

Art and Design

Learning 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 and skills

<p>Term 1</p>	<p>Seeds and Pods: Print Making and Experimental Drawing: Students explore a variety of alternative drawing methods to encourage atmospheric and expressive drawing techniques using observational drawings of realism as initial starting points. Students study a range of contemporary and traditional artists to inform and develop their own drawing styles.</p>
<p>Term 2</p>	<p>Continue Seeds and Pods: Print Making and Experimental Drawing: Final Outcome: Students build on the skills developed during Term 1 to create a successful final outcome using exploration of printmaking skills; including mono printing and polyblock printing. Skills are developed and refined through a series of workshops. Students take charge of the design process based on critical analysis of their own work through the consideration of artist reference used to inform the process.</p> <p>Begin Express Yourself: Portraiture and Interpretation in Art: Students explore aspects of their identity to create an illustrative outcome that represents an expression of themselves and their wider world. Technical drawing techniques are taught to enable students to create a realistic observational study of themselves. Contemporary and traditional artist reference is explored to support students in the exploration of ideas and illustrative styles. Students explore colour association and how specific ideas/contexts are represented through visual forms. Knowledge and understanding of these concepts are applied through an expressive portraiture piece of art. Students are encouraged to explore visual traits, personality, relationships, memories, musical culture, religious culture and aspirations within their personalised artwork.</p>
<p>Term 3</p>	<p>Continue Express Yourself: Portraiture and Interpretation in Art: Final Outcome: Students reflect on the development of ideas explored in Term 2 to create a final outcome incorporating their self-portrait. The final outcome may be informed by 1 or more artist reference and selections/refinements are made through critical analysis of prior work. Students may opt to create their artwork via ICT Photoshop techniques or mixed media applications (paint, collage, drawing, stitch, etc)</p>

Homework expectations

Students are asked to complete external research to inform practical tasks undertaken in lessons to allow the execution of practical work to be maximized during lesson time. In addition, students are encouraged to practise/refine their techniques in specifically set tasks to improve their initial application of skills.

Extra-curricular and enrichment opportunities

Students have the opportunity to engage in Art Club throughout the year. Sixth Form students work alongside the KS3 students to build confidence and enthusiasm in Art & Design specialisms.

Whole school competitions take place throughout the year encouraging students to offer their work for public display and celebration. Students have the opportunity during Term 2 to enter the "Wall of Fame" competition. Students are encouraged to engage in public art wider than the school community. This may include visiting local galleries including The New Art Gallery Walsall, Bilston Craft Gallery, Wolverhampton Art Gallery and Birmingham Museum & Art Gallery.

Biology

Learning Aims

To promote an interest and enjoyment in Biology. To build the foundations of knowledge and understanding needed to be successful in Biology. To develop the following skills:
Working Scientifically, Use of mathematics, Literacy & Communication, Learning and thinking.

Content and skills

Term 1	<p>Plants and their reproduction Students learn about plants, carbohydrates, photosynthesis, reproduction in plants, pollination, fertilisation, quantitative investigation of some dispersal mechanisms. They will explore the interdependence of organisms in an ecosystem, food webs and insect pollinated crops. Students learn about plant reproduction through insect pollination and its role in human food security.</p> <p>Students will develop their understanding of heredity as the process by which genetic information is transmitted from one generation to the next and why there is variation between individuals within a species. They will explore biodiversity and the use of gene banks to preserve hereditary material.</p> <p>Breathing and respiration Students will learn diffusion in the movement of materials in and between cells. The structure and functions of the gas exchange system in humans, including adaptations to function Mechanism of breathing to move air in and out of the lungs. They will find out about the impact of exercise, asthma and smoking on the human gas exchange system. They will understand how aerobic and anaerobic respiration in living organisms works</p>
Term 2	<p>Unicellular organisms Cells as the fundamental unit of living organisms, including how to observe, interpret and record cell structure using a light microscope. The dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere. Similarities and differences between plant and animal cells.</p> <p>The process of anaerobic respiration in humans and microorganisms, including fermentation, and a word summary for anaerobic respiration The differences between aerobic and anaerobic respiration in terms of the reactants, the products formed and the implications for the organism.</p> <p>The structural adaptations of unicellular organisms. The hierarchical organisation of multicellular organisms.</p>
Term 3	<p>Transition to GCSE This unit uses the context of disease to cover some basic themes in biology that will be developed in students' GCSE science courses. These themes include the different kinds of diseases, nervous and hormonal control systems, ecological sampling, and diffusion and osmosis. A section on testing medicines provides an opportunity to study more of the scientific method and to look at the analysis of continuous datasets. students will identify command words and what they mean, respond appropriately to command words. They will understand mean, mode and median, calculate the areas of triangles and rectangles, surface areas and volumes of cubes.</p>

Homework expectations

Homework will consist of short tasks that need to be done to prepare the student for learning and tasks set on online resource Active Learn.

Extra-curricular and enrichment opportunities

There is a weekly Biology clinic where students can gain support from their teachers and sixth form students.
KS3 STEM club: to inspire younger students in the fields of Science, Technology, Engineering and Maths.

Chemistry

Learning Aims

To encourage students to see Chemistry in the World around them. To be curious; ask questions, seek answers and explore ideas. To grow in confidence when using mathematical skills, thinking scientifically and communicating their ideas clearly and logically.

Content and skills

Term 1	Combustion Engines; Burning fuels; Oxidation; Fire safety; <i>Fair testing</i> ; Air Pollution; Global Warming; <i>Information and explanation test</i> ; Reducing Pollution Practical Includes: Burning different fuels and making soot The Periodic Table Fireworks; Dalton's atomic model; Chemical Properties; <i>Using sentences</i> ; Mendeleev's Table; <i>Anomalous results</i> ; Physical trends; Chemical trends; Practical includes: Looking at reactions of group I in the periodic table, Designing fireworks
Term 2	Metals and their uses Building up; Metal properties, Corrosion; <i>Describing materials</i> ; Metals and water; <i>Quality evidence</i> ; Metals and Acids; Pure metals and alloys; Metals in art Practical includes: Reactions of metals, preventing corrosion, testing the strength of alloys
Term 3	Rocks Disasters; Rocks and their uses; Igneous and metamorphic rocks; <i>Assessing sources</i> ; Weathering and erosion; Sedimentary rocks; <i>Theories in geology</i> ; Materials in the Earth; Living in danger Practical includes: Making fossils, modelling the rock cycle and erosion of sugar cubes

Homework expectations

Homework set is a combination of online questions and mini quizzes, written tasks and, occasionally, writing up practical work. Homework is set in line with the year 8 Homework timetable.

Extra-curricular and enrichment opportunities

We are pleased to offer a weekly key stage three STEM club and also a weekly Chemistry Clinic and mentoring program.

We also take part in the annual Salters' Chemistry Competition, which takes place at the University of Birmingham.

Computing

Learning Aims

In year 8 we build on the computational thinking skills that pupils started developing in year 7 and introduce text based programming languages. We learn how computers handle information and look at the early days of computer science and the original pioneers. The year 8 curriculum begins to introduce some key concepts for continued study at GCSE level.

Content and skills

Term 1	HTML and CSS Web graphics and animation
Term 2	Algorithms using Flowol
Term 3	Advanced Scratch Programming History of Computer Science 1. Alan Turing and Code Breaking 2. Sir Tim Berners-Lee and the World Wide Web 3. George Boole and Boolean Logic 4. Charles Babbage and problem solving 5. Ada Lovelace

Homework expectations

Homework is set in line with school expectations. Most homework will need access to a computer. or tablet device
Supervised access to computers is available at lunchtimes or before school with prior arrangement from subject teacher if access at home is limited.

Extra-curricular and enrichment opportunities

Bebras computational thinking competition.
The Lovelace Coding Club.

Design & Technology

Learning Aims

Design and Technology provides opportunities for pupils to develop their capability, through combining their designing and making skills with knowledge and understanding in order to create quality products. Pupils will solve problems, carrying out Design and Make activities in a variety of contexts.

Content and skills

Term 1	Cushion Project: During Term One students will design and make a cushion based on the theme Traditional Seaside/Under the Sea. Using one of these themes as inspiration they will produce a variety of design ideas leading to a final idea. Students will learn how to explain their design decisions. Students will be free to choose decorative techniques, in doing so they will develop these skills further. They will also learn the new technique of machine applique. They will be using the sewing machine more frequently and independently. Pupils will use tools and equipment safely to manufacture a quality outcome which they will then test and evaluate. When testing and evaluating their work pupils will be able to suggest how it could be improved.
Term 2	Pencil Case Project: Students will work more independently on a longer more complex product. Pupils will design and make a pencil case based on a selected culture. Students still have to work within a given set of constraints but will need to make more of their own design decisions. They will generate design ideas and develop them into a final solution. During manufacture they will continue to learn to work safely and produce quality products. They will develop their hand applique and embroidery skills as well as using sequins and buttons to add texture. They will become increasingly more competent in the use of the sewing machine, using it to insert a zip into their product. Pupils will use tools and equipment safely to manufacture a quality outcome which they will then test and evaluate. For this project they will also show evidence of third party testing.
Term 3	The Extended Design Task for Term two will continue into Term Three.

Homework expectations

Homework within Design and Technology will usually be to allow pupils to work more independently, for example to complete a piece of research to be used in a design task or to continue with design work at home.

Extra-curricular and enrichment opportunities

There are a number of craft based clubs on offer in school. Check the extra curricular schedule for the current ones.

Drama

Learning Aims

The year is planned out to build on prior skills and knowledge and introduce pupils to an increasing range of different Drama styles and techniques (such as Monologues and mask work). We continue to build confidence and group negotiation skills and offer a variety of projects over the year. Pupils will relate, compare and contrast their work with Drama from other times and cultures, learn about how to structure and sequence Drama work considering the impact on the audience and have numerous performance opportunities. Drama is used to explore contemporary issues in school and society whilst developing their empathy skills. Evaluation and reflective skills are honed as pupils have the opportunities to peer or self-assess each performance they do. The aim is to continue to develop their language of Drama and their self-motivation and discipline when undertaking group or solo activities.

Content and skills

Term 1	<p>Initial lessons establish a group dynamic A range of activities are used to encourage pupils to develop their listening, communication, cooperation, teamwork, trust, imagination, group cohesion and use of the Drama space.</p> <p>Baseline: Initial assessment using a short poem stimulus to generate ideas. The focus is on teamwork and negotiation, communication and performance skills. Pupils are encouraged to develop clear, sustained characters and situations through effective application of their body language, facial expressions, gestures, stance and posture, vocal skills and use of space.</p> <p>Storytelling: Pupils learn about the genre of storytelling theatre. We encourage them to share and tell stories, develop their imagination through Celtic and African stories that they must bring to life in their own assessment piece. They develop a deeper understanding of techniques such as narration, thought-tracking, flashbacks to structure a story. We introduce them to sequence and structure, direct address and they develop their physical theatre skills through the creation of motifs.</p>
Term 2	<p>Melodrama: Pupils are taught the historical and social context of this traditional genre of Drama. They practically explore scenarios and plot lines through character and movement work learning about the stock characters, style of performance as well as learning how music influences the audience experience. The final assessment is a large group scripted performance in which they must all work as part of a large theatre company to bring to life a typical Melodrama story. Pupils learn how to break the fourth wall and interact with the audience physically and vocally.</p> <p>Masks: Students develop mime and non-verbal communication skills through a range of activities. They learn about masks as a style of Drama and are offered the opportunity to use Trestle basic/advanced masks. This unit builds on their understanding of how music can create atmosphere and influence the audience experience.</p>
Term 3	<p>Timothy Winters: Our final project during Year 8 aims to develop empathy and understanding of others and social situations. Pupils experience character development from a poem stimulus of 'Timothy Winters'. They make active choices about outcomes of their character and for Timothy which leads to a monologue performance. The focus is on control and careful decision making on vocal and physical skills whilst creating believable characters.</p>

Homework expectations

Homework is not set each week. Pupils will be set a maximum of one homework project per term that links in with the unit of work and skills currently studying. These range from written homework tasks to creating display pieces. The aim is to build reflective and creative skills through these set tasks and should only take a total of three hours per term.

Extra-curricular and enrichment opportunities

Junior Show KS3 pupils work with Year 12 and 13 Directors to rehearse and devise a scripted performance. Pupils will either work on pieces in their Year groups or mix with one another across Year 7, 8 & 9. This runs from October-December. Drama Club runs for Year 7 and 8 pupils. The aim is to build confidence and bonds within the lower school. Students cover a range of activities and will have the opportunity to experience drama warm up activities, creating and devising, learning and performing a script.

English

Learning 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 and skills

Throughout the key stage, we encourage a love of reading and allow time for independent reading within every lesson. We work with the LRC and have a termly competition to encourage students to read broadly and explore new novels, writers, styles and genres in their reading.

Term 1	We continue to build upon the work that students completed in Year Seven, and the opening unit is titled <i>Childhood in Literature</i> , and in this unit, students are exposed to a diverse range of non-fiction and fiction that focuses upon the study of childhood. Following this, students are exposed to a range of poetry from different cultures and traditions, as we believe diversity is a crucial and important consideration in our curriculum. Following this, students complete a class reader, and at present this is Phillip Pullman's <i>Northern Lights</i> . In this unit, students complete a range of reading and writing tasks, such as close analysis and writing the opening to their own fantasy novel.
Term 2	The focus for this term is to continue the class reader of <i>Northern Lights</i> , and as we believe in exposing students to a range of texts, we explore extracts from other fiction by Pullman and the fantasy genre here. Following this unit, we focus upon the study of Shakespeare and his problem play, <i>The Merchant of Venice</i> . In this unit, we explore ideas surrounding religion, identity, friendship and loss. In particular, we also compare the presentation of Shylock with other characters from other fiction.
Term 3	The final term comprises of the study of a challenging yet rewarding class reader titled <i>The Book Thief</i> . In this unit, students will explore characters, themes and events that underpin the novel. A range of creative writing and reading opportunities are also provided. The end of year examination also focuses on this novel, as we believe it is important to equip students with the essential skills required at GCSE.

Homework expectations

Homework is set to support and build on work introduced in lessons, or to prepare for future lessons, and may include written tasks or completing research. Homework may sometimes be replaced with independent reading, as experiencing a range of texts is a very effective way to support the English curriculum.

Extra-curricular and enrichment opportunities

The English department works closely with the library, which include Book Clubs, Book Fandom, Parent/Daughter Reading Group, Reading Outreach, Storytelling Club and Book Award Shadowing Schemes and encouraging students to enter creative writing competitions. Poetry Cafe runs monthly and is open to all students, and there is a poetry writing competition which all students will have the opportunity to enter. Later in the year, there will also be the potential for students to enter the BBC's 500-word short story competition. All students also have the opportunity to contribute to the school blog, 'Off the Record'.

Geography

Learning 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.

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.

Content and skills

Term 1	Plate tectonics - An exploration into the physical causes of and effects of tectonic activity such as volcanoes and earthquakes. Cold environments – This unit encourages students to explore the landforms and environmental issues associated with the Antarctic and tundra regions before considering the impact the impact of humans and possible management strategies for key issues affecting these regions.
Term 2	China – Pupils consider the reasons for and impacts of economic growth in China. Pupils apply their knowledge of development to explore the characteristics of government, population, industry and international relations in a rapidly expanding economy. Tourism – This unit focuses on the advantages and disadvantages of tourism in various regions. In particular pupils examine the opportunities that the tourism industry offers for development alongside the social, cultural and environmental issues which may occur as a result.
Term 3	Tourism and a geographical enquiry: Dovedale A visit to Dovedale puts the tourism unit into context for students. We investigate the physical landscape and human uses of limestone scenery and discuss the implications of national park management strategies.

Homework expectations

Homework is set regularly, once per cycle and should take appropriately 30 minutes. Tasks include written work, research tasks, creative projects and revision.

Extra-curricular and enrichment opportunities

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

History

Learning Aims

In line with the National Curriculum, the History Department aims to enable all students to become successful learners who enjoy learning, make progress and achieve their potential. We encourage students to become confident individuals and responsible citizens who make a positive contribution to society.

Students complete three assessments (one in each term), which aim to nurture and develop GCSE exam skills from the outset. For each of these they are assigned a Queen Mary's Level. The first two assessments are conducted during lesson time, whereas the third assessment is the school examination in May.

In Year 8 students begin to find out about the history of their community, Britain, Europe and the world. As students develop their understanding of the Victorian era and Twentieth Century, they will focus on three key themes which underpin our studies throughout Key Stage 3.

Content and skills

Term 1	Industrial Revolution Students are to complete a study of Britain 1750-1900 considering both how and why Britain changed. Students will also consider the impact of the Industrial Revolution on both women and children. Pupils will develop a range of writing skills and will utilise historical evidence to make reasoned judgements. The British Empire Students will investigate the reasons why Britain established an empire. They will complete two case studies on the colonies of India and Australia. Students will continue to develop GCSE examination skills.
Term 2	The British Empire Students will continue to investigate the reasons why Britain established an empire. They will complete two case studies on the colonies of India and Australia. The Transatlantic Slave Trade and Black Peoples of America As a product of empire, students will study the workings of The Transatlantic Slave Trade and the experiences of the Black Peoples of America. Students will finish the unit of work by considering why slavery was abolished.
Term 3	American Civil Rights Movement Students will consider how and why the Civil Rights Movement changed and developed. They will study the work of key individuals such as Rosa Parks, Martin Luther King and Malcolm X.

Homework expectations

Homework is once a fortnightly cycle and should take approximately thirty minutes.

Extra-curricular and enrichment opportunities

All students will have the opportunity to visit Quarry Bank Mill in Cheshire during the Autumn Term to complement their study of the Industrial Revolution.

Mathematics

Learning Aims

In Year 8 we will build on the work that will have been covered in Year 7. We also aim to develop mathematical knowledge, written and practical skills in a way which encourages confidence, accuracy and satisfaction. The Year 8 curriculum provides a solid base which will develop mathematical mastery and enjoyment throughout GCSE. Many higher GCSE topics will have been completed by the end of Year 8.

Content and skills

Term 1	Pythagoras' Theorem Equal algebraic fractions Ratio Indices, reciprocals and standard form Simultaneous equations Circles and Trapeziums
Term 2	Expanding brackets and single bracket factorisation. Percentages (including reverse and compound interest) Formulae Transformations Tree diagrams Cylinders
Term 3	Coordinate Geometry and graphs Arcs and sectors Bearings and construction Ratio, maps and Golden Ratio Box Plots

Homework expectations

The majority of which will be the revision of the topics learnt in class and written in the students red book. Some written homework will sometimes be given in replacement of revision.

Extra-curricular and enrichment opportunities

KS3 maths club, opportunities to see her teacher or a mentor for help. UK Maths Challenge (UKMT).

Modern Foreign Languages: French, German and Spanish

Learning 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. 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 confidence in the languages studied.

Content and skills

Term 1	<p>We cover the following topics:</p> <ul style="list-style-type: none">● clothes● free time activities● giving opinions● daily routine <p>The grammar covered includes:</p> <ul style="list-style-type: none">● verbs (regular and irregular) and conjugation /adjectives/pronouns/ comparatives
Term 2	<p>We cover the following topics:</p> <ul style="list-style-type: none">● travelling● holidays● food and drink● special occasions <p>The grammar covered includes:</p> <ul style="list-style-type: none">● verbs(regular and irregular) and conjugation in the past/ time expressions/ adjectives
Term 3	<p>We cover the following topics:</p> <ul style="list-style-type: none">● environment● detailed description of local environment● end of year examination preparation <p>The grammar covered includes:</p> <ul style="list-style-type: none">● verbs(regular and irregular) and consolidation of three tenses/ negative/ developing answers

Homework expectations

Homework is given once each week and should take approximately 35-40 minutes.

Chinese (Mandarin)

Learning Aims

In Year 8, we build on expanding vocabulary of various topics and on extending knowledge of grammar, tenses and sentence structure in particular. Our aim is to develop pupils' oral, listening, reading and writing skills in a way which will help them gain confidence in Chinese.

Content and skills

Term 1	<p>We cover the following topics:</p> <ul style="list-style-type: none">• Weather, season, and climate• Holiday destinations, activities and means of transport• Countries, nationalities, and languages• Moon Festival traditions• My appearances and clothes• My room layout <p>The grammar covered includes: Past tense and future tense, verb adjectives, question words</p>
Term 2	<p>We cover the following topics:</p> <ul style="list-style-type: none">• Giving opinions and comparing• Daily routine and Chinese young people's daily routine• My living area and directions• My house and its layout• Weekend plan• Jobs <p>The grammar covered includes: measure words, use of 'all', time phrases, asking questions</p>
Term 3	<p>We cover the following topics:</p> <ul style="list-style-type: none">• Shopping in supermarkets and online• Clothes shopping, and shopping in China• Travel in different cities of China• Chinese festivals <p>The grammar covered includes: comparing using 比, connectives, word order in sentences</p>

Homework expectations

Homework is given once each week and should take approximately 35-40 minutes.

Extra-curricular and enrichment opportunities

Two weeks of intensive learning in China, a fantastic opportunity to experience a different culture and develop language skills.

Taking part in National Speaking Competition run by British Council

Music

Learning Aims

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

Content and skills. The year 8 music course comprises of the following elements:

Term 1	Blues Project which incorporates: <ul style="list-style-type: none">• Listening and Appraising skills (listening to various pieces of blues music & answering questions based on them)• Composing Music – small group task (composing a blues)• Performing – solo & small group tasks (most of the performing tasks are completed on electronic keyboards, however girls are encouraged to bring in their own instruments where appropriate)
Term 2	Scales Project which incorporates: <ul style="list-style-type: none">• Listening and Appraising skills (covering major/minor/chromatic/pentatonic scales)• Composing Music – individual & small group tasks• Performing – solo & small group tasks (most of the performing tasks are completed on electronic keyboards, however girls are encouraged to bring in their own instruments where appropriate)
Term 3	Dance Music Project which incorporates: <ul style="list-style-type: none">• Listening and Appraising skills (listening to various types of dance music & answering questions based on them)• Composing Music – individual & small group tasks• Performing – solo & small group tasks (most of the performing tasks are completed on electronic keyboards, however girls are encouraged to bring in their own instruments where appropriate)

Homework expectations

HW tasks (both theoretical and practical) are set out in each project booklet. Pupils are required to complete all tasks before the 'hand in date' at the end of the term.

Extra-curricular and enrichment opportunities

- Choir (Monday before school)
- Orchestra (grade 3+) Thursday after school
- String ensemble (grade 3+) Tuesday before school
- Training Band (grades 1 – 3) Friday Lunchtime

Physical Education

Learning 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 and skills

Term 1	Improving skills in the following sports: Netball - footwork, using a range of techniques when throwing & catching, dodging, defending the player and the space, spatial awareness, tactics used for a centre pass and understanding of the rules of the game. Health Related Fitness – safe practices when using fitness equipment, understanding of components of fitness and knowledge of the long term benefits of exercise. Dance – using body actions & shape, jumping and turning, creating individual, paired and small group work and understanding the role of a choreographer. The dance style is contemporary and the stimulus is linked to a lyrical piece of music.
Term 2	Improving skills in the following sports: Indoor athletics – standing long jump, standing triple jump, high jump and fitness for athletics. Athletics – participate in a range of track and field events, understand safety in athletics and learn the rules for each event.
Term 3	Improving skills in the following sports: Athletics – continue to develop knowledge and technique in a range of track and field events, understand safety in athletics and learn the rules for each event. Cricket - throwing, catching, batting, bowling, wicket keeping, understand the principles of simple tactics and heighten the awareness of rules applicable to the game and apply them in small sided game situations.

Homework expectations

Students will be set homework in netball and health related fitness. This will take the form of a one-off piece of work, whereby students are expected to learn the netball positions and create a poster that relates to a healthy, active lifestyle.

Instead of written pieces of work to be completed each week, the department asks students to practise the skills they have learnt in lessons during their free time.

Extra-curricular and enrichment opportunities

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 inter house competitions - netball, benchball, dance, cricket and athletics.

Physics

Learning Aims

"A world without Physics is a world without answers" We actively encourage students to question the environment we live in and consider why phenomena occur as they do. Through promoting thinking, questioning and investigating we expect our students to work hard with a can do attitude so that the students become effective students of Physics.

Content and skills

Term 1	Fluids <ul style="list-style-type: none">• Exploring extremes and the particle model• Density(P) <i>calculating density</i>• Change of state(P)• Pressure in fluids(P)• Floating and sinking(P)• Drag(P)• Humans at the extremes Light <ul style="list-style-type: none">• Seeing things and light on the move• <i>Drawings and conventions(P)</i>• Reflection(P)• Refraction(P)• Cameras and the eye(P)• Colour(P)• Invisibility cloaks
Term 2	Energy Transfers involving heat <ul style="list-style-type: none">• Living at the extremes• Temperature changes• Transferring energy(P)• Controlling the transfer of energy(P)• Power and efficiency• Paying for energy• Keeping warm(P)
Term 3	Earth and space <ul style="list-style-type: none">• Changing ideas• Gathering evidence and <i>scientific evidence</i>• Seasons(P)• Magnetic Earth• Gravity in space• <i>Making comparisons</i>• Beyond the solar system and studying space

Homework expectations

Homework set is a combination of exam questions and mini quizzes, written tasks, online active learn assignments and, occasionally, writing up practical work. Homework is set in line with the year 8 homework timetable.

Extra-curricular and enrichment opportunities

We are pleased to offer a weekly key stage three STEM club and also a weekly Physics Clinic which is run by senior students and available Friday lunchtimes.

Personal, Social, Health, Citizenship and Economic Education (PSHCEE)

Learning Aims

- Equip young people with the knowledge, skills and understanding to play an effective role in public life.
- Help young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives.
- Equip pupils with the knowledge, skills and attributes to make the most of changing opportunities in learning and work.
- Develop skills of critical reflection, decision making, co-operation, respect and communication

Content and skills

Term 1	Identity and Diversity - Pupils will learn about their personal identity and think critically about what it means to be British. They will also explore, discuss and develop their understanding of British Values, extremism, radicalisation and terrorism. Students will take part in an externally run workshop around anti-smoking. Follow up sessions in form time will allow students to explore the impact of smoking, vaping and shisha on their health and finances. They will consider the reasons why people choose to smoke or not smoke and discuss the impact the Government strategies have had on the prevalence of smoking.
Term 2	My Health and wellbeing – Pupils will develop their knowledge and understanding of the effects of smoking, alcohol and drugs. Students will also reflect on the role that peer pressure has to play in making decisions about smoking, alcohol and drugs and consider how they might respond to such pressure in an assertive way. Illegal and legal substance abuse is discussed in this unit. Internet Safety – Look critically at the way they use the internet and explore ways to keep themselves and others safe online. The law and the justice system. Students will develop critical thinking and reasoning skills whilst looking at how the law affects young people and deciding how much they agree with the age of criminal responsibility.
Term 3	Me and Others – Family relationships. Students will explore and develop their understanding of what 'family' means, critically reflect on the advantages and disadvantages of belonging to a family as well as consider the rights and responsibilities that family members might have. They will also evaluate the potential causes of conflict and how to deal with these.

Homework expectations

No homework or revision is set in PSHCEE.

Extra-curricular and enrichment opportunities

Outside agencies may deliver workshops to students, for example Anti-Smoking.
Personal health and wellbeing is promoted by extracurricular clubs including sports.
The school offers a number of opportunities to become active and responsible citizens for example through Fairtrade and School Council.
Students can use the knowledge and skills developed in PSHCEE to work on projects outside of the classroom that will earn them credit for the Spirit of Queen Mary's Awards. For example, a presentation about e-safety.

Religious Studies

Learning 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 and skills

Skills

Knowing about and understanding religions and world views
 Retell stories, suggesting meanings for sources of wisdom during worship Describe religion (Islam) and world views connecting ideas

Term 1	Understand ideas and practices (Impact) and being able to link different viewpoints Expressing and communicating ideas related to religions and world views Ask questions, give opinions about Religion, beliefs and ideas Give thoughtful responses through different forms of expression in RS Explain diverse viewpoints and ideas clearly An introduction of pilgrimage with a special study on the Hajj and its importance for Muslims
Term 2	Expressing and communicating ideas related to religions and world views Ask questions, give opinions about Religion, beliefs and ideas Give thoughtful responses through different forms of expression in RS Explain diverse viewpoints and ideas clearly Beliefs about Life after Death Religion and Justice including the role of Fair trade
Term 3	Expressing and communicating ideas related to religions and world views Ask questions, give opinions about Religion, beliefs and ideas Give thoughtful responses through different forms of expression in RS Explain diverse viewpoints and ideas clearly Religion and Justice day links with Fair trade

Homework expectations

Homework is set regularly, mostly once a week and should take appropriately 30 minutes. Mid-term assessments will be set as well as an end of year summer examination to assess overall progress.

Extra-curricular and enrichment opportunities

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. We also have a Christian Union which welcomes all faiths and non. Everyone is welcome to come to this supportive and fun filled group.