

THE FRIARY SCHOOL

An Arts and Sports College

CURRICULUM INFORMATION



Year 8
2008/2009

Dear Parents

In Year 8, the school week is made up as shown in the table below. The specialist school ethos based on the importance of 'improving performance' will be developed across the whole curriculum emphasising, for example, 'taking part', 'practice makes perfect', 'going for personal best', teamwork and building self-esteem.

SUBJECT	LESSONS
English	4
Mathematics	4
Science	3
Information Technology	1
Art and Design	1
Citizenship	2
Design and Technology (incl. Food and Textiles)	3
Drama	1
French	2
Geography	1
History	1
Music	1
Physical Education	3
Religious Education	1

In addition to the 28 lessons in the table, pupils either take 2 lessons of Spanish or have an extra lesson of French plus an extension lesson in ICT.

Aspects of personal, social and health education are taught throughout the curriculum. Particularly important contributions are made through Citizenship, PE, Drama and Science.

In this booklet, we hope to explain the course content of these subjects for Year 8 students, as well as offering more general guidelines and advice on how you can help support your son/daughter with their homework and at school.

Homework

Homework is essential in supporting and reinforcing work in the classroom. Homework can take many forms. For example, it may be a freestanding piece of written work or a fresh stage in an ongoing project. Equally it may be as simple as to reflect on a question posed in class so as to be ready to give a considered view in the next lesson. Whatever its nature, homework must be completed regularly and reliably. Each student will record homework details in the Student Planner including the date set and the date due in. The homework timetable at the end of this booklet indicates the recommended (and certainly last) evening on which it should be done.

All parents are asked to support their son's/daughter's learning by seeing that (s) he establishes a routine for completing homework. Please also check the Planner at the end of each week to see that homework is being correctly recorded. Where possible, it is a good idea for students to have their own 'space' for homework where they can work without distractions- please note too that television, music and homework don't always mix successfully! It can also be helpful to discuss homework with your child, and to help check it represents a fair effort after completion.

Extra-Curricular Activities

We encourage students to participate in all aspects of school life and a variety of extra-curricular opportunities are offered. In addition to sporting, music and drama activities there

are a number of successful clubs. A 'Skills' Club' offers literacy and numeracy support. 'Drop-In' support sessions are offered in several subjects during lunchtimes. Details of extra-curricular activities are published a few weeks into the new school year. Computer and Library facilities are also open most lunchtimes.

Support For Learning

There are support arrangements for pupils identified as having special educational needs (SEN). SEN students are supported in making progress by Teaching Assistants who work alongside teachers in classrooms. SEN pupils with very particular difficulties (e.g. literacy and numeracy) may be asked to join Skills Club or may be withdrawn from some lessons for small group tuition. If your son/daughter is withdrawn from lessons for support, you will be contacted separately.

The Student Planner

Each pupil is issued with a Student Planner, which should be taken to all lessons. In addition to recording homework and logging 'Honours' gained, the Planner can form a valuable home/school link. Teachers may contact you by using it; similarly, please use the Planner to contact staff.

All letters sent home should be entered in the Planner, and we ask parents to sign to acknowledge receipt of these.

Attendance

Regular, punctual attendance is vital in ensuring your child achieves his/her full potential at school. If your child is going to be absent you are asked to ring our new dedicated phone line for reporting absences: 01543 510660. A note in the Student Planner explaining absence is required on the day of return.

Parents' Evenings/Reporting

You will have had the opportunity to discuss progress in some detail at the Parents' Consultation Evening on **Tuesday 25th November 2008**. A full, written report is sent home in July.

Contacting School

Please feel free to contact us about any questions you may have. The best way of bringing concerns to the notice of the Form Tutor or to individual subject teachers is by making a note in the Student Planner. If you need to speak to the Subject Leader on a subject-related matter, then a telephone call to the school should be made; for other matters, I, as Head of Year, would normally be the first point of contact.

Year 8 is a crucially important year where the foundations are laid for success in the SATs at the end of Year 9. However, it is also the year between settling in, when everything is new and familiar, and Year 9, when the pressure of SATs descends! Some pupils are tempted to take life a little too easily and consequently may not progress at the required rate.

Throughout the year I can assure you that subject staff, tutors and myself will be aiming to 'beat the dip' and keep students on track for their targets.

Good work habits established now will stand them in good stead for the future.

Miss A Harber (Head of Year 8)

ART & DESIGN

Work in Y8 builds upon the understanding and use of the visual elements but widens the experience and exposure to a variety of processes. The course is part of a rotational arrangement and is divided into two assignments, each lasting approximately 10 weeks. Areas of study will include:

- Drawing, painting and related media;
- Printmaking;
- Textiles;
- Ceramics;
- ICT

Classwork is supported by homework which is set once per week. Homework tasks will vary. They may take the form of observation drawing, collecting materials, written work, or research in preparation for the next lesson. A pupil is expected to spend about 1 hour a week on homework.

A pupil's progress in each topic is assessed through classroom observation, discussion and marking of all work. This is supplemented by a short self-assessment sheet at the end of each topic.

During this process-based course, pupils are taught in mixed ability groups.

The department helps pupils to learn in a number of ways. Some of these are most effective when parents are able to play an active part. In particular, we suggest that you support your son/daughter in:

- learning and understanding key words in the subject;
- giving guidance as to where they might look for information.
- discussing the work with them.
- demonstrating and talking about any Art/Design/Craft skills and interests you have.

Please also encourage the use of computers, either at home or through the school computer club, for research and writing up of some work.

Should you need to contact us between parent's evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s) he will draw it to my attention.

Mrs S Crudgington (Director of Art and Design)

CITIZENSHIP

Citizenship covers three areas of learning; political literacy, social and moral responsibility and community involvement. You will learn about:

- legal and human rights and responsibilities;
- key aspects of parliamentary government, including elections and voting, local and central government;
- the diversity of national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding;
- the significance of the media;
- the world as a global community and the implications of this, including the role of the European Union, the Commonwealth and the United Nations.

You may already be involved in activities within the school or the wider community which will help give you the understanding, skills and knowledge you need to become an effective member of the community as you grow older. Through such activities, you will be able to develop skills of enquiry and critical thinking; discussion and debate; and negotiation and accommodation.

Finding out what other people think and feel about issues can help you formulate or revise your own ideas. By engaging with others in discussions you will be able to practice important life skills. Opportunities exist in the classroom during lessons or tutorial time, school assembly and class or school councils to exchange views with others.

Classwork is supported by homework which is set once per week. Homework tasks will vary but may include a combination of reading, preparation of work for the next lesson, learning or formal written work. A pupil is expected to spend 30 to 40 minutes a week on homework. A pupil's progress is assessed by assessment of speaking and listening, reading and writing.

Pupils are taught in mixed ability tutor groups.

The department welcomes the support of parents in encouraging their sons / daughters with their work, particularly in:

- encouraging reading and general interest in local and national matters;
- discussing ideas for writing, should this be necessary;
- encouraging the checking of work and the use of a dictionary.

Please also encourage the use of computers, either at home or school.

Should you need to contact us between parents' evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s) he will draw it to my attention.

Mr P Van Block (Coordinator of Citizenship, PSHE and Work-Related Learning)

DESIGN & TECHNOLOGY

In Y8, pupils will work in mixed ability, form based groups, and will extend the skills and knowledge developed in Year 7 in electronics, food, graphics and computer aided design, resistant materials and textiles, by the addition of a focused practical task involving the use of metals. Pupils are encouraged to develop more individual responses to the design situations that they are presented with, so increasing their knowledge and skills base. Throughout the year, pupils will be expected to develop the ability to work safely, both as individuals and alongside others, and to begin to plan the making of their designs independently.

Classwork is supported by a range of different homework tasks which may take the form of designing, investigating and researching, formal written work, or learning in preparation for tests. A pupil is expected to spend about 30 minutes on a homework task.

A pupil's progress in each project is assessed through both classroom observation and the marking of project work. Assessments for each project are entered in the project design folio, and pupils are encouraged to bring this work home so that parents can monitor their progress. During Y8, pupils will complete an end of project test in each area covered. The National Curriculum level that a pupil is awarded at the end of the school year and which appears on their School Report, is an aggregation of assessments made throughout the year.

Parents can play an active role in supporting their son/daughter by:

- ensuring that they bring the correct resources to the lesson (especially food technology lessons)
- helping them to learn the specialist vocabulary of the subject
- helping them to prepare for end-of-project tests and the end of year examination.

Please also encourage the use of computers, either at home or through the school computer club, for appropriate elements of the project.

Should you need to contact us between parents' evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s) he will draw it to my attention.

Mr P Arm (Subject Leader)

DRAMA

Drama at The Friary has developed as a discrete subject within the curriculum, and continues, as a subject, to evolve. All pupils in Year 8 take a course in drama/performing arts that follows the recommendations made by the DfES for an emphasis on a skills based programme whilst implicitly acknowledging the benefits of the social, historical and cultural aspects of drama.

In Year 8 pupils are taught as mixed ability registration groups; they have one lesson per week.

The projects in Year 8 are aimed at continuing to develop the key concepts in drama, and building on skills in making and performing drama. A theme has been chosen for every project, which reflects the basic elements of each project. The themes are as follows:

Character: Pupils learn how to create, develop, understand and perform a role, using appropriate techniques and skills. Projects in Year 8: Shoplifting

Genre: Focus is on a specific style in drama, and the historical development. Year 8: Pantomime
Improvisation: This theme is about developing drama around a particular topic, using a variety of techniques. The improvisation projects in **Year 8:** Battle cries

Mime and movement: Projects emphasize mime as a technique, or emphasize how movement can be used in a certain style. The mime and movement projects in **Year 8:** Slapstick

Performance: Pupils focus particularly on creating a performance for a specific audience or for a particular purpose.

Story and voice: Pupils develop a structured storyline with meaningful characters, and learn to use the voice to deliver the story and portray the characters. Year 8: Peer Pressure

Text: The focus is on using text as the basis of an improvisation and/or performance. Year 8: Scripts

During a project, pupils are assessed through the **making, performing and responding** strands:

Making- assessing participation in workshops or in rehearsals, and understanding of different drama techniques.

Performing- assessing the ability to perform a clearly-defined character which is appropriate for the content and style of drama; to present a clear story; and to be aware of their role within their group.

Responding- assessing students' contribution in written or oral (formal and informal) work - this includes self-evaluation tasks, homework and discussion.

Classwork is supported by homework, which is set weekly. Homework tasks will vary and may take the form of research, learning lines, writing a script for the next lesson, writing in role, poetry, diary entries, Role-on-the-wall and other writing centered around a character, drawing sketches of the acting area, identifying characters and their thoughts at the time, extended writing in essay form, bringing in a prop for the next lesson, assessment sheets for pupils to complete.

Parents are able to support the work of the Department in a number of ways:

Listening to and helping pupils to learn their lines, building confidence and self-esteem

Taking an interest in what their son/daughter has done in their drama lesson

Helping pupils to learn and understand key words in the subject

Encouraging visits to local theatres to experience 'live' performances

Mr R Hughes (Acting Director of Performing Arts)

ENGLISH

Pupils follow programmes of work, which offer a variety of opportunities to develop their abilities in reading, writing and speaking and listening.

The development of reading skills continues to be important, with pupils having opportunities to read fiction (stories, poems, play scripts) and a range of non-fiction texts. All pupils have a class-reader and are introduced to the works of Shakespeare during the year.

Throughout the year;

- Pupils are encouraged to read widely for their own pleasure and have regular opportunities to talk about books and reading.
- Pupils are encouraged to write in a variety of forms and for a variety of purposes.
- Pupils are encouraged to check spelling and punctuation carefully, to develop a fluent, even style of handwriting and to present work attractively.
- Pupils are encouraged to plan their work carefully, to consider the effect of different grammatical structures on their writing, and to broaden their vocabulary.
- Speaking and listening is an integral part of all lessons.
- Pupils are encouraged to transfer the skills and techniques used in English across the curriculum.

Classwork is supported by homework which is set once per week. Homework tasks will vary but may include a combination of reading, preparation of work for the next lesson, learning or formal written work. Drafts should not be treated as 'rough' work, though the presentation may not be as neat as the final, presented piece.

A pupil's progress is assessed by the continuous assessment of speaking and listening, reading and writing. All 'best' work is kept in a folder as evidence of attainment and is available for discussion during consultation evenings. Substantial pieces of work for assessment and detailed feedback and target setting should take place at least twice per term.

Pupils are taught in sets in 4 broad ability bands.

The department welcomes the support of parents in encouraging their sons / daughters with their work, particularly in:

- encouraging reading for pleasure;
- discussing ideas for writing, should this be necessary;
- encouraging the checking of work and the use of a dictionary.

Please also encourage the use of computers, either at home or school.

Should you need to contact us between parents' evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s) he will draw it to my attention.

Mr P Smith (Subject Leader)

GEOGRAPHY

The course is divided into five units of unequal length.

- Is the British Isles getting smaller
- What is a LEDC like?
- What are ecosystems and how should they be managed?
- What does crime have to do with geography?
- Will people shop anywhere?

Class work is supported by homework which is set once per week. Homework tasks will vary. They may take the form of formal written work, learning or research in preparation for the next lesson. A pupil is expected to spend 30 to 40 minutes a week on the more substantial homework's, which are set fortnightly.

A pupil's progress in each topic is assessed through both classroom observation and marking of written work. This is supplemented by a formal test, exercise or project as appropriate.

In Geography pupils are taught as mixed ability registration groups.

The department helps pupils to learn in a number of ways. Some of these are most effective when parents are able to play an active part. In particular, we suggest that you could provide access to a suitable World Atlas and an Ordnance Survey Map of the local area. You could also provide support by helping your child to:

- learn key words in the subject;
- prepare for end-of -topic tests.

Please also encourage the use of computers, either at home or through the school computer club, for writing up the projects set.

Should you need to contact us between parents' evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s) he will draw it to my attention.

Mrs K Abbott (Subject Leader)

HISTORY

In Year 8 the course is divided into two main modules:

1. The Making of the United Kingdom, 1500 -1750

- Tudors and the Reformation
- Stuarts and the English Civil War

2. The Black Peoples of the Americas

- From slavery to the campaign for civil rights

In History, pupils are taught in their mixed ability tutor groups. A range of assessment activities are carried out throughout the year and will include classroom observation, pupil presentations and written work combined with formal assessment opportunities. The History department also aims to assist pupils to develop their competency in other areas of study, such as, literacy, numeracy, citizenship and ICT.

Homework is set once a week and is designed to support class work and develop your child's understanding of events. Homework tasks will be varied and may be in the form of projects, written tasks, creative work or independent research. A pupil is expected to spend about 30 to 45 minutes a week on their homework.

Learning about history can be a social time for families and parents can help develop their child's knowledge by encouraging them to read factual or fictional historical books, watch appropriate television programmes and films or by going on outings to places of historical interest.

Should you need to contact us between parents' evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s)he will draw it to my attention.

Mr P Calder (Subject Leader)

ICT

ICT capability involves information gathering, presentation and technical processing skills, underpinned by understanding of key concepts related to the nature of information and of technology. It includes but is much broader than a set of technical competences in common software applications.

The aim is to ensure that by the end of Key Stage 3 all pupils can use ICT securely, creatively and independently, are confident enough to keep their skills up-to-date and are able to generalise from their ICT experiences.

The National Curriculum programme of study for ICT in Key Stage 3 groups the knowledge, skills and understanding that pupils need to acquire into themes. These themes, which characterise what people normally do when they work with ICT, are:

- Finding things out
- Developing ideas and making things happen
- Exchanging and sharing information

A critical feature of the development of ICT capability, which is integrated into each theme, is:

- Reviewing, modifying and evaluating work as it progresses

This aspect of ICT cuts across and is integrated with each of the themes. It covers four main elements:

- Evaluating work in order to improve it
- Recognising fitness for purpose
- Recognising inappropriate uses of ICT
- Checking outcomes

The course is divided into units and pupils have one lesson of ICT per week throughout the school year.

Units covered:

- Introduction to modelling and presenting numerical data - Spreadsheets
- Data handling - Databases, word processing, questionnaires
- Publishing on the web - Word processing, html, websites
- Using data and information sources - Sampling, searching websites
- Information - reliability, validity and bias - Website and CD-ROM searching, Search Engines, Boolean operator
- Introduction to using sound and video to produce a short movie
- Applying the skills above to simulate the running of a leisure centre

The course is heavily practical with as much 'hands-on' experience as possible. Homework is set when appropriate and takes the form of reviewing, modifying and evaluating work covered in the lesson or research in preparation for the next lesson.

Each pupil's progress, in each unit, is assessed using a mixture of classroom observation, self-assessment, peer-assessment, and an end-of-unit formal teacher assessment.

In ICT pupils are taught in mixed ability registration groups.

The department helps pupils to learn and progress in a number of ways. Some of these are most effective when parents are able to play an active part. In particular, we suggest that you support your son/daughter in:

- learning key words in the subject

- reviewing, modifying and evaluating their work
- preparing for the next lesson
- encouraging the use of computers in all subject areas.

Pupils who do not study a second modern foreign language have an additional lesson of ICT this year. The intention is to further improve pupils' competency in ICT by giving additional "hands-on" time along with further challenge and support.

Should you need to contact us between parents' evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, s/he will draw it to my attention.

Mr A Weaver (Subject Leader)

MATHEMATICS

Throughout the year pupils will consolidate and build upon their previous work in Mathematics. The following topics will be covered:

- Rounding; fractions and percentages; negative numbers; non-calculator methods
- Formulas and equations
- Volume, area and perimeter; angles
- Collecting and interpreting data

Classwork is supported by homework which is set once per week. Homework tasks will vary. They may take the form of formal written work, learning or work on an extended project. A pupil is expected to spend 30-40 minutes each week on homework.

A pupil's progress in each topic is assessed through both classroom observation and marking of written work. This is supplemented by a short formal test every few chapters. There is also an examination in the Summer Term which assesses the whole year's work.

In Mathematics, pupils are taught in four broad ability bands.

The department helps pupils to learn in a number of ways. Some of these are most effective when parents are able to play an active part. In particular, we suggest that you support your son/daughter in:

- Learning his/her tables.
- Revising for the tests using the chapter summaries in his/her textbook.

Please also encourage your child to ask questions if uncertain about any aspect of the work.

Should you need to contact us between parents' evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s) he will draw it to my attention.

Mr M J Douglas (Subject Leader)

MODERN LANGUAGES

FRENCH

During the course pupils continue to learn how to listen, speak, read and write in French. The topics covered are:

- Family
- Free time
- Going out
- Food
- Holidays
- Friends
- Various Grammatical Points (including adjective agreements, stating opinions, tenses)

Classwork is supported by homework which is set a minimum of once and a maximum of twice per week. Homework tasks will vary. They will usually be pieces of formal written work or learning.

A pupil's general progress in each topic is assessed through classroom observation, the marking of written work and the administering of vocabulary tests. Pupils are tested in the four skills by end of unit assessments throughout the year. The results of these tests will enable each pupil's progress to be reviewed and a decision regarding his/her set for Y9 to be made.

Pupils are taught in four ability sets. Set 1 gives access to the second language (Spanish).

The department helps pupils to learn in a number of ways. Some of these are most effective when parents are able to play an active part. In particular, we suggest that, using the material in the textbook and your child's exercise book, you support your son/daughter in:

- testing on the meaning and spelling of new words
- helping to prepare for tests
- asking him/her to teach you, and practising with him/her
- buying a dictionary

Should you need to contact us between parents' evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s) he will draw it to my attention.

Mrs C Cain (Subject Leader)

SPANISH

During the course pupils learn how to listen, speak, read and write in Spanish. The topics covered are:

- Greetings, Name, Age and Birthdays
- The Alphabet, Numbers and Time
- Days of the Week & Months of the Year
- Describing characters and Physical Appearance
- Family & Pets
- School
- Leisure Activities
- House
- Food and Drink at a Café
- Classroom Vocabulary & Expressions
- Various Grammatical Points (including: Gender, Singular & Plural Nouns, Adjectives, Regular and Irregular Verbs & Prepositions)

Classwork is supported by homework which is set a minimum of once and a maximum of twice per week. Homework tasks will vary. They will usually be pieces of formal written work or learning.

A pupil's general progress in each topic is assessed through classroom observation, the marking of written work and the administering of vocabulary tests. Pupils are tested in the four skills by end of unit assessments throughout the year. The results of these tests will enable progress to be reviewed and will help to determine the pupil's set in Y9.

Pupils are taught in the top French ability band on both sides of the population.

The department helps pupils to learn in a number of ways. Some of these are most effective when parents are able to play an active part. In particular, we suggest that, using the material in the textbook and your child's exercise book, you support your son/daughter in:

- testing on the meaning and spelling of new words
- helping to prepare for tests
- asking him/her to teach you, and practising with him/her
- buying a dictionary

Should you need to contact us between parents' evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s) he will draw it to my attention

Mrs C Cain (Subject Leader)

MUSIC

All pupils in Year 8 follow a course in Music which consists of three inter-related areas: -

- Performing
- Composing
- Listening.

The emphasis of much of the course is on practical music making; performing using voices, tuned and un-tuned percussion instruments and electronic keyboards. Pupils also use music software and CD ROMs for research at various stages during the year. They are frequently expected to work individually, in pairs and in small groups. Those pupils who are learning to play other instruments are encouraged to use them during lessons, when appropriate. Pupils listen to and appraise their own compositions and performances and the music of other composers, past and present. Musical genre experienced by the students include; Western Popular Music, Brazilian Music and Reggae

Unit topics this year are: -

Reliable Riffs, Reggae Music, Writing Song Lyrics (based on Baggy Trousers by Madness), Composing a Pop Song, TV themes and Samba.

Class work is supported by homework when required. Homework tasks will usually require extended listening or investigation of a particular topic which is being covered in lessons.

A pupil's progress is regularly assessed through classroom observation and performing, composing and listening tasks. Formal assessment will take place at the end of each unit of work, which is usually at the end of each half term.

In Year 8 pupils are taught as mixed ability registration groups; they have one lesson of Music per week.

Parents are able to support the work of the Department in a number of ways:

- talk to your son/daughter about their Music lesson. What have they done today - played instruments, composed a piece, or listened to music?
- encourage them to listen to a range of different styles of music.
- encourage them to take part in our exciting extra-curricular programme which has lots of opportunities for year 8 students.

Should you need to contact us between parents' evenings, please write a note in your child's Planner and ask for it to be shown to the subject teacher. Your enquiry will then be dealt with as soon as possible.

Mr J Cain (Director of Music)

PHYSICAL EDUCATION

In Y8 pupils will be taught.

- Games activities.
- A Gymnastic activity and/or Dance.
- Athletic activities.
- Swimming.
- An introduction to Fitness work.

This satisfies the requirements made by the National Curriculum for Physical Education.

In the boys' department pupils, in their single P.E. lesson, study Rugby for half a term followed by Basketball (inside) up to Christmas. In term 2 they have Rugby and then Volleyball. After Easter, in term 3, pupils study Athletics for half a term and then Cricket. During the Physical Education programme pupils will access the new Studio and undertake an introduction to fitness. In Games lessons boys have two half terms of Soccer and are introduced to Hockey as well as two half terms of Swimming and Gymnastics. In the Summer pupils study Athletics and during Cricket their double Games lesson and Cricket and Softball in their single lesson

In their games lessons the Year 8 girls will study Netball, Gymnastics, Hockey, Swimming and Dance. In their P.E. lesson pupils will study Indoor Tennis, Netball, Hockey and follow an introduction to Fitness in the new Studio.

In the summer term Tennis, Rounders, Tennis and Athletics are taught in the three allocated lessons.

Homework is not given in this subject.

Progress is assessed during and at the end of blocks of work through classwork observation. The four strands of the National Curriculum are assessed during the delivery of the scheme of work. Pupils are informed about what is to be assessed during the teaching blocks and informed about the level that they are attaining. Students are told what they need to do to develop further. Pupils in Y8 are put into ability groupings based on their performance in Y7 for games lessons. During Y8 pupils should be adapting and refining existing skills and applying them in new or more complex situations. They should be beginning to recognise the importance of rules and apply them. All pupils should be beginning to understand co-operative teamwork and develop skills to outwit opponents. Pupils are introduced to the basic aspects of Fitness. Pupils are encouraged to attend extra curricular clubs so that they can further develop and practice skills in many sports. Parental support and help is always well received by pupils in this subject - they do improve with practice and competition.

Please ensure that pupils always have the correct kit for all of their lessons. All kit must be clearly labelled. If they are unable to participate for a medical reason they require a note from home. If notes are not provided detentions will be given. Pupils will be set relevant work about the sport being taught if they are not participating; they must continue to learn.

Should you need to contact us between Parents Evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s) he will draw it to my attention.

Mr B J Broad (Director of Sport)

RELIGIOUS EDUCATION

The course is divided into the following topics:

- Hinduism
- Christianity
- Leaders
- Rites of passage
- Religious / cultural practise

The pupils have 1 lesson per week. Class work is supported by homework which is set once per week. Homework tasks will vary, but usually involve completing a written exercise. Pupils are expected to spend 30 minutes a week on homework.

A pupil's progress is monitored through class work and their homework exercises. Assessment tasks are set at least once per term and graded across the whole year group.

Pupils are taught as mixed ability registration groups.

Parents can play a very active part in supporting the children, by making sure that homework is done effectively and discussing issues with them when necessary. We ask parents to check the organiser regularly, because any problems will be recorded by the teacher in there. Parents can also encourage the use of computers to word process writing, or to use the Internet or CD Rom for research. Computer may be used either at home or in school.

Should you need to contact us between consultation evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s) he will draw it to my attention

Mrs A Pether (Subject Leader)

SCIENCE

The course is divided into 12 topics each lasting approximately 3 weeks:

- Food and digestion
- Respiration
- Microbes and disease
- Ecological relationships
- Atoms and elements
- Compounds and mixtures
- Rocks and weathering
- The rock cycle
- Heating & cooling
- Magnets and electromagnets
- Light
- Sound and hearing

Classwork is supported by homework which is set once per week. Homework tasks will vary. They may take the form of formal written work, learning or research in preparation for the next lesson. A pupil is expected to spend about 30 - 40 mins. a week on homework.

A pupil's progress in each topic is assessed through both classroom observation and marking of written work. This is supplemented by a short formal test at the end of each topic. There is also an End of Year Examination.

In Science, pupils are taught in four ability bands.

The department helps pupils to learn in a number of ways. Some of these are most effective when parents are able to play an active part. In particular, we suggest that you support your son/daughter in:

- learning key words in the subject;
- preparing for end-of-topic tests.

Please also encourage the use of computers, either at home or through the school computer club.

Should you need to contact us between parents' evenings, please write a note in your child's Student Planner and ask for it to be shown to the subject teacher. If the teacher is unable to deal with your enquiry, (s) he will draw it to my attention.

Mr N Carney (Subject Leader)

Y8 Homework Timetable

MON	TUES	WED	THURS	WEEKEND
English	French	Science	Maths	Citizenship
Spanish	RE	History	DT	Art/ Food/ Textiles
PE	ICT	Music	Geography	Drama