



YEAR 8

CURRICULUM

INFORMATION

BOOKLET

2017/18

Aims:

The Art Department aims to offer the students a balanced and structured curriculum. The students will be able to work in a wide variety of media, using two-dimensional and three-dimensional techniques. They will be developing their skills in order to be able to work independently, reviewing and modifying their work. We have developed our schemes of work to give the students a broad experience of art skills as well as developing the understanding and appreciation of different kinds of Art. We expect the students to be able to apply this knowledge to their own ideas and review their work with a developing visual literacy.

Content:

The Art curriculum will cover the elements of art, (line and tone, colour, texture, pattern, shape, form and space) with this year building upon the knowledge and understanding of the previous. Students will develop their skills in a range of materials and techniques including drawing, painting, printmaking, multimedia work and ceramics. The research and investigation of other artists' work forms an integral part of each project.

All students in Year 8 will cover two units over the year. Typically these will focus on contemporary art practice, a 20th century Art Movement and a Non Western Art form. Students will explore materials and techniques with observational drawing used as a starting point.

Use of ICT:

Students will be required to produce word processed, illustrated projects linked to the critical studies element of a project. They will access the internet to research visual and written information on artists and their work.

In addition image manipulation software will be explored to develop a range of design ideas towards a final outcome.

Assessment:

Regular assessment and monitoring ensures progression through the Key Stage. Homework is set on a fortnightly basis and supports the learning tasks undertaken in class projects. Assessment descriptors are used to assess the level of expertise across four assessment objectives; A01 Artist and Contextual Research, A02 Development of Design Ideas, A03 Observational Studies and A04 Final Outcome.

Extra Curricular:

Year 8 students are offered the opportunity to attend artist workshops in our termly "Art Attack" club. In addition the Art rooms are regularly available during lunchtimes in order to develop work or catch up if a student is absent from an Art lesson.

Useful Websites:

www.artchive.com

www.moma.org

www.nationalgallery.org.uk

www.npg.org.uk

www.thenewartgallerywalsall.org.uk

www.newbritishartists.co.uk

www.royalacademy.org.uk

www.saatchi-gallery.co.uk

www.tate.org.uk

Aims:

In year 8 we aim to build on year 7 Computing work. We aim to increase the level of demand in the units of work and to complete more complicated programming and theory work.

Content:

The year 8 Computing curriculum is unit based. Students have 1 lesson of ICT per week.

The units covered are:

- Game design using Scratch
- Computing Theory (including binary arithmetic, logic and algorithms)
- Python Turtle programming
- Databases and Spreadsheets

Assessment:

Homework is set regularly.

Each unit is assessed and awarded a level plus sublevel.

Extra Curricular:

Sixth form students may offer a lunchtime club

Useful Websites:

Scratch: http://scratch.mit.edu/scratch_1.4/

Teach-ict: http://www.teach-ict.com/ks3home_old.htm

DESIGN & TECHNOLOGY YEAR 8

Aims:

Design and Technology lessons provide opportunities for students to develop their capability, through combining their designing and making skills with knowledge and understanding in order to create quality products.

Design & Technology gives students the opportunity to be resourceful and practical and gives them the satisfaction of actually creating something.

Content:

In Year 8 students will study Food Technology and Textiles on a rotational basis. Each module lasts approximately 12 weeks.

Textiles Technology provides opportunities for pupils to build on their knowledge of decorative techniques and learn about different fastenings. Pupils will develop their manufacturing techniques further.

Within Food Technology pupils will focus on healthy eating and learn how to understand food packaging. They will cook a variety of products based on a Mediterranean diet building on their previous skills. Pupils will also develop their Graphics skills, and use these to design and make Food Products.

Assessment:

Designing and Making skills will be assessed and Levels awarded in both Textiles Technology and Food Technology. Pupils will be predominantly working towards Level 5.

Extra Curricular:

Stitching Club

Useful Websites:

www.technologystudent.com

Aims:

Use an increasing range of different Drama techniques and styles in the work they present (such as the use of monologues and mask work).

Relate, compare and contrast their work with Drama from other times and cultures. (Celtic, African, Indian). Continue to relate their Drama skills to contemporary issues in school/society (Bullying/Leaving home)

Content:

Re-capping on rules: Re-capping on rules of Drama, use of the Drama space, group cohesion, trust.

Baseline: Initial assessment using a stimulus to generate ideas. Focus on team work, communication and performance skills.

Storytelling: Storytelling as genre in Drama, use known drama techniques of narration, thought-tracking, flashbacks to structure a story. Development of physical theatre skills.

Melodrama: The historical tradition, character and movement work, links to music, group scripted performance.

Masks: Develop mime/non-verbal communication skills, use of Trestle basic/advanced masks.

Timothy Winters: Character development from a poem stimulus, active choices made about outcomes, leading to a monologue performance. Focus on control and careful decision making on vocal and physical skills.

Assessment:

Apart from Scheme 1, assessed from the list below, according to the task.

Group Skills, Use of Drama Techniques, Performing Characters, Staying in role, Responding to ideas and performances. A Year 8 Drama portfolio of work, shadowing the practical work is also looked at to help determine knowledge, understanding and evaluative skills.

Extra Curricular:

Students have the opportunity to participate in weekly Lower School Drama club, which leads towards a range of performances throughout the year, from assemblies to a Junior Show in the first term of the school year.

Aims:

We want to encourage and enable all pupils to achieve their potential in English and to develop their creative skills. We aim to foster an enjoyment of the subject and a pleasure in reading for a range of purposes and for its own sake. We give pupils opportunities to speak with confidence and to listen effectively. We work with students to develop their analytical and critical skills and to express these in spoken and written responses which are clear and accurate. We encourage pupils to write clearly in different forms and for various purposes and audiences.

Content:

Our focus in the autumn term is 'Writing from and about other cultures' and this reflects the rich cultural heritage of the school's community. Students study a novel and some short stories set in another culture and written by an author from that background. We begin to work on literary essays so that students can respond to what they read in written form. At the same time, students explore poems from other cultures and traditions. Non-fiction reading and writing at this time looks at the conventions of travel writing.

Our pupils begin a study of a play by Shakespeare during the spring term, with the emphasis being on its dramatic elements and possibilities. This is complemented by a study of Shakespeare's life and the theatre of his time. Our poetry work focuses on Shakespeare's sonnets and students write their own. Other non-fiction work includes an exploration of writing to analyse. Pupils work on shaping drama texts by producing some script for a radio drama.

In the third term of Year 8, students explore the conventions of the detective novel, reading a novel or short stories that they choose for themselves and examining a variety of extracts from detective novels old and new. Having worked on writing to persuade in Year 7, students consolidate this through preparing a 'Dragons' Den'-style presentation. To finish, we explore some pieces from a contemporary poet, focusing on how they use language to create their distinctive style.

Assessment:

Homework is given once each week and may be reading, writing, research or planning. A reading and a writing task will be set each term which will be the basis of that term's assessment. Speaking and listening assignments are also assessed during the year. There is an examination of reading and writing in the summer term.

Extra Curricular:

We encourage students to participate in writing competitions, reading quizzes, Readathon, World Book Day and any other suitable activities. We try to organise theatre trips for students as and when something suitable is being performed which fits with the texts being studied.

Useful Websites:

<http://www.bbc.co.uk/schools/ks3bitesize/>

Aims:

Geography inspires pupils to become global citizens by exploring their own place in the world, their values and responsibilities to other people, the environment and to the sustainability of the planet. In Year 8 we aim to continue to make sense of our complex and dynamically changing world through questioning, investigation, critical thinking and geographical enquiry.

Content:

There are a number of key concepts that underpin the study of Geography. In year 8 we focus upon the concepts of place, space and scale and human processes, environmental interaction and sustainable development.

The main topics studied are listed below; however, these are modified according to current issues.

Ecosystems - A journey into the diverse ecosystems of the world and the impact people are having on these often fragile environments. Particular focus is paid to the tropical rainforests and hot deserts.

Industry - In our increasingly 'shrinking world' we explore some of the processes and issues associated with globalisation. One main case study is enhanced by a school visit to Cadbury World which enables students to explore the chocolate industry from source to consumption.

Plate tectonics - An exploration into the physical causes of and human effects of tectonic activity.

Coastal Environments - A study of the physical characteristics of some of our most rapidly changing coastal environments, through understanding processes that continuously change them along with the impact upon local communities.

Assessment:

Pupils complete end of unit assessments in a variety of forms including tests and investigation work. Homework tasks are set regularly and an end of year exam assesses overall progress.

Extra Curricular:

Pupils are encouraged to participate in fieldtrips and the fair-trade activities that frequently run in school. The department also organises international trips which pupils may wish to consider.

Useful Websites:

http://www.bbc.co.uk/schools/websites/11_16/site/geography.shtml - BBC Geography education site.

<http://mapzone.ordnancesurvey.co.uk/mapzone/> - Some fun games to help improve map skills.

<http://kids.nationalgeographic.co.uk/kids/games/geographygames/> - A range of fun Geography games.

HISTORY YEAR 8

Aims:

In Year 8 we help pupils to develop their understanding of their own identities through a study of history at a personal, local, national and international level. They find out about the history of their community, Britain, Europe and the world. They appreciate the significance of what they are learning and continue to develop a chronological overview.

As students develop their understanding of the **early modern era**, they will continue to ask and answer important questions, evaluate evidence, identify and analyse different interpretations of the past. Most importantly, they will build on their capacity to substantiate any arguments and judgements they make.

Content:

'Britain and the Empire 1500 - 1960'

- The Industrial Revolution (including a special study of child apprentices)
- The British Empire (with a special focus on India and Australia)
- The black peoples of the Americas and slavery
- The evolution of civil rights in Britain (Windrush) and America (including Martin Luther King and Malcolm X)

Assessment:

Homework is issued in line with the School's timetable and should only take up to a maximum of 30 minutes per fortnight. Furthermore, students complete regular assessments, conducted during lesson time. There will be an end of year examination in May.

Extra Curricular:

All students take part in a visit to Quarry Bank Mill, Styal, where they experience living and working conditions in a nineteenth century mill for themselves. This visit also forms the basis of a piece of imaginative and creative project work on our return.

Useful Websites:

www.schoolhistory.co.uk

www.spartacus.schoolnet.co.uk/history

www.bbc.co.uk/learningzone

www.schoolshistory.org.uk

Aims:

In Mathematics we aim to develop mathematical knowledge and problem solving skills in a way which encourages confidence and provides satisfaction and enjoyment.

Content:

Main topics include:

Number - percentages, negative numbers.

Algebra - simultaneous equations, index notation, straight line graphs, trial and improvement.

Shape and space - Pythagoras, circles, transformations, and bearings.

Data handling - quartiles and boxplots, scatter graphs, types of averages.

Assessment:

Homework is given once each week.

An assessment will be set each term.

Students will take part in the Junior Maths challenge.

Extra Curricular:

Maths Enrichment Club will still take place each week and will be open to all girls.

Useful Websites:

www.mymaths.co.uk

www.nr1ich.maths.org

www.emaths.co.uk

www.mangahigh.com

MODERN FOREIGN LANGUAGES YEAR 8

Aims:

In Year 8 pupils will be continuing with the language they studied in Year 7 but will also be starting to study a new language which will be French, German or Spanish. In Year 8, we build on expanding vocabulary of various topics and on extending knowledge of grammar, tenses in particular. Our aim is to develop pupils' oral, listening, reading and writing skills in a way which will help them gain in confidence in the languages studied.

Content:

In Year 8 the work will consolidate knowledge and introduce a variety of tenses.

Main Topics include:

Grammar - present, preterit, immediate future, reflexive verbs

Clothes - adjectives, nouns, school uniform, colours

Sporting activities, hobbies and music

Daily routine

Time phrases

Transport - past and future travel

Assessment:

Homework is given once each week and should take approximately 30 minutes. Vocabulary tests will be given regularly and tests will be set in the middle of each term with an end of year school exam to assess overall progress in listening, reading and writing.

Extra Curricular:

We have a mentoring programme open to girls who are experiencing difficulties or who would like any extra help.

Useful Websites:

www.languagesonline.org.uk

www.linquascope.com

MUSIC YEAR 8

Aims:

- To develop an appreciation and enjoyment of music through active involvement in Listening, Composing and Performing.

Content:

The course is delivered through 3 main projects that last approximately 1 term each:

Scales, Blues and Dance music.

Each unit incorporates:

- Listening and Appraising skills
- Composing Music - individual & small group
- Performing - solo, small group & whole class (most of the performing tasks are completed on electronic keyboards, however girls are encouraged to bring in other instruments that they are able to play where appropriate)

Assessment:

- Each project incorporates a number of teacher assessments that contribute towards an overall project grade.
- Informal peer group assessment in class
- Ongoing Self assessment
- External grade examinations (ABRSM or Guildhall)
- An end of year theory test

Extra Curricular

- Choir
- Orchestra (grade 3+)
- String ensemble (grade 3+)
- Training Band (grades 1 - 3)

Useful Website:

- [Qmmusic.info](http://qmmusic.info)

PHYSICAL EDUCATION YEAR 8

Aims:

The aim of the Physical Education Department is to develop each pupil's physical competence and to help promote physical development of the individual through the experience and enjoyment of a wide range of physical activities.

In Physical Education we strive for students to become:

- successful learners who enjoy learning, make progress and achieve:
- confident individuals who are able to live safe, healthy and fulfilling lives:
- responsible citizens who make a positive contribution to society.

Content:

During Year 8, pupils are offered a variety of opportunities within PE that are integral to their learning and enhance their engagement with the concepts, processes and content of the subject. Pupils are given the opportunity to:

- get involved/ participate in a broad [range of activities](#) that develop the whole body (mentally and physically),
- experience a range of roles within a physical activity (performer & leader),
- perform as an individual, in a group or as part of a team in competitions or performances to audiences,
- use [ICT](#) as an aid to improving performance and tracking progress,
- make links between PE and other subjects and areas of the curriculum.

Physical Activities pupils participate in during Year 8 include:

- Dance - choreograph group performance using a stimulus.
- Netball - marking, dodging and shooting.
- Health Related Fitness - safe practise when using fitness equipment, understanding of components of fitness and knowledge of long term benefits of exercise.
- Cricket - advanced bowling, fielding and batting.
- Athletics - track and field events and understanding of safety.
- Indoor athletics - fields events, fitness for athletics.

In Year 8 pupils are expected to achieve a Level 5.

Assessment:

Assessment will take place during each unit covered in Key Stage 3 and a record will be put into the pupils' PE assessment booklet at the end of each unit of work.

Each pupil's self assessment booklet is to be filled in at the end of every activity module. It is hoped that pupils will use the criteria to set themselves targets, to help them improve and make them more aware of assessment standards.

Extra Curricular:

PE run a variety of extra-curricular clubs throughout the academic year, including netball, fitness, rounders, dance, cross country running, football, dodgeball, cricket and athletics. Pupils have the opportunity to represent the school in inter school competitions including netball, cricket, cross country running, sports hall athletics, football and athletics. Clubs are offered to all pupils to improve their performance and learning in the above activities. Pupils also have the opportunity to represent their house in intra house competitions - netball, benchball, rounders, dance, cricket and athletics.

Useful Websites:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239086/SECONDARY_national_curriculum_-_Physical_education.pdf

<https://www.englandnetball.co.uk/my-game/schools/>

<https://twitter.com/QMHSPE>



PERSONAL, SOCIAL, HEALTH, CITIZENSHIP & ECONOMIC EDUCATION (PSHCEE) YEAR 8

Aims:

- Education for Citizenship aims to equip young people with the knowledge, skills and understanding to play an effective role in public life.
- Personal wellbeing aims to help young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives.
- Education for economic wellbeing and financial capability aims to equip pupils with the knowledge, skills and attributes to make the most of changing opportunities in learning and work.

Content:

The PSHCEE programme is broken down into three key components: personal wellbeing, economic wellbeing and citizenship. Throughout Key Stage 3 PSHCEE students will have the opportunity to develop the following essential skills and processes as part of these 3 components:

Personal wellbeing: Critical reflection, decision making and managing risk, developing relationships and working with others.

Economic wellbeing: Self development, exploration, enterprise and financial capability.

Citizenship: Critical thinking, enquiry, advocacy, representation and taking informed and responsible action.

The key concepts outlined in the three main components of PSHCEE are delivered through the following topics:

1. Identity and Diversity - Pupils will learn about their personal identity, what it means to be British and radicalisation
2. Me and Others - Family relationships
3. My Health and wellbeing -Smoking and alcohol
4. The law and the justice system - Pupils should learn about the nature of rules and laws and the justice system, including the role of the police and the operation of courts and tribunals.
5. Internet Safety

Assessment:

Assessment occurs through a range of methods, including pupil self evaluation and assessment tasks contained within each unit of work. Homework is issued once per fortnight and should take approximately 30 minutes.

Extra Curricular:

- Personal health and well being is promoted by extracurricular sports.
- The school offers a number of opportunities to become active and responsible citizens for example through Fairtrade and School Council.

RELIGIOUS STUDIES YEAR 8

Aims:

In Year 8 we aim to build on the knowledge and understanding and skills that have been developed in Year 7. We aim to continue developing an enquiring mind through the key attainment targets of learning about Religion and Learning from Religion. We encourage debate, discussion, enquiry and reflection in order to develop harmony, tolerance and respect.

Content:

In Year 8, the work will consolidate levels 5 and 6 from our Locally Agreed Walsall syllabus. The main areas of study are:

- An introduction of pilgrimage with a special study on the Hajj and its importance for Muslims.
- The Christian festival of Easter and its relevance and importance for Christians.
- A study of Religion and Issues of Injustice such as working for a just and fair world.
- The students will also be given an ISA, which will complement their studies and teach them independent thinking skills

Assessment:

Homework is set regularly, mostly once a week and should take appropriately 40 minutes. Mid-term assessments will be set as well as an end of year summer examination to assess overall progress.

Extra Curricular:

Year 8 have the opportunity to participate in an RS Day under the theme of Religion and Justice. During this day the girls engage in Fair Trade activities, song writing and film making resulting in an internal competition. Students can also become a Fair Trade and Eco representative.

Useful Websites:

www.biblegateway.com

www.fairtrade.org.uk

SCIENCE YEAR 8

Aims:

To stimulate interest in and enjoyment of the study of science.

To develop essential knowledge and understanding of the concepts of science, and the skills needed for the use of these in new and changing situations.

To develop students' ability to:

- Select and use information from a variety of sources
- Form hypotheses, predict outcomes and to solve problems
- Collect, present and interpret experimental and empirical data
- Communicate scientific ideas and arguments logically and concisely.

Content:

Scientific knowledge from the Key Stage 3 National Curriculum -

Biology - Gas Exchange, Food and Digestion, Plant Reproduction and Variation and Ecosystems.

Chemistry - The Periodic Table, Metals and their uses, Combustion and Rocks.

Physics - The Earth and Space, Light, Sound and Energy Transfers.

Assessment:

Y8 will have regular testing throughout the course at the end of each module.

Extra Curricular:

Lunchtime KS3 Science Clinics where students can receive support from teachers and 6th form Science Ambassadors.

Useful Websites:

<http://www.bbc.co.uk/schools/ks3bitesize/science/>

<http://www.docbrown.info/ks3science.htm>