouloir and devoir, excuses, clothes. Write a dialogue inviting someone out.
Eating and Drinking	Learn food, drink, meals. Write a menu, shopping list, a dialogue in a restaurant.
	1st half term learn for reading test on all work covered.
	2 nd half term learn for writing test on all work covered.

Homework : Summer	
Topic	Task
Travel and Holidays	Learn: countries, languages, question words, opinions Describe a holiday.
Friends	Learn: adjectives, je vais and infinitives. Describe a friend. Describe your plans.
	Learn for end of year assessment in all 4 skills.

Useful information, websites, extension material
<p> www.languagesonline.org.uk www.bbc.co.uk/languages/ www.zut.org.uk (free after 4pm and before 9am) www.instant-french.com/blog/top-learn-french-site/ www.french.about.com/ en.wikipedia.org/wiki/Category:French-language_websites www.uni.edu/becker/french3.html www.frenchinaclick.com/ </p> <p>I am always happy to upload a lesson from my laptop to a student's USB key if they have been absent or would like to recap the lesson at home.</p>

Curriculum Information: Year 8

Curriculum Area:	Geography
Learning Zone:	Enterprise
Curriculum Leader:	
Teaching team:	Mr Drewery, Miss Stanhouse, Miss Brown
Time allocation:	3 x 50 minutes per fortnight
Grouping arrangements	4 Sets

Course outline
Autumn Term: Rivers, flooding and coastal features
Spring Term: Tourism, Kenya, National Parks and Italy
Summer Term: Italy, Woolston Project

Homework : Autumn	
Topic	Task
Rivers	Locate the rivers in the UK and large rivers worldwide
Rivers	Describing the features of rivers
Flooding	Find flooding news and relate to their own experiences/ 2007 Floods
Flooding	MEDC/LEDC Comparison of flooding
Coasts	Hangestbury Inquiry
Coasts	Coastal Features WS
Assessment	Write a newspaper article explaining 2007 floods

Homework : Spring	
Topic	Task
Tourism	Create a tourism brochure for a destination of their choosing
Tourism	Tourist Survey/Questionnaire
National Parks	Complete a ws on the roles of NP employees
National Parks	Creating an eco-friendly tourist national park
Tourism	Poster on impacts of Kenyan tourism
Assessment	Tourist Island

Homework : Summer	
Topic	Task
Italy	TBD
Woolston Project	Ongoing project on redevelopment Vosport Thorney Croft Site
Assessment	Woolston Project

Curriculum Information: Year 8

Curriculum Area:	History
Learning Zone:	Culture
Curriculum Leader:	Mrs C Padgham
Teaching team:	Miss C Lewis, Mr S Carter
Time allocation:	3 x 50 minutes per fortnight
Grouping arrangements	Set according to English grouping

Course outline: Britain 1500-1750	
Autumn Term: Was this a good time to be living in England?	
Spring Term: Why was there so much religious change in C16th? and Why did the Civil War break out and did it change anything?	
Summer Term: How modern was Britain in 1700s? and Why was there no meeting of minds in the New World?	
Assessment methods	3 Levelled assessments (one each term).

Homework : Autumn	
Topic	Task
Was this a good time to be living in England?	<i>Extension of classroom activities inc:</i>
	Research important event/person from 1500-1750
	'Wanted poster' for Conterfeit Crank
	Advert for C16 th entertainment
	Report on how healthy Catholic Church was in 1500

Homework : Spring	
Topic	Task
Why was there so much religious change in C16th? and Why did the Civil War break out and did it change anything?	<i>Extension of classroom activities inc:</i>
	William Tyndale & English Bible worksheet
	Letter from Lady Jane Grey from Tower of London
	Image of Elizabeth I

Homework : Summer	
Topic	Task
How modern was Britain in 1700s? and Why was there no meeting of minds in the New World?	<i>Extension of classroom activities inc:</i>
	Recruitment poster for a 'Witchfinder'
	Designing a new plan for London, 1666

Useful information, websites, extension material	
Library and website resources on above topics.	

Curriculum Information: Year 8

Curriculum Area:	ICT
Learning Zone:	Communication
Curriculum Leader:	Mrs L Smith
Teaching team:	Mrs Smith, Ms Thomson, Mr Jolley, Miss Cave Ms Nisbet, Mr Scott
Time allocation:	2 x 50 minutes per fortnight
Grouping arrangements	

Course outline	
<p>Autumn Term: 'Murder in Mind' series of tasks involving Image manipulation and use of Desk Top Publishing for the production of documents fit for purpose and suitable for target audience. Safe use of computer systems. 'Chat guide' safety online. Email</p>	
<p>Spring Term: Project based on a Wildlife Park. Use of range of software to help the Park to manage finances, communicate with supporters, store and interrogate data, to promote a special event, monitor and control conditions and to plan manage and evaluate the project.</p>	
<p>Summer Term: Interactive information point for tourists to Southampton- to include links to relevant websites for latest events and weather. Testing the system and recording results and changes made. Questionnaire design and evaluation of project.</p>	
Assessment methods	Through outcomes, students evaluation report, discussion and questioning with individuals and groups.

Homework : Spring	
Topic	Task
Theme/Wildlife Parks	Research make notes and collect leaflets etc
Promotion & use of graphics and image manipulation	Design a new logo for the Park to be produced on computer and used on all documents
Newsletter	Plan layout and content on paper
Supporters/Animal sponsors Database	Design Database structure and collect 5 sets of data to be entered.
Spreadsheet	List possible expenses and sources of income for the Park. Design a Spreadsheet to hold data and state how formulae could be used to calculate Profit/loss
Monitoring and control	How are monitoring and control systems used in our everyday life? Give examples and explain how they are of benefit.

Homework : Summer	
Topic	Task
Tourist info point.	Plan slides content and links on paper.
Southampton X2	Gather information, facts and figures and suitable images to use in your slide show. To include a visit to library /tourist information centre and city looking at it from a tourists point of view..
Assessment criteria- How to make a judgement.	Create a table of criteria that could be used to assess the suitability and functionality of your Tourist Information interactive slide show.
Questionnaire design	Design plan questions for your questionnaire for others to evaluate your Information Slide show.

Useful information, websites, extension material
www.bbc.co.uk/schools/ks3bitesize/ www.parentscentre.gov.uk/usingcomputersandtheinternet/ http://www.thinkuknow.co.uk/

Curriculum Information: Year 8

Curriculum Area:	Industrial Design
Learning Zone:	Enterprise
Curriculum Leader:	J. Van Wyk
Teaching team:	J. Van Wyk, C. Lee,
Time allocation:	2 X 50min, once per fortnight.

Course outline	
Investigate a product: yr 8: paperclip. Main project: yr 8 Mechanical Toy.	
Assessment methods	Practical design and make tasks with a test at end of year.

Homework : Autumn	
Topic	Task
Peg/ Clip	Go and interview 5 members of public about the role these play in their lives.
	Feasibility study: what other uses do people put these items to.
MECHANICAL TOY	Questionnaire and interviews

Homework : Spring	
MECHANICAL TOY	Market research- evaluate existing projects
	Public Opinion on their different designs to select/ reject
	Safety Poster
Mech Toy:	Identify a simple mechanical device and explain the mechanism

Homework : Summer	
TOY	Public opinion on their prototype (survey, opinions)
	List improvements and suggestions
	Write the Evaluation on their project.
	Revise for test

Useful information, websites, extension material	
Technologystudent.com	

Curriculum Information: Year 8

Curriculum Area:	Mathematics
Learning Zone:	Enterprise
Curriculum Leader:	Richard Scott
Teaching team:	T. Spicer, E.Prince, K.Smith, D. Nesbit, S. Rogers, M Kaplan, R Lakeman
Time allocation:	Years 8 7 x 50 minutes per fortnight
Grouping arrangements	In two equal blocks set from 1 to 4 or 1 to 5

Course outline	
Students will study units of work from Using and applying mathematics, Number and algebra, Geometry and measures, and Data Handling. Year 8 will be involved in projects and rich tasks.	
Assessment methods	Formal written tests in October, February and May – informal assessments every 2 to 3 weeks.

Homework : Autumn	
Topic	Task
Number	Fractions and decimals
Number	Estimation
Algebra	Solving equations
Geometry	Properties of polygons
Measures	Tiling a room
Data	Survey of friends

Homework : Spring	
Topic	Task
Number	Percentage change
Number	Using a calculator
Algebra	Sequences
Geometry	Angle rules
Measures	Volumes of prisms
Data	Probabilities in real life

Homework : Summer	
Topic	Task
Number	Growth
Number	Adding fractions
Algebra	Forming expressions
Geometry	Transformations
Measures	Speed Distance Time
Data	Mini-project

Useful information, websites, extension material	
Websites: mymaths and bbc bitesize	

Curriculum Information: Year 8

Curriculum Area:	Music
Learning Zone:	Cultural
Curriculum Leader:	Mr A Purkiss
Teaching team:	Mr A Purkiss Miss M Morgan
Time allocation:	2x 50 minutes per fortnight
Grouping arrangements	Mixed ability

Course outline	
<p>Topics are taught through a practical approach that blends the activities of performing, composing and appraising. Key skills and knowledge is gained according to the conventions of the style or genre being studied.</p>	
<p>Every topic has a vocal element and is delivered to highlight the cultural and historical context of music.</p>	
Assessment methods	<p>Coursework in the form of performances or compositions are assessed by the teacher and given a national curriculum grade. Students are also expected to self assess their work</p>

Homework : Autumn	<p>Researching Reggae artists and finding information on Japanese and Chinese traditional music.</p>
Topic	Task
Reggae	<p>Learn the key components of Reggae music and be assessed on the ability to play a keyboard arrangement of "Buffalo Soldier" by Bob Marley</p>
Japanese/Chinese Music	<p>An opportunity to explore musical sounds, scales and textures within a world music culture. Students will develop their knowledge of how music is closely linked to society.</p>

Homework : Spring	<p>Compose a short melodic piece based upon sequenced phrases and research the music of New Orleans.</p>
Topic	Task
Sequencing 6ths	<p>Learn a whole class arrangement of a well designed piece that highlights the key concepts of sequencing, accompaniment styles and musical structure (Ternary form).</p>
12 New Orleans Music	<p>This topic that focuses on reading notation, scat singing and improvisation. Students will learn the historical implications of this music and links to more contemporary styles.</p>

Homework : Summer	<p>Write about Latin dance styles and how they have</p>
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	become popular on TV. Homework associated with redrafting work from the year.
Topic	Task
Tango	Students will learn about the tonality shift between major and minor, the musical characteristics related to dance this dance form and the effect created by its unique accompaniment style and melodic features.
Re Visit previous material	An opportunity to re visit any work undertaken during the year and re draft to a higher standard or extend learning according to the choice of the student

Useful information, websites, extension material

Students can find alternative pieces to learn for any genre studied and research more information on a variety of websites. More able students can re-create music in the given styles on their own instruments

Curriculum Information: Year 8

Curriculum Area:	Physical Education
Learning Zone:	Well Being
Curriculum Leader:	Mr S Bywater
Teaching team:	Mr D Baker, Mr P Reid, Mr D Warwick, Miss J Dunn, Mr A Broughton.
Time allocation:	5 – 6 x 50 minutes per fortnight
Grouping arrangements	Mixed ability

Course outline	
<p>Autumn Term: Pupils will be taught the relevant skills required to perform well in sports, a selection from Football, Rugby, Hockey, Basketball, Netball, Volleyball, Gymnastics, Table tennis, Badminton and Health Related Fitness Exercises. Pupils will be expected to know what is involved in a warm up and cool down and be able to lead one. They should be able to describe the effects exercise has on their body. Pupils must demonstrate they have an understanding of the rules and be able to play in a safe environment. They should show tactical awareness on how to beat an opponent and be able to perform different roles within the game. They are able to analyse their own and others performance and be able to suggest ways on how to improve.</p>	
<p>Spring Term: As above. The ten sports are taught throughout the first two terms.</p>	
<p>Summer Term: Pupils are taught how to perform well in the sports of Athletics, Cricket, Rounders, Short tennis, Softball and Tennis.</p>	
Assessment methods	Continual assessment on physical ability by the PE staff, plus questions on rules, analysis of performance, safety measures, effects of exercise etc. every half term at the end of each unit of work.

Homework : Autumn	
Topic	Task
Warm up / cool down	To know the difference between the two. To be able to demonstrate arm and leg stretches applicable to that sport.
Muscles	To be able to name the main muscles involved when taking the above.
Safety	To know the safety requirements, procedures for the sport being taken.
Rules	To find out some of the rules for each sport.
Exercise	To be able to describe how you feel after exercise. Find out what are the short and long term effects of exercise on the body.
Gymnastic routines	With a partner, plan a gymnastic sequence.

Homework : Spring	
Topic	Task
Analysis of performance	What makes a person good at their sport. Watch a sport on TV and choose one person and be able to say why they are good at it. How have they reached that level. Be able to find the strengths and weaknesses of an opponent. To be able to suggest ways to improve performance.
Tactics	To find out what this means and be able to give your answer using a sporting example. To be able to use certain tactics to defeat an opponent in a game, either with a partner or on your own.
Positional play	To find out the many requirements needed to play in the different positions for each sport.
Role play	What makes a good captain, leader, coach, referee, umpire etc.

Homework : Summer	
Topic	Task
Sportsmanship	What qualities are needed to become a good sports person.
Rules	Find out some of the rules of the summer sports.
Safety	Know the safety measures involved in an athletic throwing event.
Measuring heights, distances etc.	To be able to read a tape measure properly and record heights and distances.

Curriculum Information: Year 8

Curriculum Area:	RE & PSCHE
Learning Zone:	Well Being
Curriculum Leader:	Ms Connolly
Teaching team:	Ms M Connolly & Mrs H Gillam, Mr M Jones
Time allocation:	2 x 50 minutes per fortnight
Grouping arrangements	Sets

Course outline	
Autumn Term:	Buddhism
Spring Term:	Sikhism
Summer Term:	Religion and the Environment
Assessment methods	End of unit tests / assessments

Homework : Autumn	BUDDHISM
Topic	Task
4 noble truths	Written task own experiences
8 fold path	Fill in worksheet
Wheel of life	Image creation: Own wheel of life or reincarnation
Shrine	Images and research for creation of a shrine picture
Revision	Completion of mindmap for revision for test.

Homework : Spring	SIKHISM: (PSHCE – citizenship & community)
Topic	Task
Sewa	Compilation of tasks to build a collection of materials To produce a group presentation on the concept of Sikh Sewa (community / selfless service) such as images and examples from websites & library. Both electronic and written.
Revision	Revision for end of unit test

Homework : Summer	RELIGION & THE ENVIRONMENT
Topic	Task
Environmental issues	Creation of pin badge interpretation of keywords.
Chipko / Native Americans	Research into the CHIPKO movement / Native Americans
Presentation	Images for presentation (Assessed for end of unit test)

Useful information, websites, extension material

<http://www.buddhanet.net> <http://fwbo.org/buddhism.html>

<http://www.woodlands-junior.kent.sch.uk/Homework/religion/buddhism.htm>

<http://www.sewainternational.com> <http://www.nhsf.org.uk>

Curriculum Information: Year 8

Curriculum Area:	Science
Learning Zone:	Enterprise
Curriculum Leader:	Mr Marsh
Teaching team:	Mr Marsh, Mr Spratt, Mr Ashworth, Ms Huggins, Ms Jones, Ms Ayoub, Mr Altay, Ms Mato, Ms Humphries
Time allocation:	7 x 50 minutes per fortnight
Grouping arrangements	Students are in sets, 1,2,3,4,5,

Course outline	
<p>Over the course of the year the classes will be completing 3 topics per term called:</p> <p><u>Term 1</u> Food, digestion and respiration. Heating and Cooling. Atoms, Elements and Compounds.</p> <p><u>Term 2.</u> Magnetism. Rocks and Weathering. Microbes, Disease and Health.</p> <p><u>Term 3.</u> Food Chains, Webs and Cycling of Elements. Metal Reactions and Reactivity. Light, Sound and Hearing.</p> <p>The order of these topics depends on the topic rotation of the group. The homework set could vary according to the teacher's preferences, but will be along the following themes.</p>	
Assessment methods	Students will be given a mix of End of Topic Tests, End of Term Tests, End of Year Tests and practical assignments. This will vary depending on the class teacher and the topic.

Homework :	
Topic	Task
Food, digestion and respiration	Make a list of everything you eat and drink in one day. How healthy do you think your diet is? Write down 5 things you could do to improve it.
	Write an account to describe the movement and digestion of a beef burger through your digestive system. Use KEYWORDS.
	Label a diagram of the human digestive system and

	explain the function of each part.
Heating and Cooling	Describe the 3 states of matter in terms of particles and their energy levels
	Give an explanation for each of these processes. Use water as your example: MELTING, EVAPORATING, CONDENSING, FREEZING
	Give examples of insulation in the home.
Atoms, Elements and Compounds.	Be able to explain the KEYWORDS: Atoms, Elements and Compounds.
	Draw atomic models for different compounds.
	Be able to give the name, symbol and properties of some common elements from the Periodic table.
Magnetism.	Explain how the Earth's magnetic field allows us to navigate.
	Explain how an electric motor works.
	How does an electric doorbell work?
Rocks and Weathering.	Describe and give examples of the 3 rock types: IGNEOUS, SEDIMENTARY, METAMORPHIC
	Draw a diagram of the rock cycle and explain how rocks change from one type to another.
	Describe and give examples of the 3 types of weathering of rocks: PHYSICAL, CHEMICAL, BIOLOGICAL
Microbes, Disease and Health.	Describe and give examples of disease caused by: VIRUSES, BACTERIA, FUNGI, PROTOZOA
	What does the word HEALTHY mean? List 10 things that you need to do to stay healthy.
	Describe the discovery and development of Vaccination.
Food Chains, Webs and Cycling of Elements.	Draw a food chain that has as many organisms in it as possible. Can you get more than 6?
	Draw a food web for one British habitat e.g. woodland. Try to get at least 12 organisms in your diagram.
	Design a poster to explain the water cycle or carbon cycle.
Metal Reactions and Reactivity.	Describe the properties of metals.
	Name 5 different metals and say what they are used for and how their properties allow this.
	Why is lead used for roofing but iron is not. Explain using REACTIVITY in your answer.
Light, Sound and Hearing.	Draw and label a diagram of the human eye.
	Explain how a periscope works.
	Explain the saying from the film Alien: "In space no one can hear you scream"

Useful information, websites, extension material
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KS3 Bitesize Revision Website

KS3 Revision Guide

www.footprints-science.co.uk/cells.htm
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www.youtube.com/watch?v=GHndVuaync
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www.bbc.co.uk/science/humanbody/body/interactives/lifecycle/teenagers/
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Year 8 Homework Overview

Week	Day	8 O	8 A
Week 1	Monday	Science	English Global Languages
	Tuesday	Maths PE	Science
	Wednesday	Global Languages Geography	Art Music
	Thursday	English History	Drama PE
	Friday	RE Art	Maths RE
Week 2	Monday	Science Music	English Geography
	Tuesday	English Food	Science History
	Wednesday	Maths Industrial Design	Industrial Design Food
	Thursday	ICT Drama	Maths ICT

Each homework task should take approximately 25 minutes to complete. Homework may not be set on the day shown above, but the teacher will allow a suitable length of time for the task to be completed at some stage during the week. Parents can support students by helping them to organise their time during the week to spread the homework load.