

Cardinal Pole Catholic School



Curriculum Booklet 2019-20 YEAR 8

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OUR CURRICULUM INTENT AT CARDINAL POLE

Achieving a love of learning means creating lifelong learners and a thirst for knowledge. Lovers of learning also become independent learners as they are **confident** in what they do know but also in that they do not know yet.

KS3: Lovers of Learning

Acquiring a deep, long-term, secure and adaptable understanding of the subject. Achieving mastery means acquiring a solid enough understanding of the subject that ideas from one area can be applied to another.

KS4: Subject Masters

KS5: Critical Scholars

Critical Scholars are willing to share their work with an understanding that it is part of a much wider body of ideas and practices. They are able to listen and appreciate a range of views before coming to a carefully considered and well-presented view.

YEAR 8 CURRICULUM OFFER, 2019-20

Dear Parents / Carers,

At Cardinal Pole, our students sit at the very heart of our curriculum. In addition to teaching subjects for their intrinsic value, the purpose of our curriculum is to empower our students, further social justice and prepare them for citizenship within and outside of our school community. As a result, students are timetabled across a wide range of subjects in 50 minute periods as per the timetable below:

Subject	Periods	Subject	Periods	Subject	Periods
English	4	Geography	2	Art	1
Maths	4	History	2	Computer Science	1
Religious Education	3	MFL – French / Spanish	3	Design & Technology	1
Science	4			Drama	1
				Music	1
				Physical Education	2

Students also have timetabled: a weekly PSHE lesson on a Thursday morning and a daily 30 minute Prep session with their tutor to support with the completion of homework, literacy skills through Root of the Week and numeracy skills through Numeracy Ninjas. All year groups celebrate Mass once a half term in addition to the liturgies held at the end of each term.

To provide students with a bespoke place of learning, our state of the art library is open to all students before school, at breaktime, lunchtime and after school. In addition to lunchtime enrichment (p.5), there is a free breakfast club for all students before school from 7.30am; after school there are homework clubs and sports clubs running daily.

We believe that our students deserve the very best education and, to ensure that we meet these aims, we have outlined a clear curriculum plan for each key stage (p.3). As a result of this rich curriculum offer, we expect our students to become lovers of learning by the end of Key Stage 3 so that they are ready to embark on the next stage of their curriculum journey as they begin their GCSE studies in Year 9.

For any further information on the curriculum, please do not hesitate class teachers or a member of the pastoral team:

Head of Year: Mr M Fields	
Pastoral Support Manager: Ms K Palmer	
SEN Link: Ms M Carey	
8 Arrowsmith	Mr V Pecina
8 Campion	Mr J Lunn; Ms M Maria-Martinez
8 Clitherow	Mr F Iyawa
8 Line	Ms C Fox
8 More	Ms M Hoque
8 Southwell	Ms S Nehar Mazid ; Ms H Rimmer-Tague
8 Ward	Ms M Young

Yours sincerely,

Ms E Connolly

Associate Deputy Headteacher – Curriculum, Assessment & Outcomes

EXTRA-CURRICULAR OFFER, 2019-20

Dear Parents / Carers,

We are pleased to announce the Enrichment activities that will be taking place at Cardinal Pole this year before school, after school and during lunch times.

There's something for everyone, from **Mathmagicians** where students can begin to unpick the mystery of magic through maths to keeping healthy at **Basketball** and **Trampolining**.

Students can express their artistic side in **Mandalas**, **Debate** and **Spoken Word**, and find their voice in **Singing for Fun**. There are even new clubs to try, Climate issues meets Art in **Climate Club**, skill in the Kitchen can be tested in **Cookery** and the artist behind the lens can finally show off in **Photography**.

In addition to these clubs and the many more you can see in the timetable, **Homework Club** continues to run from Tuesday-Thursday for students who might need a little assistance with completing their work. **Liturgy** clubs continue with a new focus on planning liturgical celebrations and perfecting the privilege of **Altar Serving**. Students who need some extra help or who want to ask the big questions that the lessons don't cover can do so in **STEM** and **Science** clubs, and those who want to explore different historical figures have got the perfect space to in **History Club**. **Graphics** club is perfect for the keen designer and the strategic players can spend lunch time trying to beat their friends in **Chess** and **Games Club**.

It is compulsory for all students in Years 7 and 8 to sign up to at least one lunchtime club where a register will be taken. Don't risk your chosen club getting full up and sign up as soon as you can!

Monday	Tuesday	Wednesday	Thursday	Friday
Chess	Chess	Chess	Chess	Chess
STUK	STUK	STUK	STUK	STUK
Games	Games	Games	Games	Games
Puzzle Club	Fitness	Climate Club	Graphics Club	Mathmagicians
Debate	Girls Basketball	KS3 Science Club	History Club	Stem Club
Basketball	Liturgy & Servers	KS4 Science Club	Mandalas Club	SALT
		Trampolining	Table Tennis	Trampolining
		Spoken Word	Trampolining	
		Sing For Fun	SALT	
			Bible Study	

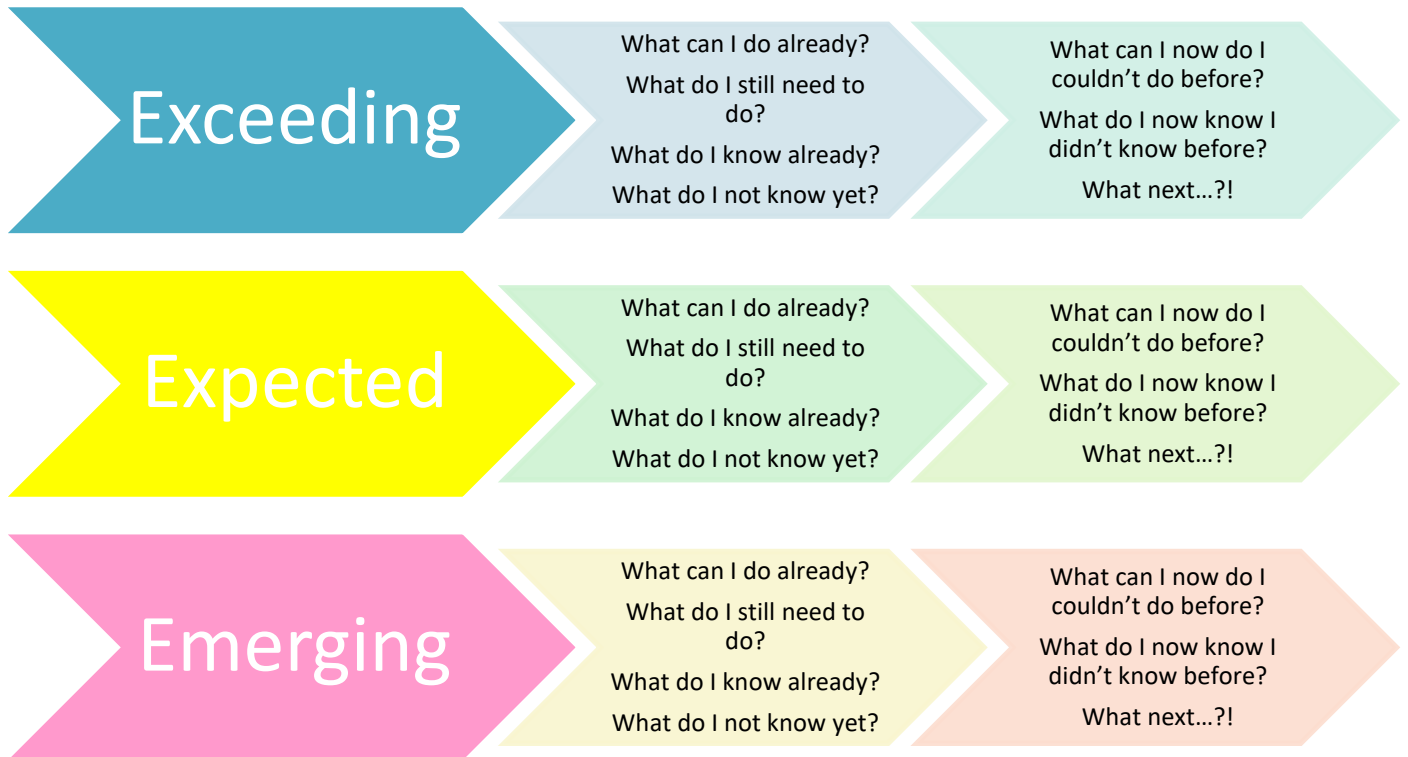
Yours sincerely,

Ms C Benning

Lead Practitioner – Teaching & Learning

MEASURING PROGRESS: YEAR 8

At Key Stage 3, students are assessed according to a flightpath. The purpose of this is to focus on the skills and knowledge that students are able to demonstrate at the point of assessment and those that are not yet evident to ensure that the teaching can be focused on closing gaps in student knowledge. To put students on their flightpaths, a broad range of data is triangulated including KS2 scores from primary school, reading ages, CATs scores and baseline tests in English, Maths and Science. The attainment of students across these areas is used to put students on one of three flightpaths: extending / expected / emerging.



In DT and PE, students are taught in the form of a carousel format and includes students from 2-4 tutor groups. In the remaining non-core subjects, students are taught in teaching groups which are based on prior data in the form of C, A, R, P, D, N, L. Within these teaching groups, student progress is measured against their own individual flightpath. Furthermore, flightpaths and End of Year Assessments are used to set students for their core subjects (English, Maths and Science). These sets based on their side of the register (Set 1-4 for those in teaching groups C, A, R, P; Set 4-7 for those in D, N, L).

In addition to these sets, there is a small Nurture Group in each year to support students with specific learning needs. Supported by a Teaching Assistant alongside the class teacher, these students study a combined Humanities (History, Geography, RE) curriculum and an extended English curriculum to aid transition to secondary school and help them make rapid progress in Key Stage 3. Students in this class are also given an additional wellbeing lesson once a week taken by one of our mentors.

Class teachers assess student progress continuously through verbal and written feedback on both class and homework. As a whole school, data is collected twice a year during Assessment Point 1 (Christmas) and Assessment Point 2 (Summer). During these weeks, all students are taken off timetable to follow an exam schedule, the results of which are reported back to parents in written reports. These reports will indicate whether a student is well above / above / on track / below / well below expectations in each subject in relation to their target.

PREPARING FOR GCSEs

To ensure students are given the best chance of success in their GCSEs by building in time to cover the increased content of the new GCSE examinations, students choose their options in Year 8. In addition to assessment data from AP1 (Christmas), where students can identify those subjects that they excel in according to their personal progress, students are supported in this process in a variety of ways during Spring Term:

1. Hustings assembly – all departments present an overview of what GCSE study in their subject looks like in a special assembly which gives students a whistlestop tour of the range of GCSEs on offer at Cardinal Pole;
2. 1-2-1 meetings with careers advisor – every student is given an individual appointment with our Careers Advisor, Mr J Egan, to discuss what they would like to do at GCSE and beyond to ensure that their subjects leave their future possibilities open;
3. Options Online training – all students are given personalised log ins which can be accessed through <https://rmunify.com/cardinalpole> and walked through the step by step process of option selection;
4. Options Marketplace – on the day of Parents’ Evening, school closes for all students at lunchtime with the exception of Year 8. Our students then have an opportunity to attend a marketplace where every Head of Department has a stall to talk through in detail what each subject entails at GCSE;
5. **Parents’ Evening on Thursday 6th February 2020** – following options evening, all students attend Parents’ Evening with their parents which is an opportunity to talk about their progress this year as well as prospective study in Y9.

The **final options deadline** is two weeks after Parents Evening on **Thursday 27th February 2020** and students are encouraged to use this time to speak to their class teacher, parents and tutors about their choices. It is critical that deadlines are met if they want to secure their first choices.

Students are given a wide range of choices from the following subjects:

ALL students study:	MOST Students study:	All Students choose 1-2 of:
English Language English Literature Mathematics Combined Science (2 GCSES) Religious Education	One of the following humanities: History OR Geography AND One of the following languages: French OR Spanish	Art OR 3D Design Business Catering & Hospitality Computer Science Drama Health & Social Care Music Physical Education Sociology

SUBJECT	ART
Head of Department	Ms K Place



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Building on drawing skills in a range of media. Testing and evaluating the properties of media in a range of mark making tasks. Applying texture and 3D form to facial features such as the eye. Extension to develop the drawing of 3D shapes from the baseline/homework booklet in a range of media.</p> <p>Building on design skills inspired by the work of others. Students will develop understanding of using the stylistic devices of an artist and adapting it to different resources. They will produce a range of designs and build on skills in self-assessment / refining against success criteria to choose the best and improve.</p>	<p style="text-align: center;">Social Issues Students will analyse and respond to a range of artists work. They will then explore applying these styles to current social issues in order to comment on them visually. Students will build on painting skills developed in Year 7 such a smooth washes from very dark to very light and blending.</p> <p>Composition and Symbolism Students will be introduced to how compositional techniques such as overlapping imagery can help develop narrative and meaning. Inspired by Anna Parkina, students will make visual the strong connections between people and place. Students will build on paint techniques and expand on the use of colour as symbolic of emotions.</p>	<p style="text-align: center;">Motif and Symbolism Students will build and expand on the use of the motif in conveying meaning symbolically, connecting people, places and current issues. They will then combine these within a final outcome centred on Hackney and other significant places and people. Students will be introduced to several collage techniques in the production of their mixed media final outcomes.</p> <p>Reviewing and Refining in preparation for AP2 Students will review their outcomes inspired by Anna Parkina and Franz Ackermann against success criteria and analyse how they could improve them. The one with the most potential will then be refined for the AP2 exam. Students will then be introduced how to use the process of tracing to make improvements.</p>

SUBJECT	COMPUTER SCIENCE
Subject Lead	Ms G Braithwaite



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p style="text-align: center;">E-safety</p> <p>This unit covers some of the legal safeguards regarding computer use and their implications for computer use. Phishing scams are discussed together with ways of protecting online identity and privacy. Health and Safety Law and environmental issues such as the safe disposal of old computers are also discussed.</p> <p style="text-align: center;">Networks</p> <p>This unit covers the basic principles and architecture of local and wide area networks. Pupils will learn that the World Wide Web is part of the Internet, and how web addresses are constructed and stored as IP addresses. Client-server, peer-to-peer networks and the concept of cloud computing are all described. Ways of keeping data secure and simple encryption techniques are also covered.</p>	<p style="text-align: center;">HTML and website development</p> <p>Students will learn the basics of HTML and CSS, and how to create a responsive design which adapts to any size of screen. They will learn how to create text styles and add content as well as navigation links to other pages on their website and to external websites. The basics of good design are covered so students can develop their own templates which they will use to create their websites, including a web form.</p> <p style="text-align: center;">Animation</p> <p>In this unit students' will learn basic graphic drawing and animation techniques. They will undertake a creative project to plan, create and evaluate a short animation of their own, as well as studying professionally made animations.</p>	<p style="text-align: center;">Python Next Steps</p> <p>This unit builds on prior experience in Python. Students will use for loops and compare their use with while loops, before moving on to arrays (lists), which are introduced as a new data structure and are used in conjunction with for loops.</p> <p>Procedures and functions with parameters are covered to help pupils understand the concept and benefits of modular programming.</p>

SUBJECT	DESIGN & TECHNOLOGY
Head of Department	Ms K Place



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Introduction to Health and Nutrition</p> <p>This scheme of work is developed to enable pupils to learn how to cook a range of dishes safely and hygienically and to apply their knowledge of nutrition. In addition, they will consider the factors that affect food choice, food availability and food waste.</p> <p>Pupils will have the opportunity to work through the following contexts: Domestic and local (home and health); Industrial (food).</p>	<p>Biomimicry Pewter Casting</p> <p>Students will learn basic workshop safety rules. They will also learn how to use a range of workshop hand tools and some basic workshop machinery. Throughout the project students will develop and refine their skills to create accurate final products.</p> <p>The materials of focus will be MDF and pewter with discussions about the different ways each material behaves and why they are used for certain end uses.</p> <p>The theme of biomimicry will link in with the homework project which focuses on products designed in this way.</p>	<p>Illustration in print</p> <p>Looking at different types of illustration including typography and advertising, students will produce a range of design work and lino cuts in response to a brief about the Climate Crisis and positive change. Students will analyse how designers have got messages across visually and how wording can be manipulated in conjunction.</p>

All projects have been planned backwards from the GCSE 3D Design specification, ensuring that students develop the practical skills and techniques required to succeed in this subject area. Homework projects have been created to help students develop their understanding of the work of a range of contemporary designers, their influences, jobs that are available within the industry and how to form constructive and informed opinions on a range of design work.

SUBJECT	DRAMA
Head of Department	Ms L Burder



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Scary Play</p> <p>This imaginative script allows students to build on their exploration of genre from year 7. They will create drama pieces which show an understanding of tension demonstrating an ability to build to a climax using voice and movement. Students will be introduced to the convention of marking the moment which will allow them to emphasise key moments of a scene. Students will enjoy the opportunities for stylisation that this scheme of work provides.</p>	<p>Hamlet</p> <p>Using the plot and characters of this Shakespearean text, students will be able to access Shakespeare without having the language as a barrier. Students will perform their own devised versions of key scenes from the play and explore the complex relationships. Students will explore the motives behind Hamlet's behaviour. Students should gain insight into why Shakespeare plays are considered timeless and why they are still relevant to a contemporary audience.</p>	<p>Lord of the Flies</p> <p>Students use scenes from the play in order to understand the role of the director in staging a performance- with a focus on blocking, subtext and status. Students will be introduced to the concept of Didactic theatre in which drama can be used as a tool to learn from. They will explore Brechtian techniques and apply these to the climax of the play in order to highlight the themes and message of the play.</p>

SUBJECT	ENGLISH
Head of Department	Ms F Davies



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p style="text-align: center;">Ruby in the Smoke</p> <p>This engaging crime fiction text provides students with an introduction to Victorian literature. The novel also aims to build confidence and familiarity with the period in preparation for studying 19th Century texts next term.</p> <p style="text-align: center;">Gothic Horror</p> <p>Introduces tropes of the Gothic genre, an important feature of GCSE and A-Level texts. Students read a variety of Victorian and modern Gothic writers and have the opportunity to write their own Gothic story.</p>	<p style="text-align: center;">Merchant of Venice</p> <p>Building on their year 7 knowledge of Shakespearean villains, students will analyse and evaluate Shylock and his stereotypical portrayal as a villain. Through this unit, students will gain confidence in approaching Shakespearean texts, skills that are required at KS4 and 5.</p> <p style="text-align: center;">Travel Writing</p> <p>Students will read a number of non-fiction texts from the past and present from around the globe. They will explain, analyse and evaluate how writers use language and structure to achieve effects and influence readers, which prepares them to write their own travel account.</p>	<p style="text-align: center;">Memoirs and Memories</p> <p>Students will read a variety of poems and memoirs. They will analyse narrative techniques in preparation to write their own memoir. The opportunity to write about themselves and their experience is designed to build confidence and emotional literacy.</p> <p style="text-align: center;">Off By Heart</p> <p>Students will read a variety of poems and speeches and learn them off by heart. They will create a performance for their speech or poem to compete in our annual competition. This unit does not only prepare students for Speaking & Listening by encouraging confidence and oracy, but also gives them an opportunity to engage with poems in a new way.</p>

SUBJECT	GEOGRAPHY
Head of Department	Mr J Crotty



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p style="text-align: center;">China</p> <p>Students are looking at the ideas of industrialisation, development and change by looking at the economic, social and political factors at play in China. This helps to prepare them for looking at the environmental effects of industrialisation at GCSE whilst giving them the opportunity to have a depth knowledge of a case study</p> <p style="text-align: center;">Coasts</p> <p>In this unit, students look at the human and physical impacts on coastal areas. This is important preparation for GCSE but is also particularly relevant in today's debates about climate change</p>	<p style="text-align: center;">Development</p> <p>Students focus on Malawi and consider the different ways development can be measured and focus on what development is. They then consider how countries can escape from poverty and how aid could either help or harm a country like Malawi. Finally, they consider the role of Transnational Corporations in helping or hindering a country's development. This is used in comparisons at GCSE also.</p> <p style="text-align: center;">Weather and Climate</p> <p>Students will learn to identify the differences between weather and climate. They consider the factors that influence climate, particularly location and human effects before considering how climate affects our lives.</p>	<p style="text-align: center;">Urbanisation</p> <p>Students investigate a case study of Rio De Janiero. Urbanisation is a major topic at GCSE and this allows students to compare London to major cities in emerging countries. Students investigate economic reasons for migration; social impacts of population growth and environmental consequences to ecosystems and biodiversity.</p> <p style="text-align: center;">Energy</p> <p>This is a major GCSE topic which also links to physical topics such as coast and weather. In this unit, students compare the use and impact of renewable and non-renewable energy. They also consider, in London, how we are trying to conserve energy and use it more sustainably.</p>

SUBJECT	HISTORY
Head of Department	Ms A Holmes



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p style="text-align: center;">1600-1750</p> <p>England: How enlightened was England by 1750? World: How was the world changed by the commoditisation of people?</p> <p>These topics consider how ideas, trade and people led to radical changes in society and the commoditisation of people. Was this an age of enlightenment?</p> <p style="text-align: center;">Students will: Explore who had the power in society; what life was like for ordinary people; develop a sense of chronology and period; love studying the past; learn to read and use sources critically.</p> <p style="text-align: center;">Key Concepts: Monarchy; Social Hierarchy; Democracy; Empire; Colonialism; Slavery</p>	<p style="text-align: center;">1750-1865</p> <p>World: How did enslaved people fight for their freedom? England: How were people treated in Victorian London?</p> <p>These topics contrast the fight for freedom for enslaved people with the Industrial Revolution and the fight for rights for workers in England.</p> <p style="text-align: center;">Students will: Explore who had the power in society; what life was like for ordinary people; develop a sense of chronology and period; love studying the past; learn to read and use sources critically.</p> <p style="text-align: center;">Key Concepts: Slavery; Civil Rights; Resistance; Democracy; Technological Development; Urbanisation</p>	<p style="text-align: center;">1860-1970</p> <p>World: How did black Americans achieve equality? England: How did people achieve equality in England?</p> <p>These topics compare the fight for equality for women and black people in both American and England. They allow students to explore the concept of rights and understand how people gain them.</p> <p style="text-align: center;">Students will: Explore who had the power in society; what life was like for ordinary people; develop a sense of chronology and period; love studying the past; learn to read and use sources critically.</p> <p style="text-align: center;">Key Concepts: Civil Rights; Resistance; Democracy</p>

SUBJECT	MATHS
Head of Department	Mr J Okosun



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Students focus on basic number work to consolidate their numeracy skills that they encountered in the previous year. Then focus on area and perimeter of 2D shapes to improve on their numeracy skills and knowledge of shapes. Then finish off with algebra that they have encountered in the previous year but also some new content.</p> <p>After half term, students still focus on Number work but now focusing on the fractions/decimals and building on it with topics such as percentage increase and decrease. Then they will encounter basic ratio and proportion and progressing onto harder ratio topics as this is now one of the 5 big topics in GCSE exams. The students will then revisit collecting data and types of data which is a topic they encountered in the previous year.</p>	<p>Students focus on number work but special numbers such as primes, factors and multiples. Progressing on their algebra skills with simplifying expressions and expanding brackets. They finish off building on the Transformations work from Y7 such as reflection, rotation, translation and enlargement.</p> <p>After half term students build on the data topics looked at in Y7, progressing onto much harder angle work such as angles on parallel lines and in a polygon and use of protractors – this should improve their overall knowledge and understanding of angles and use of mathematical tools. Then the focus shifts onto sequences and finding the nth term which incorporates substitution, building on Y7 work.</p>	<p>Construction is a hard topic to grasp and has been introduced in Y7 as an understanding of this topic is essential for their continued progress. Building on their understanding of accurately drawing triangles, students are introduced to constructing perpendicular bisectors.</p> <p>The students then build on Y7 work on the basics of probability, to look at further percentages and conversion rates: an essential skill to have when travelling abroad.</p>

SUBJECT	MODERN FOREIGN LANGUAGES: FRENCH
Head of Department	Mr J Lunn



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Students build on concepts developed in Y7 to describe their opinions on various aspects of free-time activities; use of technology, favourite types of music and preferred film genres. This enables for an in-depth review of present tense conjugation of regular verbs and therein enabling discussion of other people's leisure activities.</p> <p>After half term, students are given their first full exposure of the past tense, where they are taught how to narrate activities in the past through the prism of a holiday visit to Paris. Students also discuss preferred holiday activities and build towards AP2 by collating an extended writing piece that exhibits a knowledge of two tenses and a range of opinions.</p>	<p>Students begin the new year with a review of how to describe themselves and other people, revisiting the idea of gender and adjectival changes. They then move to more sophisticated discussions of their relationships with their family and friends, touching on reflexive verbs. They also discuss their taste in music, reviewing core structures for giving opinions and justifying them.</p> <p>Students revisit topics raised in Y7 to discuss their home and their local area in this half term. This entails review of places in town, and vocabulary for describing their environment. They are given an exposure to the future tense with regards to a future local event, before attention switches to preparation for the speaking assessment.</p>	<p>Students talk about their interests and skills through the topic of a talent competition. They give descriptions of different professions and hobbies, as well as recapping adjectives for personal descriptions. Students learn conjugation of irregular modal verbs to say what they can and must do, as well as gaining an insight into comparative and superlative adjectives.</p> <p>Finally, students prepare themselves for their end-of-year tests by recapping their knowledge of topics from across Y8. Students revisit core vocabulary, grammar and structures in consolidation material and prepare extended writing pieces based on success criteria. Students close out the year with a look into French culture, through the history and geography of the Francophone world.</p>

SUBJECT	MODERN FOREIGN LANGUAGES: SPANISH
Head of Department	Mr J Lunn

	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Students start Year 8 Spanish with an insight into the preterite through the topic of holidays last year. Students learn how to narrate activities in the past using a range of time expressions and different contexts. Students also review how to give their opinions on holiday activities, and develop confidence in speaking when discussing their holidays and opinions in the past tense.</p> <p>After half term, students build on their Y7 knowledge of the present tense to gain a firmer grasp of conjugation through the topic of technology and media. They learn how to describe their use, and that of their family members of their mobile phone, as well as describing their opinions on music and film. They also review the use of the preterite to discuss what they did in the recent past (ayer).</p>	<p>Students start the new year by discussing food and their opinions of different meals. They learn to describe their mealtimes and review vocabulary for expressing opinions, as well as vocabulary for ordering food in a restaurant. They finish the half term with an insight into how to combine past, present and future tenses in extended writing.</p> <p>After half term, students learn transactional vocab for arranging to go out, saying what they would like to do while practising formulation of questions. They review reflexive verbs and time through description of their daily routine and build towards their speaking assessment.</p>	<p>Students revisit familiar topic of home and local area from Y7 to describe holiday homes and their opinions thereof using the comparative and the superlative. They also revisit transactional structures for asking directions and discussing potential holiday activities using modal verbs.</p> <p>Finally students prepare for their End-of-Year assessments by revisiting topics from throughout the year. Students are given consolidation materials that prepare them for assessment style tasks. They are also formally assessed on their knowledge of key structures prior to applying these in their summative assessments.</p>



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p><u>Chords</u> Developing listening and performing skills through the medium of Reggae</p> <p><u>Scales, Modes and Keys</u> Understanding the sounds of different scales and how they are used to different effects; performing pieces that use different scales; composing using different scales</p>	<p><u>Music & Media</u> Understanding how music enhances images i.e. in films; performing / composing music that creates moods</p> <p><u>Form & Structure</u> Understanding the standard forms; performing pieces in different forms</p>	<p><u>Blues 1 & Blues 2</u> Combining work on chords, scales and form; playing the 12-bar blue chord pattern; composing melodies above the chords</p>

SUBJECT	PHYSICAL EDUCATION
Head of Department	Mr N McDaid



	Autumn Term	Spring Term	Summer Term
What we teach and why	Trampolining	Basketball	Athletics
	Table Tennis	Handball	Volleyball
	Netball	Rugby	Fitness
	Dance	Badminton	Rounders
	<p>In team games and competitive situations, pupils are developing physical fitness, special awareness and co-ordination skills to improve their fine and gross motor skills. In athletics, pupils will learn the most effective and efficient techniques to maximise their performance in a number of disciplines, that will transfer into their performance of other sports and activities. They are also developing mental and social skills to develop their ability to problem solve, co-operate with others and develop their ability to communicate. Pupils will challenge themselves to utilise these skills to effectively communicate, co-operate and lead each other in devising strategies and tactics in order to outwit their opponents.</p> <p>In accurate replication (dance and trampoline), they will develop their physical fitness and their observational skills. They will also develop the ability to choreograph, constructively feedback to their peers and evaluate their own performance. They will be able to work co-operatively and communicate effectively with their peers. Through peer-assessment, they will be able use diagnostic feedback to alter and improve their performance.</p>		

SUBJECT	RELIGIOUS EDUCATION
Head of Department	Ms L Carter



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>In our first module of the year, we look at the Mass, the centre of the Catholic life. We will look at the different parts of the Mass to understand the full impact of it. They will use these to evaluate and explore the importance of each section and gain a greater understanding of the Mass and importance of the Eucharist.</p> <p>In this module, pupils will look at the various types of non-liturgical worship; such as popular piety, pilgrimages and artwork. This will allow pupils to engage in the importance of these to the understanding of faith and the varying views on their use.</p>	<p>After Christmas, we will explore the Church and its nature. Pupils will engage in studies of Magisterium, Papacy and marks of the Church in order to gain a further understanding of the structure and role of the Church. They will then evaluate the importance of these in helping them living their faith.</p> <p>In this module, pupils will look at how the Church responds to social issues through studying Catholic Social Teaching and the role of Social Justice in the Church. They will engage in looking at the teachings of Jesus Christ on caring for others and evaluate the extent to which the Church puts these into action.</p>	<p>In the final module of the year, we will engage in study of Islam, including the key beliefs and practices of Muslim life. This will help pupils understand the religiously diverse community of London and help them make links between people's beliefs and the expression of these in their daily life.</p>

SUBJECT	SCIENCE
Head of Department	Ms R Ingrey



	Autumn Term	Spring Term	Summer Term
What we teach and why	<p>Students build on the topic of matter from year 7 in which they look at elements, compounds and mixtures only this time they gain an insight into how the atom is structured and how elements are ordered in the periodic table.</p> <p>They then move onto look at the topic of organisms where they build on their understanding of cells from year 7 and look in detail about how cells are arranged to form particular systems in our body.</p> <p>Students also expand on their knowledge of forces in this term and look at how forces cause stretching, turning and pressure in gases and liquids.</p> <p>Students finish off this term looking at energy and particularly how heat energy is transferred in solids, liquids and gases.</p>	<p>Students begin the spring term building on their knowledge of reactions from year 7 to look specifically at energy changes in reactions.</p> <p>Students then move onto looking at how energy cycles in living things particularly in the topics of respiration and photosynthesis.</p> <p>Following this, students further their understanding of how waves transfer energy which builds on from the previous topics in this term as well as the topic of waves from year 7.</p> <p>Students then learn about cycles that occur within the Earth itself such as the carbon cycle and the water cycle.</p>	<p>To begin the summer term, students look again at the topic of genetics from year 7 but this time with a specific focus on the inheritance of specific characteristics as a result of the type of gene. They also begin to get an understanding of natural selection as a theory for evolution.</p> <p>They finish off with the topic of electricity in which they consolidate their understanding of energy transfer in a circuit by relating it to magnets and electromagnets.</p> <p>Following their summer exams, students will spend a week or so focusing primarily on skills needed to begin the GCSE course the following year.</p>

HOMEWORK TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
C	RE DT Music	Geography Art	English History	Maths Science MFL	Computer Science
A	Geography DT History	Art Computer Science	English MFL RE	Maths Science	Music
R	Geography MFL	DT Music	English RE	Maths Science Art	Computer Science History
P	History MFL	DT Art Computer Science	English Geography	Maths Science	Music RE
N	Maths English RE	Science DT Art	Geography Music	History RE	MFL Computer Science
D	Maths English RE	Science DT Art	Geography	Computer Science MFL Music	History
L	Maths Art RE English	Science Geography DT	MFL	Computer Science	Music