

ARCHBISHOP BLANCH C E HIGH SCHOOL



YEAR 8 PARENTS' INFORMATION BOOKLET

Contents

	<u>Page</u>
English	3
Mathematics	4
Science	5
Design and Technology	9
Religious Education	12
Geography	13
History	14
ICT	15
Modern Foreign Languages	16
Art	19
Music	20
Physical Education	21
Classical Civilisation	23
Latin	24

ENGLISH

Each half term a short SAT-style assessment will be undertaken by all pupils enabling us to track progress more effectively. This will not be reported to parents separately from the normal two school reports.

AUTUMN

All groups should be reading a class novel this term and much creative and analytical work will arise from the novel chosen. The scheme of work is devised to deliver the National Literacy Strategy and National Curriculum key objectives in a way which still leaves scope for individual teachers to work in their preferred teaching styles. Expect a lively mix of reading, writing, speaking and listening which is designed to reinforce the skills required next year in the Key stage 3 SATs.

Year 8 will also be reading a range of texts, fiction and non-fiction, including works written before 1914 and by a non-British author as part of Book Chase.

SPRING

Year 8 groups will be involved in a variety of writing, reading and speaking and listening activities. The scheme of work is mapped against the National Literacy key objectives but staff are encouraged to be flexible and creative in the way that they deliver these. Do not be concerned if your child seems to be doing different work from her friend in another set; our pupils are equipped to deal with the whole range of reading and writing tasks as their SAT results indicate.

The Book Chase project runs in autumn term but to maintain the momentum in reading across a range of literature and non-fiction, they will be receiving a Suggestions for Reading List. As part of their homework is, routinely, a period of around 30 minutes private reading per week, please encourage them to use it.

Some groups will be scheduled to begin their A.L.P. 2 project. This staggering of the start date for this non-fiction reading project is to prevent undue pressure on the Library and ICT facilities in school. Pupils will be learning higher level reading skills and researching a project linked to their Year 8 subject knowledge across the curriculum.

Creative writing continues to be fostered in their weekly use of their Journals. This is for their choice of writing activities and is monitored rather than marked by their teacher.

SUMMER

Work this term initially focuses on preparation for the summative examination which is part of the Optional Year 8 SAT set by the QCA. This follows a model familiar from Year 6 SATs with a reading comprehension booklet and question paper followed by a writing task, which could target fiction or non-fiction types of writing.

After this pupils will be working on our ALP 2 project which aims to develop their skills in non-fiction reading and research.

MATHEMATICS

AUTUMN

In the first 2 to 3 weeks students study a familiar topic, Graphs, particularly conversion and time distance graphs. This topic is normally well received by pupils and is made more relevant by using experiences gained during their holidays. The course then moves on to estimating and mental mathematics. Powers and square roots are extensively investigated and some computer work is incorporated to reinforce this topic. The next topic, Statistics, will not be new to year 8 students but aspects will be explored in more depth and new skills acquired. Algebra and transformations are studied for the next 5-6 weeks and are a very important part of the foundations for topics that will be taught in year 9. At the end of each chapter the students will be tested and scores will be used to assess their progress together with other information such as classwork and homework. It is important that students revise for these tests and homework time will be given to facilitate this - again it is hoped parents will do their "bit" to encourage students to revise thoroughly.

SPRING

The course in the Spring term begins to extend a number of areas that will have already been introduced in Year 7. It can look as if old ground is being covered again but more Mathematical sophistication is required by the pupils in the interpretation of these topics. There is a chance for pupils to revise for the chapter tests by doing test yourself at the end of each chapter. The topics comprise rules for directed numbers, using directed numbers in real situations, bearings, plane geometry and investigation of the properties of polygons. A more in depth look at probability moves pupils on from a descriptive appreciation of probability to a quantitative approach with the introduction of sample spaces.

Percentages and interest rates are given a more practical airing and some computer spreadsheets are employed to help reinforce the basic skills required in this area. The course then takes on a more algebraic slant with the chapter on straight lines again using computer software to plot graphs and investigate the principles of algebraic representation of the straight line. During the term numerous PowerPoint presentations and computer software are used to help pupils gain confidence in the topics but a firm understanding in most cases can only be achieved through working rigorously through set exercises. It should go without saying that homework and presentation are key ingredients in making real progress.

SUMMER

The course in the summer term has a higher content of algebra and graphical work than previous terms. The basis for all future algebra topics is covered during this term and it is important that pupils do the necessary groundwork to ensure a secure knowledge of this area. The major topics comprise equations, curves, trial and improvement, area, volume and some statistical analysis.

Some of these topics lend themselves to a more practical approach to the subject and these will be evident during lessons. But again it should be pointed out that a firm understanding in most cases can only be achieved through working rigorously through set exercises. Also homework and presentation are key ingredients in making real progress. There is a chance for pupils to revise for the chapter tests and the very important end of year assessment.

SCIENCE

AUTUMN

Food and digestion

Pupils learn:

- about different foods and how they can be combined to produce a balanced diet
- how food is broken down by digestion so it can be used by the body, for energy, growth and repair

Atoms, elements, compounds and mixtures

Pupils:

- learn that the huge range of materials is made from a relatively small number of elements
- learn that each element is composed of one sort of atom only
- explore the characteristics of some elements
- use the particle model to describe what happens when elements combine

Heating and cooling.

Pupils:

- recognise the need for a temperature scale
- learn to distinguish between heat (as energy) and temperature
- learn about mechanisms of heat transfer: conduction, convection and radiation, and apply this to familiar contexts
- learn about expansion and change of state in solids, liquids and gases
- use the particle model to explain conduction, convection and change of state

SPRING

Please note that the order in which this is delivered will vary between sets.

Food and digestion

Pupils learn:

- about different foods and how they can be combined to produce a balanced diet
- how food is broken down by digestion so it can be used by the body, for energy, growth and repair

Atoms, elements, compounds and mixtures

Pupils:

- learn that the huge range of materials is made from a relatively small number of elements
- learn that each element is composed of one sort of atom only
- explore the characteristics of some elements
- use the particle model to describe what happens when elements combine

Heating and cooling

Pupils:

- recognise the need for a temperature scale
- learn to distinguish between heat (as energy) and temperature
- learn about mechanisms of heat transfer: conduction, convection and radiation, and apply this to familiar contexts
- learn about expansion and change of state in solids, liquids and gases
- use the particle model to explain conduction, convection and change of state

Respiration

Pupils learn:

- how cells are supplied with the materials they need for respiration
- how cells in animals and plants release energy
- that the process of respiration is similar in all cells

Rocks and the rock cycle

Pupils:

- learn about rock texture as one of the key characteristics of different rock types
- model rock texture
- learn about the processes of weathering, erosion, transportation and sedimentation
- relate processes, eg evaporation and dissolving, involved in rock formation to processes observed in other contexts
- consider processes operating on different timescales

Magnets and electromagnets

Pupils:

- identify magnetic materials, make a magnet and test the strength of a magnet
- use the concepts of a magnetic field, a permanent magnet and an electromagnet
- investigate factors affecting the strength of an electromagnet
- explain the working of a number of devices that use magnets and electromagnets

Microbes and Disease

Pupils:

- find out about the role of micro-organisms in infectious diseases
- learn about the body's defence systems and how immunisation can protect against microbial infections

Light

Pupils:

- build on their knowledge of light and its effects
- learn how we see objects
- represent light as a ray and use this concept to explain reflection and refraction
- find out about the origin of coloured light and the appearance of coloured objects

Ecological relationships and feeding relationships.

Pupils:

Study a habitat in detail and learn how:

- organisms can be identified and sizes of populations compared
- feeding relationships can be modelled quantitatively
- living things within a community influence each other and are affected by the environment

Sound

Pupils:

- build on their knowledge of sound and hearing
- explain how sound travels through media
- give an explanation of how the ear works, find out about the harmful effects of loud noise

SUMMER

During the summer term students will complete the National Curriculum sections for year eight.

Depending on how individual classes have progressed during the previous two terms students will study the following areas of science:-

Biology - Ecological relationships

In this unit pupils:

- study a habitat in detail and learn how:
 - organisms can be identified and sizes of populations compared
 - feeding relationships can be modelled quantitatively
 - living things within a community influence each other and are affected by the environment

Before students start on this module it is helpful if students:

- know that different living things live in different habitats
- can describe ways in which animals and plants are adapted to survive in a habitat
- can represent feeding relationships by food chains and food webs
- know that organisms can be classified into animals and plants and about the main taxonomic groups of animals

When pupils have completed this module they should be able to:-

- classify some plant specimens into the main taxonomic groups of plants;
- identify and name organisms found in a particular habitat and describe how they are adapted to the environmental conditions, explaining how the adaptations help survival;
- relate the abundance and distribution of organisms to the resources available within a habitat and begin to represent this using pyramids of numbers.

Chemistry - The rock cycle

In this unit pupils:

- learn about the major rock-forming processes
- learn how rock-forming processes are linked by the rock cycle
- use the concept of rock texture as one of the key characteristics of igneous, sedimentary and metamorphic rocks
- relate processes observed in other contexts, eg crystallisation, to processes involved in the rock cycle
- consider processes operating on different timescales

Before students start on this module it is helpful if students:

- know that there are rocks under the surface of the Earth and that soils come from rocks
- can name some examples of rocks and describe their textures
- can describe weathering processes and explain how sediment is formed
- know that solids, liquids and gases are made of particles and about the differences between the way particles are arranged in solids and liquids

When pupils have completed this module they should be able to:-

- describe and explain how sediment becomes sedimentary rock; describe the conditions under which metamorphic rock is formed and how igneous rocks crystallise from magma;
- relate crystal size to rate of cooling;
- describe some distinctive features of igneous, sedimentary and metamorphic rocks and use these to distinguish between the rock types

Physics:- Sound and hearing

In this unit pupils:

- build on their knowledge of sound and hearing
- explain how sound travels through media
- give an explanation of how the ear works, find out about the harmful effects of loud noise and how loud noise can be reduced

When pupils have completed this module they should be able to:-

- relate changes in pitch and loudness of sounds to changes in vibrations;
- explain how musical instruments can make these changes and relate these to the oscilloscope representations of waves;
- recognise that sound needs a medium to travel through and that it travels at different speeds through different media;
- explain simply how the ear works and give examples of hearing ranges;
- describe ways in which hearing can be impaired and how noise pollution can be reduced

Before students start on this module it is helpful if students:

- know that sounds are produced by vibrating sources
- know how the sounds produced by musical instruments can be changed

During the course of the year all pupils will continue to develop their skills in scientific thinking. They will complete assessed tasks to show their ability to design, carry out, analyse and evaluate their own investigations and those of others. These tasks will be in addition to the end of unit tests for each topic.

DESIGN AND TECHNOLOGY

AUTUMN

FOOD

Pupils begin their work in this specialist area by discussing the research task for this theme – the environment. Pupils will work in teams for this and plan out a presentation of their methods of investigation. They will develop their ICT skills by using e-mail and the internet to obtain information from food manufacturers and/or vegetarian organisations. They will carry out independent research for set homework over a period of weeks on vegetarianism.

Pupils will work in pairs to carry out a risk assessment of the food area and are introduced to the procedure required before carrying out practical work. In practical work, pupils will carry out a range of focused practical tasks to ensure that all pupils learn specific skills and knowledge. Pupils will undertake a tasting of exotic fruits for which they complete a report. Following this, they prepare fruit salad or fruit kebabs. This will ensure that they learn how to prepare fruit correctly and safely, together with the nutritional benefits of fruit. More gifted pupils will prepare a greater range of fruits and will make the presentation of their finished product more elaborate. Pupils then work on the focused practical task of preparing either a stir-fry vegetable dish or egg and bacon fried rice. This teaches them how to select and use a range of equipment and to prepare a variety of food materials and understand their properties. They are encouraged to modify or adapt the basic recipe to make the dish healthier and to justify any changes they make.

The next task is to make either chocolate chip cookies or chocolate muffins using Batch Production techniques to introduce pupils to the basics of commercial food production. All pupils are expected to prepare a presentation on what they have found out about vegetarianism in their research. Pupils will learn how to analyse a commercial vegetarian dish, judge it for value and quality, and understand the legal requirements for its packaging.

In the remaining weeks, pupils use their own research and the skills they have acquired to design, prepare, present to a high standard and evaluate a savoury vegetarian dish which would appeal to a teenager for a main meal.

GRAPHICS

Students will be given a design brief based on the theme ‘The Environment’. They will produce the graphic and publicity material for promoting awareness of an environmental issue which will include such items as logos, letterheads, leaflets and posters.

They will research a relevant environmental issue and undertake tasks to improve their skills in designing and making.

This will involve the following activities:

- ✚ Collection and evaluation of existing advertising and promotional material to raise awareness of environmental issues.
- ✚ Investigation of different styles, sizes and colours of lettering.
- ✚ Learning how to apply colour rendering techniques.
- ✚ Brainstorming, planning sheets and rough visuals.
- ✚ Designing and making logos, letterheads and posters.
- ✚ Evaluation and testing of student’s own graphic product design.

RESISTANT MATERIALS

Pupils begin their work in this specialist area by analysing the health and safety issues within the Resistant Materials area. They will discuss personal and group safety using hand tools and various machines in the workshop environment. Pupils will develop their problem solving skills through group work to produce a solution to a given problem. They will enhance their presentation skills using ICT and perspective drawings. All pupils will follow the design process to take a design idea from conception to the production of a final artefact. This will involve pupils completing homework tasks which require them to research particular areas of interest and existing product markets.

Pupils will carry out a series of focused practical tasks to develop their knowledge of the Technology curriculum. They will build skills to enable them to incorporate their own creative flair into their work. Pupils will develop an understanding of cutting materials, drilling techniques, CAD/CAM and forming plastics.

In the final stages of their time in Resistant Materials pupils will complete individual and peer evaluations to make conclusions on the effectiveness of their project. They will assess their projects related to their own specifications and complete a questionnaire to assess the quality of their product.

SPRING FOOD

Pupils begin their work in this specialist area by carrying out a series of focused practical tasks such as Fruit Salad, Chicken Fried Rice and Crisp Stir-fry Vegetables. This is to ensure that pupils will learn specific skills: weighing and measuring; using a range of small and large pieces of technological equipment in a safe manner; preparing a variety of food materials with care and precision and understanding the properties of food materials. Pupils will also learn how to evaluate, including by sensory means, their practical performance and to make suggestions for improvement.

Pupils will then learn how to work in teams to produce small cakes by batch production techniques. Pupils will then tackle a design and make assignment on the theme – the environment. For this they will have to carry out their own independent research as part of homework and produce a presentation of their investigations. Pupils will learn how to analyse a commercial food product and judge it for value and quality. The most able pupils will also investigate smart materials (meat analogues). From their research, pupils will learn how to produce a design specification and suggest some design proposals with appropriate justification. Pupils will then produce careful plans for production in order to produce and present food products to a high standard using their own ingredients.

GRAPHICS

Students will have a design brief based on the theme ‘Holidays’. They will produce the graphic and publicity material for a holiday company, including items such as logos, letterheads, leaflets, posters, advertising and promotional products. They will research existing products and undertake tasks to improve their skills in designing and making.

This will involve the following activities:

- Collection, evaluation and disassembly of existing holiday company products.
- Investigation of different styles, sizes and colours of lettering.
- Learning how to use colour rendering techniques.

- Pictorial view and orthographic view drawing techniques.
- Brainstorming, planning sheets and rough visuals.
- Designing and making logos, letterheads, posters, advertising material and promotional products.
- Evaluation and testing of student's own graphic products.

SUMMER

FOOD

Theme – Holidays: Pupils begin their work in this specialist area by discussing the possible holiday destinations from which to design and make foods. They follow this by listing these countries and discussing the design considerations that will affect their selection of an appropriate country for this design brief. Pupils plan and then carry out independent research for set homework over a period of weeks on their chosen country.

In practical work pupils will first carry out a range of focused tasks to ensure that all pupils learn specific skills. Pupils will work in pairs to carry out a risk assessment of the food area and are introduced to the procedure required before carrying out practical work.

Pupils will then undertake a tasting of exotic fruits for which they complete a report. Following this, they prepare fruit salad or fruit kebabs. This will ensure that they learn how to prepare fruit correctly and safely together with the nutritional benefits of fruit. More gifted pupils will prepare a greater range of fruits and will make the presentation of their finished product more elaborate. The next two weeks see the pupils working on the design and making of a pasta dish or chicken/bacon egg fried rice and sweet and sour chicken/barbecued spare ribs. They are encouraged to modify or adapt the basic recipe and to justify any changes they make. They will learn how to select and use a range of equipment and to prepare a variety of food materials with care and precision. The next task is the use of Batch Production techniques to make either chocolate chip cookies or chocolate muffins. All pupils are expected to prepare a presentation on what they have found out about their chosen country in their research. Pupils will learn how to analyse a commercial food product and judge it for value and quality.

In the remaining weeks, pupils use their own research and the skills they have acquired to design, prepare and present to a high standard and evaluate a selection of dishes from their chosen country.

RESISTANT MATERIALS

In Year 8 pupils are introduced to various aspects of the Design Technology curriculum through resistant materials. They develop designs for a number of different products including key rings, penholders, tissue holders and jewellery. Pupils follow the design process and develop research skills, analytical skills using mind mapping techniques and various sketching and drawing skills including two point perspective drawing. Pupils will learn a range of manufacturing skills including the use of a wide range of hand tools and workshop machinery. They will also develop their knowledge and understanding of Computer Aided Design and Computer Aided Manufacture through the use of the schools new laser cutting facilities.

TEXTILES

Main aim: to develop Pupils designing skills and teach them about designing for clients. In this unit (which includes a short introduction for skills, and health and safety) pupils will aim to create a desirable fashion item which is also kind to the environment. They will design a recycled T-shirt and make a decorative panel/patch which will be suitable for promoting Environmental

Issues. Pupils will gain the knowledge; skills and understanding they need to carry out the DMA successfully through research, product evaluation and focussed practical tasks.

They:

- Learn how designer's work in industry
- How to develop a design specification and work to it's criteria
- Use various tools and equipment accurately
- Issues facing designers today

There are also opportunities for pupils to:

- Use ICT to help design and make items as appropriate
- Make design decisions and be able to justify them
- Learn about concepts of marketing
- Find out about environmental issues within the textile industry
- Find out about Moral and Legal issues facing designers
- Be creative

RELIGIOUS EDUCATION

AUTUMN

This term pupils will study the religion of Islam. They will learn about the key features of the religion, such as the Five Pillars, mosques, festivals and the Qur`an. We will be emphasising not just **what** Muslims do but also **why** they do certain things and **what it means** to be a Muslim. They will learn that empathy and understanding are important guards against prejudice. Wherever possible we will ask our Muslim girls to contribute to lessons in order to help develop further understanding. Throughout the term the girls will be assessed both orally and through their written answers, on what they have learnt **about** and **from** the topics we cover.

SPRING

This term we will be continuing our study of other religions, looking at what we can learn about them and what we can learn from them. We will all be studying Judaism. In our lessons on Judaism, girls will have the opportunity to taste Jewish food, make Mezuzahs and write in Hebrew..

SUMMER

In the summer term we continue our study of other religions, looking at what we can learn from them and what we can learn about them. We will be completing our studies of Judaism and Islam and then we will study Hinduism. There will be the opportunity to see a Hindu puja ceremony and to make Hindu games based on reincarnation.

Year 8 students will have an examination in this subject which will cover Judaism and Islam.

GEOGRAPHY

AUTUMN

We will be spending the first part of this term examining the different levels of **Development** in different parts of the world. This will include:

- Challenging stereotypical views of developed and developing countries.
- Ways of measuring development and their accuracy.
- How levels of development can change over time?
- Trade and development.
- How developed countries can affect the development of poorer countries?
- How developed countries can aid developing countries?

In the latter part of the term the new topic will be **Shopping and the Retail Industry**. This covers:

- Types of goods sold in shops (convenience and comparison goods)
- Types of shops and methods of shopping especially how these have changed over time. What future developments will there be?
- Location of different types of shops
- City centre shopping developments (Case study: Birmingham's Bull Ring)
- Out of town shopping centres and how these have affected other shopping areas. Field trip to the Trafford Centre provides an opportunity for data collection and project work
- Shopping hierarchies.

SPRING

Our next topic will be **Hazards**. In this topic we will be looking at the impact of events such as earthquakes, volcanic eruptions, floods and tsunamis. In order for pupils to understand their impact we will first look at why these events occur. This will require studying the structure of the earth and plate tectonics. Pupils will investigate major events that have occurred around the earth in recent times e.g. Peru Earthquake, Boxing Day Tsunami and Montserrat Volcanic Eruption.

SUMMER

During the summer term, year 8 will be studying **Japan** in their Geography lessons.

This will include:

- The physical and human features of Japan.
- Stereotypical views and perceptions of Japan.
- The Japanese way of life including culture and language.
- A comparison of different regions of the country.
- Japan's level of development.
- Industries in Japan especially multinational companies.
- How Japan is interdependent with other countries of the world.

HISTORY

AUTUMN

In the first term of this year the focus is on the problems faced by the Tudor and Stuart monarchs. Topics include Henry VIII and his wives, the religious persecution in Mary I's reign, the Spanish Armada and the Great Fire of London.

A wide variety of teaching styles is used to engage the pupils and improve both their written and verbal communication skills.

Assessment opportunities include an empathy exercise in the form of a letter from Elizabeth I when she was imprisoned in the Tower of London and an extended writing opportunity on the causes and consequences of the Great Fire of London.

SPRING

This term is spent looking at how people's lives changed during the period 1750-1900. Topics covered include:

- Agricultural Revolution – how new ideas in farming revolutionised agriculture and paved the way for the Industrial Revolution.
- Industrial Revolution – the new inventions in industry and how they led to the development of the factory system.
- Life in the new industrial towns – what it was like to live and work in the new towns.
- How conditions in the towns and factories were improved.

(1) Key historical skills of empathy, essay writing and source analysis are further developed.

(2) Two assessment pieces to monitor progress are completed – usually on Agricultural Revolution and child labour in the factories.

SUMMER

The focus this term moves to the wider world as the British Empire and its involvement in the slave trade is studied.

Topics include:

- Why the British had an Empire.
- What benefits did it bring to the British People?
- Why did Britain get involved in the slave trade – looking especially at Liverpool's involvement?
- What was it like to be a slave?
- Who opposed the slave trade and why?
- Why was it finally abolished?

The key skills of literacy and communication are emphasised. We also try to organise a visit to the Maritime Museum to consolidate understanding of this topic.

ICT

AUTUMN

Email

Students are taught how to use email systems effectively.

- Adding attachments
- Use of personal address books
- Advantages/ disadvantages of using email

Information, reliability and bias

One of the dangers of using Web site information is that we often accept information that looks authentic as the truth. Students are taught how to validate web site information.

- Information – bias/ validity
- How to read a web address
- How to find out who publishes information on a web page
- How to check external links to a web site to find out what others think about the site
- Research project: Does mobile technology affect our health?

SPRING TERM

Databases

- How databases are used in society
- How to set up and use a database to analyse collected data
- How to create tables and enter data
- How to create queries and reports
- How a database can be used as a research tool to test out a hypothesis

Publishing on the Web

- Internet: basic concepts
- Basic HTML (hypertext mark-up language) and how it is used to create web pages
- Web design tips
- Use of Frontpage to create a band website

SUMMER TERM

Control

- Examples of how control systems are used in the world around us
- Use of a control program called Flowol to set up control systems

Spreadsheets

Students develop their spreadsheet skills and use these to create spreadsheet models.

- Consolidation of work done in Year 7
- More about formatting – text wrap; text alignment
- Use of formulae and functions
- Relative and absolute cell addressing
- Using/ creating spreadsheet models
- Documenting spreadsheets

Podcasting Project

- An introduction to video podcasting

MODERN FOREIGN LANGUAGES

AUTUMN

FRENCH

The year 8 course begins with a personal topic, entitled, "Talking about yourself," where pupils will learn how to give more information about themselves, their appearance and their families. They will also learn how to describe other people. The topic goes on to cover free time after school and at weekends and also giving detailed opinions about hobbies and activities.

Pupils will learn the most important verbs in French, which they will need throughout their studies and how to use them in the present tense. They will also learn possessive adjectives.

More emphasis is placed on hobbies and free time as the course progresses, allowing pupils to say where and when they would like to do things.

Classes receive the support of a French assistant, who will also organise lunchtime activities to reinforce learning and add fun to the course.

GERMAN

This term, pupils will cover the introductory topics in German. They will learn to describe Europe, where they live and how to give opinions. They will learn to give information about themselves, and how to ask other people about themselves. The pupils will be involved in speaking, listening, reading and writing activities, including learning tongue-twisters and creating simple poems.

The next topic is School. Pupils will learn how to describe what they bring to school, numbers and the alphabet, in order to say what is in a classroom. Towards the end of term, pupils will be involved in lessons with the Language Assistant, to learn about typical Christmas traditions in Germany.

SPANISH

Year Eight studying Spanish will begin by exchanging simple greetings and then go on to describe the various items in their school bags and in the classroom. Numbers, birthdays and ages are followed by the Spanish alphabet and Computer vocabulary.

Pupils will then go on to learn the names of countries and their nationalities and to talk about their family members. This will be developed into learning to give physical descriptions of people and pets. This will involve developing an awareness of verb conjugation and adjectival agreement.

SPRING

FRENCH

This term, the French department will be covering topics such as arranging to go out, including going to the cinema. Pupils will learn how to accept and refuse invitations, and how to make excuses. Whilst studying the cinema, pupils will learn to identify different types of films and how to give their opinions of them.

The next topic of study is the family, covering the extended family members, and then we will move on to cover the topic of friends and how to talk about them. Pupils will revisit the skill of giving opinions, and then use this skill again to discuss their favourite things and things they like to collect. Talking about ailments and parts of the body is the next topic, where pupils will again

give opinions, describe their ailments and how they feel, and suggest remedies. They will be able to say what is wrong with them, and what they need to recover. At this point in the course there is a test, covering the above topics and brothers and sisters.

The final topics for the Spring term are food and drink, where pupils will learn to describe what they have breakfast and lunch, and also learn to use the vocabulary they would need to go shopping for the food and drink they would like if they were in a French-speaking country.

Throughout these topics the grammatical aspects of the language will be emphasised by teaching the pupils how to use the tense of possibility and the immediate future, moving them on from simple present tense usage. The pupils will be shown how to use connectives, how to compare adjectives, how to talk accurately about amounts, and how to use negative sentences.

GERMAN

This term, pupils will cover the topic of family and pets. They will learn not only the names of family members and various animals, but also how to describe them. They will learn how to give opinions about them, and this will involve detailed study of how the present tense is formed, plus further study of word order. The pupils will be involved in speaking, listening, reading and writing activities, including learning tongue-twisters and creating simple poems. The pupils will also begin to interpret statistics.

The next topic is house and home. Pupils will learn how to describe a range of houses, and the furniture that might belong in them. Pupils will be asked to imagine their dream home, and they will learn the future tense to do this. This skill of using tenses is very important, and will be further developed in the summer term.

SPANISH

Year 8 now go on to look at the wide range of countries in which Spanish is spoken. They have lots of practice in the use of verbs and lots of opportunities to hear spoken Spanish. The next theme is school and as well as learning to talk about their own school and school subjects they have the opportunity to make comparisons between schools in Spain and those in this country. This offers lots of further opportunity to practise verbs and adjectival agreements. The school day offers an opportunity to learn to say the time and days of the week.

We now run a Spanish club in school at lunchtimes on Mondays which is ideal for year 8 to put their newly acquired language skills to the test.

SUMMER

FRENCH

This term the girls will be covering topics on food, travel and holidays. There will be emphasis on when to use the partitive and the definite article in this context. Pupils will be encouraged to use past, present and future tenses and to express opinions and preferences. Cultural differences between French and British eating customs will be observed and the benefits of healthy eating emphasised.

'Il faut' and 'il ne faut pas' will be taught in this context. Constructions for asking questions will be taught as will the use of many common questioning words.

GERMAN

This term pupils will complete the study of the topic of house and home, where they will learn to describe different types of accommodation and the rooms in them. They will learn to describe not only their own rooms and houses, but also their dream room and house. Some basic items of furniture will also be covered this term. Pupils will be able to record themselves making an advertisement for their dream home.

The next topic of study is the school day. This is the main topic for the summer term, and is very important as it incorporates the revision of numbers in order to learn how to tell the time correctly, using both the 12 and 24 hour clock. After learning this skill thoroughly, we will move on to school subjects, linking this and time to be able to describe a school timetable, and moving on to the daily routine at home. Besides this vocabulary, pupils will also learn to give opinions about aspects of their school and daily routine.

During this term pupils will continue to reinforce their knowledge of grammatical structures by learning how to use high frequency past and conditional tense forms, moving on from simple present tense usage. They will also focus carefully upon the word order of the German language, taking in to account the changes that occur when one uses expressions of time.

SPANISH

This term girls will learn how to talk about their homes, different types of houses and the rooms in them. They will also learn how to describe their bedrooms. This will lead on to talking about their daily routines and revision of time in that context. This will lend an opportunity to learn reflexive verbs and further practise verbs with slight irregularities (radically changing verbs). Ordinal numbers will be revised and cardinal numbers will be introduced.

After the summer examination their next topic will be visiting places in a town. They will learn the irregular verb as well as constructions to ask and understand directions.

The final topic of this term will be leisure time activities.

ART

AUTUMN

During the Autumn term all Year 8 students will be taught how to use symbolism in poster design by using images and colour in a composition to convey a message without using words. The poster design will be based on the theme 'Celebrate Peace.' Students will gain an understanding of the importance of peace in life throughout the world.

Students will start by looking at examples of posters and they will discuss the messages of information that are conveyed in the designs and how they influence people. They will research a variety of sources to look for symbols of peace and celebration. They will produce sketches and ideas to help them plan a final poster design using drawing and painting materials.

Six finalists will be selected from Year 8 and their work will be exhibited in the Atrium display area of the Liverpool Daily Post and Echo building.

SPRING

Year 8 are taught Art in five groups set according to their ability in R E, Classics and Latin.

During the spring term they will continue to develop their skills in drawing from observation by producing studies of natural forms, recording details of line, tone, texture, pattern and colour. They will use their initial drawings to develop their studies into final pieces of work in another medium.

They will learn to express their ideas by using a range of tools and materials.

They will consider the decorative elements in their analytical studies and use these as the basis for a composition, which includes some form of repeat pattern. They will produce final pieces of work using paint, collage and/or printing techniques. Planning for their composition will involve selecting an interesting area of their drawing for a repeat pattern or print, then drawing the design to scale.

They will use a technique of pressing the design into a printing block, press print, to create a line drawing. Pupils will use a variety of coloured inks and backgrounds to experiment with printing techniques.

Throughout the term students will look at the work of other artists and designers to gain an understanding of their work. Students will acquire skills in developing, modifying and refining their own work and they will learn to select and experiment with materials.

There may be occasions during the term when students participate in other activities such as competitions as and when such opportunities occur.

SUMMER

Year 8 are taught in five groups according to their ability in RE, Classics and Latin. During the Summer term pupils will continue to develop their skills in drawing from observation and painting by producing studies of a still-life group. They will look at the still-life group set up and discuss the position of the light source and identify the lightest and darkest tones. They will also consider different ways of viewing the spaces between the objects with the possibility of

some details going off the edges of the paper to produce a 'close-up' study of the composition. Their work will include details of line, tone, pattern, colour, shape and texture. Pupils will be encouraged to use ICT as an integral part of their work in art and will be introduced to the work from different eras within the academic field of art and design. They will be expected to respond practically and theoretically to a range of artist stimulus.

They will look at the work of artists such as Cézanne, Braque, Caulfield, Matisse, Leger, Andy Warhol and Edvard Munch.

There may be occasions during the term when students participate in other activities and projects as and when such opportunities occur.

MUSIC

AUTUMN

In Year 8 the pupils study a course in music which aims to build on the musical skills and concepts that have been mastered in Year 7. The special focus is on the topic of keys and intervals in music.

They are given keyboard lessons using music in the key of G and introduce the chords for this key. The pieces again use lead sheet notation which consists of the tune in treble clef and chord symbols that can be arranged to accompany the tunes as bass lines, full chords or broken chord figures. Through doing this, the students learn the skills needed to continue to compose their own music, to develop it by moving into different keys and may notate it using music software.

The music course for Year 8 also includes some written work on the theory of major and minor keys and the use of sharps and flats, listening activities which focus on beats and pitch and playing and singing of group and solo songs. They will also complete a project on the topic of popular music styles.

SPRING

Pupils will continue to develop skills in keyboard playing by practising and performing pieces from the '**Keyboard skill**' course.

They will:

- Continue to refine and develop '**Aural**' skills, completing more tests from the '**Listen in**' course.
- Continue to learn about the important elements of Western musical traditions.
- Perform music in a variety of styles and will learn some more complex rhythm patterns.
- Learn about scales (Major, Minor and chromatic) and how chords are formed.

Composing and notation skills will be further practised and refined.

The year 8 **project** will be completed and given in before half term.

Pupils will begin to prepare a performance and a composition to be presented in a **showcase** lesson later in the year.

SUMMER

In the summer term pupils will complete the following: -

1. Keyboard Skills (electronic keyboard performance). This involves learning melodies accompanied by some simple chords in the key of G major. All pupils will be assessed on their performances during the term.
2. Listening and 'aural' skills ('Listen In'). This means all pupils completing module four of the listening skills scheme. This will be assessed regularly during the term.
3. A selection of class performances of songs will be taught. Assessment of this will be done as part of the departmental ongoing assessment of musical skills.
4. Pupils will learn to play and understand different types of musical scales in various keys. This will be assessed through performance.
5. Revision of the year's work leading to a music exam to assess progress in a more formal way.

Pupils will be encouraged to develop their individual musical skills and understanding. It is recognised that pupils will progress at different rates. The teacher will know what to expect from each member of the group and will give a report to parents towards the end of the term based on their daughter's progress in relation to her target level.

PHYSICAL EDUCATION

AUTUMN

Throughout this part of the key stage pupils will be given opportunities to engage in health-promoting physical activity. They will be taught:

- How to prepare for particular activities and to recover afterwards.
- The short term and long term effects of exercise on the various body systems.
- The role of exercise in establishing and maintaining health.

In Year 8 Physical Education is taught in mixed ability groups and pupils are encouraged to achieve their full potential in a variety of activities which may hopefully continue into extra-curricular commitments.

From September to February, pupils will be taught Educational Gymnastics and Dance, Hockey, Netball and Badminton. In the Spring and Summer months of March to July they will experience Athletics, Tennis and a striking fielding game; these will meet the needs of the National Curriculum.

In Games, skills and principles learned in earlier years will be extended so that techniques, tactics and strategies are introduced in a variety of game situations, as well as the rules, laws and scoring systems of these games.

In Dance and Gymnastics, self expression and creativity will be encouraged while pupils develop their own body control and management in appreciation of their own performance and that of others. Whilst in Athletics, the techniques learnt previously are developed and understood in both track and field events, with emphasis on the importance of safety and rules within competition.

All students have the opportunity to participate in a variety of extra curricular activities where they are encouraged to represent school and forge links with appropriate sporting clubs.

SPRING

The Year 8 students will complete courses in the following areas:

Badminton, Netball, Dance, Gymnastics, Athletics, Hockey, Tennis and Striking/Fielding Game

Badminton

Aim: To introduce a range of basic skills and basic techniques and rules. To achieve this through small games and practices developing into a game that applies some of the rules.

Specific Skills will be high serve and clear, forehand and backhand high clear. Short serve and smash and drop shot.

Netball

Aim: To develop a greater understanding of the basic skills.

Specific Skills: 2 footed landings, dodging, marking, indication. The importance of catching the ball in the air and developing a game.

Dance

Aim: To provide a medium for self expression and creativity, developing a movement vocabulary and an understanding of movement for better performance and understanding.

Specific Skills: spins, turns, kicks, gesture, action, reaction – partner work.

Gymnastics

Aim: To develop efficiency and a skilled use of the body in practical situations when working alone and with others, on the floor and apparatus.

Specific Skills: partner work, balance and off-balance, using partners as obstacles and assisting balance.

Athletics

Aim: To develop techniques and understanding of track and field events.

Specific Skills: development of running action and discus, shot and javelin. High jump and hurdles technique will be covered.

Hockey

Aim: To develop basic skills and understanding of rules to play 8-a-side game.

Specific Skills: recap basic skills and introduce reverse stick techniques and interception. Introduce game situation, positioning and spacing.

Tennis

Aim: To develop the game of tennis and an understanding of the basic skills.

Specific Skills: to recap and understand the serve, forehand/backhand drive. The volley and half court game.

Striking/Fielding Game

Aim: To improve hand/eye co-ordination and recap on throwing, catching, striking and fielding skills for a game situation.

Specific Skills: fielding, throwing, bowling, striking, accuracy and simple game tactics.

SUMMER

During this term the students continue to follow the areas stated by the National Curriculum, which also states that pupils should be given opportunities to engage in health-promoting physical activities and understand the role of exercise in establishing and maintaining a healthy lifestyle. The department therefore teaches the following areas:

Athletics

Development and understanding as well as improving performance in all track and field events – 100m 200m, 800m, 1500m, relay, long jump, high jump, javelin, discus and shot. During these lessons, to develop an understanding of specific warm up for each event and the importance of safety and rules within competition.

Tennis

To develop the game of tennis by improving the basic skills of forehand and backhand drive, volleying, serve and movement around the court to enable all pupils to participate in a half court game.

Striking/Fielding Game

To improve hand and eye co-ordination in throwing, catching and fielding and the skills required to play a tactical game of rounders, understanding the importance of safety and rules within the competitive game.

All pupils also have the opportunity to participate in these areas as part of an extensive extra curricular programme. They will then be able to represent the school in local, area and national competitions.

CLASSICAL CIVILISATION

Pupils learn about the Roman Empire. They begin by studying Rome's foundation and expansion. They learn about the legends the Romans told about their origins; the stories of Aeneas and Romulus and Remus. They study historical evidence of the truth behind these legends. Study then moves on to the early history of the Roman Republic. Pupils investigate Hannibal and the Punic wars, the expansion of the Roman Empire and the importance and success of the Roman Army. Pupils produce a Roman Army project, developing research skills and empathy. They study the transition from Republic to Empire, learning about the life and death of Julius Caesar and about the Roman constitution. They study the first emperor, Augustus and do research into an emperor of their choice. Social History is studied later in the year. Possible topics include the structure of the Roman family, infancy and education and Roman entertainment, including chariot racing and gladiatorial fighting.

At all times comparison and contrast is made with the modern day, and pupils develop skills of analysis and evaluation as well as gaining knowledge of the subject. There are opportunities for role-play. Skills in literacy are developed and themes of citizenship are explored.

LATIN

The Cambridge Latin Course is followed and full use is made of the DVD and IT resources which accompany the course. Pupils continue to follow the adventures of a family living in Pompeii in the year of the eruption of Vesuvius. Pupils gradually learn the remaining forms of the present, imperfect and perfect tense of verbs. They learn about the dative case of nouns. They complete Book 1 of the Cambridge Latin course and have an assessment test on the language learned in Book 1. Book 2 is then begun and the action of the narrative moves to Roman Britain. Pupils learn to identify and translate infinitives and relative clauses. All new grammar points are reinforced by reading stories in Latin and by doing exercises which practise the language. Regular learning and testing of vocabulary continues.

Pupils also learn about the amphitheatre and gladiatorial shows, the baths in Pompeii, the buildings, the facilities and the activities that took place there. They learn about Roman education and about Roman local government and elections. They investigate the eruption of Vesuvius and the destruction of Pompeii. In Book 2 pupils learn about life in Roman Britain, about houses, mining, farming and slavery. They learn about the conquest of Britain, Romanisation and trade and about king Cogidubnus and evidence for his reign.

At all times comparison and contrast is made with the modern day, and pupils develop skills of analysis and evaluation as well as gaining knowledge of the subject. There are opportunities for reading and acting in Latin. Skills in literacy are developed and themes of citizenship are explored.