



**Parkstone Grammar School for Girls**

**CURRICULUM BOOKLET**  
***YEAR 8***  
***2018-2019***

**Name:**.....

**Tutor Group:** .....



Dear Parents/Carers

A strong partnership between school and home is vital in ensuring your daughter enjoys her learning and thrives at Parkstone. It is very important to us that you are fully involved in your daughter's education and progress while she is with us.

A cornerstone of a strong partnership is effective and timely information. I am therefore delighted to be introducing our Curriculum Booklet for Year 8.

I hope that you will find the contents of interest and that it provides you with information that will help you to support your daughter's learning.

Yours sincerely

A handwritten signature in black ink, appearing to read 'T. Harris', with a stylized flourish at the end.

**Tracy Harris**  
**Head Teacher**

# WELCOME TO YEAR 8

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*Dear Student*

*Welcome to Year 8. This is a really exciting year for you as this is the first time that you will get the opportunity to make choices about your future studies.*

*You will need to give careful consideration to which subjects you enjoy the best and where your strengths lie. Your teachers will be able to help you with this; so don't forget to ask them how they feel you are getting on in your studies. It is essential to do your very best in all subjects so that you get a true indication of your strengths.*

*During the Spring Term, you will be asked to make your GCSE choices. You will have had many opportunities to discuss the options open to you beforehand and to listen to the advice of others. However, it is important that the final decision is yours. You should pick the GCSEs that you feel you will enjoy the most and that will enable you to follow any career aspirations that you may have. Don't be tempted to choose the GCSEs that your friends think you should study.*

*Most students are able to study their first choice of subjects. However, if this is not possible we will let you know as soon as we are able to. If you are concerned that you have chosen the wrong options, speak to me as soon as possible. It may not be too late to change your mind if you are lucky. Unfortunately we can't make any promises.*

*Good attendance throughout the year is essential as it is often difficult to understand work that you have been absent for and this may affect your progress. Many subjects start teaching work that builds into your GCSE course.*

*Continue to take advantage of all its clubs, societies and other opportunities that we make available. Why not try something new to meet more people or extend your interests into different areas.*

*Finally, make sure that you enjoy Year 8. It is an interesting year with important but exciting decisions to be made.*

*Yours sincerely*



**Mr J Scopes**  
**Assistant Headteacher**

# FORM TUTORS

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<b>Head of Year</b>	~ Mrs R Fooks	
<b>Form Tutors</b>	~ Ms L Bayliss	~ 8P
	~ Mrs N Pope and Mrs L Farbridge	~ 8A
	~ Miss L Beattie	~ 8R
	~ Ms C Saunders	~ 8K
	~ Mrs J Scopes and Mr Waters	~ 8S
	~ Mr R Lehman	~ 8T

# SUBJECT REPORTS

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## ART & DESIGN

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**Departmental Teachers:** Miss Batley and Miss Sturdy

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### **Details of teaching scheme to be followed and timing:**

In Year 8 students will build on and extend skills developed in Year 7. During this year students will cover a number of areas of study.

**Observational drawing using a variety of materials & techniques:** Materials may include biro, pencil, charcoal & chalk, oil pastel and more.

**3-D Project:** Students will gather resources, draw from direct observation, and develop design ideas on a chosen theme. They will research the work of other artists and use their understanding of these artists' work to inform their own personal response. Students will be expected to develop their own independent ideas and designs based upon their primary and/or secondary research, exploring and experimenting with materials and leading to a group collaborative 3-D outcome.

Students will be introduced to a variety of materials with which to experiment. These may include: Papier Mache construction techniques; wire construction techniques; P.V.A & tissue paper construction techniques; clay; mod roc; mosaic tiles and more.

By the end of Key Stage 3 students will have a varied portfolio, consisting of drawing, painting and 3-D work and they should be in the position to make an informed decision when making their GCSE option choices.

### **Notes on assessment:**

Assessment will be on going throughout the year. There is no end of year Art practical exam.

**Students are expected to have basic art materials:** 2B pencil, sharpener, rubber, glue stick (Pritt Stick recommended), watercolour set, fine liner, colouring pencils (for work at home), an overall for all lessons (a long-sleeved old shirt is recommended) and an A3 portfolio or file to transport work to and from School when needed.

### **Hints on how to be successful in the course:**

- Listen carefully to instructions and always ask for clarification if unsure about anything
- Be prepared to experiment with new materials and ideas.....really challenge yourself!
- Aim for a high standard in both your artwork and presentation
- Always ask for support/guidance if you are unsure about any aspect of the course content or activity
- Devise a work schedule and keep on task to meet deadlines
- Note work expectations/homework details in your student planner
- Look at exemplar material to appreciate quality and presentation of work
- Always keep a backup of all material stored on computer, in case of any problems with software/hardware
- Name/label all work

# COMPUTER SCIENCE

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Departmental Teachers: Mr Mortell and Mr White

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Details of teaching scheme to be followed and timing:

<b>Autumn Term</b>
Mobile Phone Apps
Computer Game Programming
<b>Spring Term</b>
Scratch Computer Programming
Small BASIC Computer Programming
<b>Summer Term</b>
Spreadsheets
Animation

**Skills that students need to acquire:**

Pupils will understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.

They will be able to analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.

They will be able to evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.

They will become responsible, competent, confident and creative users of information and communication technology

**Resources (e.g. books, computer programmes used) plus any specific materials will be provided.**

Students should bring the usual writing equipment to all lessons.

**Notes on assessments and end of year examinations:**

Assessment will be on-going throughout the year along with a computer based end of year examination.

**Hints on how to be successful in the course:**

A passion for learning how to use and how to get the most from computers and other digital devices will ensure you achieve your potential in this subject. You should keep up to date on changes that will impact you and on how to keep yourself safe online. An interest in more than just using the computer to write essays or produce presentations.

# DRAMA

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**Departmental Teachers:** Mr Graves, Mrs Partridge and Miss Whelan

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## **Details of teaching scheme to be followed and timing:**

### **Term 1**

#### **Status**

Students develop their spontaneous improvisation skills and learn how to create instantly recognisable characters based on character type and status. They then apply these skills in rehearsing a short piece of well-known text.

#### **Pantomime**

This project is about the style and tradition of Pantomime. At the end of the project students will perform scripted scenes from Cinderella using key conventions of this theatrical style.

### **Term 2**

**The Child who did not want to go to school:** this project explores the issue of bullying through a series of structured improvisations which encourage students to identify with the main character. The emphasis is on creating a piece of drama with a realistic storyline and characterisation. This piece can lead to a whole class or small group drama as students resolve the situation for “the child” through role play.

**Underworld:** Students develop a whole class improvisation based on the theme of a parallel world inspired by a short text and a collection of objects. This may be one lesson only or can be developed into a performance of short monologues devised by students in response to the improvisation.

### **Term 3**

**Shakespeare project:** students explore ways of staging Shakespeare using the play Macbeth. They will examine how to uncover subtext through use of an ‘Angel and Devil’ technique. They will explore how to create atmosphere through sound and movement. Students will then choose a short extract to refine for performance to the class.

**Script/Devised:** Students create a final performance to consolidate skills learned through the course. Teachers will choose material tailored to the class preferences and strengths. Projects might include: Tales Untold, an adapted script of Grimm’s tales reimagined or A Monster Calls Devised project based on the novel by Patrick Ness and Siobhan Dowd.

This project enables students to consolidate their learning so far and to apply some of the acting techniques and dramatic conventions from this year’s course. Students may have the option to explore the role of designer (make up, set, costume or lighting) by working alongside an acting group. Students will research, rehearse, prepare and perform an extract from a play selected by their teacher. Scripts may include texts from the KS3 Playbox or an abridged Shakespeare play.

#### **Resources plus any materials students need to provide:**

Students need to wear their PE shorts and bring their Drama journals to lessons.

#### **Notes on homework and assessments and end of year examinations:**

Assessment takes the form of teacher observation of performance at key stages in the course and through student contribution to group work and evaluation of work in progress. These observations are recorded in the form of written comments, accompanied by levels (recommended by Arts Council and DfES). Students complete an evaluation sheet after each assessment. Students will occasionally be required to rehearse and polish work for presentation in their own time.

#### **Hints on how to be successful in the course:**

COMMIT

COOPERATE

COMMUNICATE

CREATE

# ENGLISH LANGUAGE AND ENGLISH LITERATURE

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**Departmental Teachers:** Mrs Spall, Ms Champion, Mrs Farbridge and Mr Lord

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## **Details of teaching scheme to be followed and timing:**

The programme of study is designed to ensure that students are given opportunities to develop their core skills in reading, writing and speaking and listening throughout Year 8. Students read a range of challenging texts, including prose, poetry, drama, media and non-fiction over the course of the year. The ability to analyse and think carefully about what they read encourages them to become enthusiastic, discriminating and responsive readers. They are encouraged to read for pleasure, referring to the department-suggested booklist for guidance and keeping a log of their independent reading.

Speaking and listening form an integral part of English lessons with students being given opportunities to speak in a wide variety of contexts. Students are taught to develop confidence and skills to improve and develop their own writing for different purposes and audiences (such as letters, diaries, articles, reports, narrative or discursive essays). They are taught to comment in some detail on the effects of grammatical structures of language (such as sentence constructions, tenses and word classes) and also stylistic features (such as alliteration, metaphor, personification and so on). Using other writers as models and through workshop activities in class, students are encouraged to identify strategies to improve their expression, presentation and accuracy.

## **Skills that students need to acquire:**

### **READING**

- To show understanding of the ways in which meaning and information are conveyed in a range of texts
- To articulate personal and critical responses to what they read, showing awareness of thematic, structural and linguistic features
- To select and synthesise a range of information from different sources
- To compare short texts (e.g. poems) in terms of themes and writers' techniques

### **WRITING**

- To write in an appropriate style, in a range of forms
- To use grammatical features and vocabulary accurately and effectively
- To structure work clearly and meaningfully with varied and accurate paragraphing and punctuation
- To present work legibly and accurately with correct spelling

### **SPEAKING AND LISTENING**

- To match their talk to the demands of different situations
- To make a range of confident contributions, using appropriate structures, vocabulary, tone and emphasis
- To listen sensitively and perceptively in order to respond to other people's ideas

## **Resources plus any materials students need to provide:**

- Individual copies of set texts (novel, play, short stories etc.) are loaned to students over a period of weeks as appropriate
- Source books and stimulus materials are available to students, individually, for use as appropriate during lessons
- Classrooms are equipped with reference books for use during workshop sessions (dictionary, thesaurus etc.)
- Various booklets and guidelines are provided during the year to support independent learning, including a suggested booklist for wider independent reading, a booklet identifying strategies to improve spelling and a literacy booklet to develop accurate grammar, punctuation and other English-based skills
- Students are encouraged to organise ongoing work, notes, guidelines or materials as issued during the year in their own folders. It is also helpful for students to provide and use their own plastic pockets and file dividers to enable them to organise their notes effectively. Examples of completed, marked work are kept in folders as evidence of achievement

## **Notes on homework and assessments:**

Homework assignments will include reading, preparing notes (sometimes in chart or display format), preparing presentations, writing in different formats for different purposes and audiences, as well as writing essays using critical analysis and evaluation skills.

Work is assessed and students are given regular feedback. When marked work is returned, students are encouraged to self-assess and respond to feedback, enabling them to monitor their own progress and identify specific targets for future improvement or development. Assignments are marked in line with National Curriculum criteria.



The formally assessed tasks in Year 8 are:

- An assignment on a Shakespeare play (usually 'The Tempest' or 'The Taming of the Shrew')
- An assignment on a class novel, a selection of short stories, modern drama
- A poetry based assignment
- An assignment based on persuasive language
- An oral presentation assignment on an aspect of language
- The end of year examination - non-fiction reading

**Hints on how to be successful in the course:**

Students should ensure that they:

- Actively contribute to lessons, in both class discussions and group work
- Complete all tasks set to the best of their ability
- Meet deadlines
- Know exactly what is required when an assignment is set – writing down carefully the wording of a question and any instructions given about how the piece will be marked
- Listen carefully to any feedback when work is returned – adding notes, if appropriate, at the end of the assignment
- Think carefully, having noted the teacher's written and oral comments about what target to set for next time
- Organise work carefully and logically in folders, learning to recognise the different types of skills and work required
- Read widely, independently and regularly, seeking the advice of library staff and their teachers, as well as peers, in choosing more challenging texts

# FRENCH

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**Departmental Teachers:** Mrs Child, Mrs Coote, Mr Goldsmith and Miss Lethbridge

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## **Details of teaching scheme to be followed and timing:**

Topics to be covered:

- T'es branché? (TV, films, books, Internet)
- Paris, je t'adore! (A trip to Paris)
- Mon identité (my identity)

In Year 8, our aim is to build on the communication skills, vocabulary and grammatical knowledge acquired in Year 7, so as to enable learners to communicate in three time frames (past, present and future) about a greater range of topics.

## **Events and trips**

Pupils are invited to enter our Languages Week competition in September, this year the 'Great Eurodisney singalong. A 3 day trip to the Opal Coast takes place in Activities Week in June, with opportunities to visit a French bakery and sweet factory! In March, students have the chance to see a full production by a touring French theatre company.

## **Skills that students need to acquire:**

### **In addition to building upon those skills developed in the Year 7 course:**

- Expressing opinions, agreeing and disagreeing
- Effective vocabulary-learning strategies
- Using grammar notes and textbook to help with own writing
- Careful checking of written work to ensure accuracy

## **Resources:**

- Textbook: Studio 2 Rouge
- Subscription to [www.linguascope.com](http://www.linguascope.com)

## **Notes on homework, assessments and end of year examinations:**

Extension/consolidation work is given according to the Homework timetable to reinforce and extend work in class. The end of year examination tests all receptive skills.

## **Hints on how to be successful in the course:**

- Concentrate and participate as much as possible in lessons.
- Enjoy and have fun with the language, even if you make some mistakes!
- Learn vocabulary thoroughly, at home, using active revision strategies, as advised by your teacher.
- Refer to your notes and adapt phrases from the textbook when producing your own writing.

# GEOGRAPHY

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**Departmental Teachers:** Miss Forster, Ms Wheeler, Mrs Moore, Miss Saunders and Mr Hallsworth

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## **Details of teaching scheme to be followed and timing:**

### **AUTUMN TERM**

Earthquakes and Tsunami

### **SPRING TERM**

Development

Wild weather

### **SUMMER TERM**

National Parks

Environmental issues

## **Skills which we aim to develop include:**

- Geographical vocabulary
- Atlas and mapwork
- Diagram and sketch mapping
- Data analysis & presentation
- Enquiry skills
- Communication
- Independent and group work
- Practical fieldwork skills
- Appreciation and empathy for other people's circumstances
- ICT
- Debating

## **Resources Used:**

- Interactive whiteboard
- Wide variety of text books and visual stimulus
- Laptop and desktop computers for ICT tasks and Internet research
- Fieldwork equipment for practical work is also available

## **Homework and Assessments:**

- The homework time for Geography is the same as all other subjects and is set weekly
- At the end of each topic students complete an assessment, the format of these change for each unit

## **Hints on how to be successful in this course:**

- Take an interest in the world around you!
- Organise your written work and homework carefully
- Try and develop the clarity and depth of your written work and explanations

# GERMAN

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**Departmental Teachers:** Ms Starosta, Mrs Coote and Miss Lethbridge

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## **Details of teaching scheme to be followed and timing:**

Work in the first term begins with a large input of oral work. The students quickly learn how to ask for and give information about themselves and talk about the things around them. It is extremely important that they involve themselves in oral work as much as possible. As the year progresses the following topics are covered:

- Social and cultural studies about German speaking countries
- Family, friends and pets
- Days, months, numbers, birthdays, colours and alphabet
- School

## **Skills that students need to acquire:**

- Interaction in the foreign language
- Use of a German dictionary and verb table as language learning tools
- Strategies for efficient learning of vocabulary and grammar structures
- Building up a toolkit of phrases for spoken and written work
- Extending the quality of spoken and written work

## **Resources plus any materials students need to provide:**

The main course book is 'Echo Express 1'. In addition we use 'Stimmt 1' in lessons. This is supplemented with video extracts such as 'Hallo aus Berlin', songs in German and extensive online activities. We use mini whiteboards frequently in class, so students should bring their own whiteboard markers to lessons.

## **Notes on homework and assessments and end of year examinations:**

Homework reinforces the learning in class. There are short assessments at the end of each module.

## **Hints on how to be successful in this course:**

- Complete homework of up to 30 minutes per week
- Learn and revise vocabulary and grammar
- Use the linguascope website to reinforce learning in class
- Practise spelling

# HISTORY

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**Departmental Teachers:** Ms Puckett, Miss Saunders and Mr Cleak

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This year has a more international focus for students to understand where Britain stands as a global power. As this will now be the year that students choose their options, there is to be a greater development of their historical language and skills, especially in using sources which will be prominent across this year. Each unit will be underpinned with a key historical concepts which will form part of their assessments.

## Autumn Term

### 1. How did slavery go hand in hand with Britain? (Diversity)

- Chronology and Geography of Empire building
- Slave triangle
- Work on plantations
- Products sold to Britain
- Personal accounts

### 2. Did two bullets cause the First World War? (Causation)

- Geography in Europe
- Tension build up through arms race/ empire building/ alliances
- Assassination of Archduke Franz Ferdinand
- Sequence of War
- WW1 itself – Schlieffen Plan/ trench warfare/ tactics and weaponry

## Spring Term

### 3. How did Hitler ensure control in Nazi Germany? (Research/ Creativity)

- Factors contributing to Hitler's rise in Germany – including the Treaty of Versailles, the economic situation and him as an individual
- Life for Women
- Life for Young Children
- Education in Nazi Germany
- Propaganda in Nazi Germany
- Use of Terror

### 4. Why is the Holocaust significant? (Significance)

- History of Anti-Semitism – “was it just Germany?”
- Treatment of Jews in the early years of Hitler's Germany
- How the situation changes
- Ghettos
- Concentration camps
- Impact of the Holocaust

## Summer Term

### 5. What is terrorism? (Historical Debate)

- Case study of September 11 and causes leading back to the crusades through to Cold War
- Case studies of terrorist acts such as 7/7 the IRA/ Suffragettes/ Malcolm X to establish the roots of terrorism and what constitutes acts of terror.
- How has terrorism changed over time?

**Skills that students need to acquire include:**

**Key concepts:**

- Chronological understanding
- An appreciation of the importance of diverse cultural, ethnic and religious ideas, beliefs and attitudes that have shaped the world
- An understanding of change and continuity and cause and consequence in History.
- An appreciation of the significance of events, people and developments in their historical context
- The ability to evaluate different interpretations of the past

**Key processes:**

- Historical enquiry – the identification, selection, evaluation and use of a range of historical sources
- Communicating about the past – the recall, selection and development of relevant information using appropriate terminology and a range of techniques including ICT

A bank of audiovisual resources on ClickView and worksheets on the school's VLE

Students need to provide their own writing materials, pens, pencils. A range of felt tips, coloured pencils, scissors and glue would be useful for poster work.

**Notes on homeworks, assessments and end of year examinations:**

Students are expected to complete one homework a week. This may take the form of learning, reading, research or writing. Assessments will take a variety of forms depending on the skills developed in the unit.

**Hints on how to be successful in the course:**

- Keep up with homework and classwork and keep to deadlines.
- Listen carefully to instructions and follow them.
- Ensure written work is set out clearly and understandably. Written work should adhere to the rules of good English.
- Look after your history exercise book and keep work in the correct order.
- Develop an enquiring mind and be prepared to ask questions.
- Read around the subject. There are many excellent historical novels and works of non-fiction which are recommended
- Keep an eye on current affairs. The present is created from the past.
- Look out for documentaries, dramas and films about the past.
- Visit sites of historical interest.

# MATHEMATICS

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**Departmental Teachers:** Mr Burgan, Mrs Bassett, Miss Beattie, Mr Capel, Mrs Fooks, Mrs Hardwick, Mrs Huggins, Miss Mitchell and Mrs Woods

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## Skills that students need to acquire:

Year 8 completes the foundation work required to start the higher level GCSE course and students must work hard to consolidate and extend concepts and techniques learned in Year 7. Most students continue to be taught in mixed ability groups but the most able are taught in separate 'extension' sets which will assume more knowledge of the Year 7 work and will provide more challenge. Students will cover a broad range of topics which revise and build on their year 7 work. However, some Higher level GCSE work will be touched on. We also teach work which will ensure that all students meet new topics and consolidate lower level work where appropriate.

Students must also be willing to develop their intuition and imagination by tackling unfamiliar problem-solving situations. The National Junior Mathematical Challenge provides an ideal chance to expand horizons and all students will be given the opportunity to take part.

## Resources plus any materials students need to provide:

Students will need a scientific calculator. The models recommended are the Casio FX-83 GT Plus, FX-85 GT Plus or the FX-991ES Plus, - these can be widely purchased. A set of geometry instruments is also required: compasses, protractor and ruler. This equipment should be brought to all lessons.

## Notes on homework and assessments and end of year examinations:

Homework is set and marked in accordance with school policy. One cross year test is given in the Autumn Term, one in Spring Term, and the scores combined with the end of year examination results on which setting decisions are made for Year 9. The June examination consists of two written papers (one calculator and one non-calculator). The emphasis for the end of year assessment is on understanding, application and lateral thinking, rather than on complex manipulation.

## Assessment:

The National Curriculum no longer allows for formal SATs assessment at the end of Key Stage 3. As a result, your daughter will be continually assessed throughout the course of Year 7 and 8 by means of the departmental cross year tests and exams. For cross year tests we award one of the descriptors Excellent, Secure, Developing, Core. The following table gives students an idea of their level of work based on national expectations, for the end of Year 8.

Descriptor	
Excellent	Well above age related expectations
Secure	Above age related expectations
Developing	At or just above age related expectations
Core	Just at, or below age related expectations

There may well be some variation between tests. In particular, each test examines different topics which can mean that the descriptor awarded in successive tests may go down as well as up. It must be noted that the knowledge and skills required for each descriptor is more demanding than that which was required in year 7.

## Hints on how to be successful in the course:

The secret of success is to combine enthusiasm and a natural sense of enquiry with a more structured and formalised approach to problem solving. Mathematics should be fun but solutions need to be explained and working set out properly. It is important not to be over-reliant on a calculator; basic number relationships need to be known, as do a wide range of strategies for numerical manipulation.

# MUSIC

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**Departmental Teachers:** Mr Block and Mrs Farbridge

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## **Details of teaching scheme to be followed and timing:**

Using “open mind-set” teaching and a creative approach to learning, students will Perform, Compose and Listen to a variety of music in the following half-termly modules:

### **Autumn Term**

#### **‘Film Music’**

- Students will learn about clichés in film music
- They will compose their own soundtrack to a film

#### **‘Romantic Music’**

- Learn about descriptive music in the romantic period
- Group composition & performance of a piece of Programme Music from the Romantic period

### **Spring Term**

#### **‘Indian Music’**

- Students will learn about Indian Classical Music
- They will create their own piece of Indian-inspired music which will feature improvisation

#### **‘Blues/Ragtime/Jazz’**

- Performance of a Blues piece
- Improvisation in a jazz style

### **Summer Term**

#### **‘Pop music’**

- Group performance of a pop song

#### **‘Songwriting’**

- Group composition and performance of their own pop song

## **Skills that students will acquire:**

- Performing
- Composing
- Research & Appraising

## **Hints on how to be successful in the course:**

Students are encouraged to think creatively, approaching each piece of work with an open mind-set and learning notes of the piano keyboard, practising singing skills etc. as appropriate, making a positive contribution to group work



# PHYSICAL EDUCATION

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**Departmental Teachers:** Mrs McAllister, Mrs Greening, Miss Henderson, Miss Bayliss and Mrs Pope

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## **Details of teaching scheme to be followed and timing:**

Time allocation: 4 hours per fortnight.

1. Students will build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They will develop their understanding of what makes a performance effective and learn how to apply these principles to their own and others work. Students understand and apply the long-term health benefits of physical activity.
2. Students will be taught:
  - To use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (e.g. netball, rounders, tennis)
  - Basic and more complex techniques in order to improve their overall performance in a range of aesthetic activities (e.g. athletics and gymnastics)
  - Dances using techniques within a range of dance styles and forms whilst being creative
  - To analyse their performance compared to previous ones and demonstrate improvement in order to achieve their personal best

Students are given the opportunity to develop these skills and processes through experiencing a wide variety of situations. For example:

- **Outwitting opponents - making and applying decision** - as in games activities
- **Accurate replication of actions, phrases and sequences - developing skills** - as in gymnastics
- **Exploring and communicating ideas, concepts and emotions - evaluating and improving** - as in dance
- **Performing at maximum levels in relation to speed, height, distance, strength or accuracy - developing physical and mental capacity** - as in athletics
- **Exercising safely and effectively to improve health and wellbeing - making informed decisions about healthy lifestyles** - as in health related exercise

**A full range of activities are offered** eg: netball, football, tag rugby, tennis, multi-skills, volleyball, cricket, rounders, dance, gymnastics, athletics, health and fitness

In all activities students are encouraged to improve their overall performance by rehearsing and refining their skills in isolation as well as in a performance situation. This is undertaken through planning, performing and evaluating their own and others' work. Activities are organised to accommodate all levels of ability and tasks are differentiated to provide challenge and progress.

The Physical Education programme encourages the development of social skills such as teambuilding, co-operation, leadership and communication. Students are made aware of safe working practices.

Students will also have the opportunity to take part in competitive sports and activities as part of an extra-curricular programme or sports clubs.

### **Skills that students will acquire:**

Planning, target setting, performing, evaluating and decision making.

### **Resources plus any materials students need to provide:**

PE kit as stated in school handbook.

### **Assessment details:**

Students are provided with formative assessments throughout in line with whole school assessment guidelines and summative assessments on effort, attitude and progress again in line with whole school policy.

### **Hints on how to be successful in the course:**

Approach each activity with a spirit of adventure, enjoyment and enthusiasm.

# RELIGION AND PHILOSOPHY

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**Departmental Teachers:** Mr Collis, Mr Waters and Mr Willis

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**Allocated time:** Three hours per fortnight

**Topics to be covered:**

## 1. Ethics

- Further exploration of some of the key ethical theories, both secular and religious, that guide moral decision making
- Application of ethical theories to various dilemmas including: National Organ Lottery, medical ethics, animal rights issues (eating meat; experimentation; Species-ism).
- Student Audio-Visual presentations on an ethical topic of their choice.
- The role of art and music in religious and existential thinking.
- My Compelling Picture: Personal Reflections.

## 2. Crime and Punishment

- Exploration of the aims of punishment: reformation, deterrence, reparation, retribution, vindication, protection.
- Causes of youth crime
- Debate on the use of the death penalty as a form of punishment
- The use of restorative justice

## 3. Just War Theory

- Just War: historical development of a just war theory of ethics
- A study of example of war, e.g. Iraq War
- Exploration of pacifism

## 4. Looking For God

- Look into both secular and religious arguments about the existence of God
- Cosmological Argument / Teleological Argument / Argument from Religious Experience
- Ludwig Feuerbach / Scientific Responses – the challenge of the Big Bang Theory and Evolution

**Skills that students need to acquire:**

- Ability to present philosophical and moral arguments in an informed and coherent manner
- Develop ability to take responsibility for own learning through use of research, PowerPoint presentations, class presentations, wider reading which extend student understanding from issues raised in lessons
- ICT skills with regards to accessing information from the web and presenting PowerPoint
- Communication skills – art of listening and asking pertinent, penetrating questions
- Literacy - written expression of ideas in a coherent structure

**Notes on homework and assessments and end of year examinations:**

- Students will be expected to highlight their books to demonstrate their achievement of the Six Keys of success
- Regular homework is set and is intended to support the teaching that students receive in lessons
- Homework set is to further extend students and offer the opportunity for them to become independent learners and take greater responsibility for their education
- Homework/Assessments examine a variety of skills and may take the form of: prose, Cognitive Flow Charts, Spider-diagrams, poetry, artistic, independent research, PowerPoint presentations, student led class presentations

**Hints on how to be successful in the course:**

- Learn new religious and philosophical words - recorded in students' glossaries
- Be willing to listen carefully to the opinions of others and respect their right to express their opinions
- A willingness to share ideas with others and support fellow students in their learning
- Openness to new ways of thinking - e.g. Cognitive Flow Charts, Spider-diagrams

# SCIENCE

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**Departmental Teachers:** All Staff from Science Department

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## **Details of teaching scheme to be followed and timing:**

A rigorous introduction to science skills. Modules covering all relevant aspects of Chemistry, Physics and Biology, broadly following the EdExcel 5 year KS3 → GCSE progression plan.

An emphasis on ICT/Thinking Skills/Numeracy in Science and Scientific Enquiry or 'How Science Works'.

## **Skills that students need to acquire:**

- Safe Laboratory Practise
- Precise and accurate reporting of experiments and other written tasks
- Experimental planning, analysis and evaluation
- Personal organisation, especially with regards to equipment, keeping notes and folder organised, punctuality and deadlines

## **Resources plus any materials students need to provide:**

- Science folder

## **Essential equipment:**

Students need to bring to lessons

- Lab coat
- Writing and drawing equipment
- Calculator

Also useful, but not essential:

- A concise, pocket dictionary
- Coloured pens/pencils
- Glue stick

## **Notes on homework and assessments and end of year examinations:**

- Typically experimental write ups, questions from text/workbook
- Learning tasks for short 'spot tests' in class
- Practical Investigations
- Writing accounts of investigatory skills e.g. planning experiments, obtaining and recording evidence, analysis and evaluating evidence
- End of year exam is one science paper covering all science modules taught

## **Hints on how to be successful in the course:**

- Read and sign the 'expectations and safety code' pages in your Student Planner
- Turn up on time, with the right equipment
- Listen carefully
- Think about your work
- Keep your folder and notes up to date and well organised
- Use the topic summary sheets to keep a clear overview of key concepts and key words/definitions for each topic
- If in doubt, ask your teacher

## **What you will do ...**

### **Objectives:**

1. To enthuse students arriving into Year 8 at Parkstone Grammar School.
2. To build on students' previous experiences and build a bridge between those experiences and their new experiences at Parkstone.
3. Develop the students' PTS skills.
4. To develop the skills needed in Science and to build confidence in using these skills to solve problems.
5. To develop students' skills in using scientific equipment.
6. To stop students feeling they cannot do Science and seeing themselves at the bottom of the group.

**Outline of Year:**

<b>Term</b>	<b>Content and Activities</b>	<b>Who Involved</b>	<b>Recording</b>
Autumn	Biology, Chemistry and Physics teaching.	Class Teacher	Record all skills used in presentation including all Science and general skills used.
Spring	Biology, Chemistry and Physics teaching	Class Teacher	Record all skills used in presentation including all Science and general skills used.
Summer	Biology, Chemistry and Physics teaching	Class Teacher	Record all skills used in presentation including all Science and general skills used.

**Skills to be covered:**

1. Practical skills. Identifying equipment, drawing diagrams, use of the equipment including ICT and data logging. Observation, measuring, recording tables/spreadsheets, writing up practicals, practicals with no relationships, risk awareness and assessment.
2. General skills. Numeracy, graph drawing, literacy, internet search skills.
3. Analytical skills. Describing graphs, explaining graphs, use of the correct terms (eg variables), links, what has been found out, link to aim/hypothesis.
4. Organisational skills. Including keeping folders, bringing correct equipment. Working alone/team/global.
5. Thinking skills. Questioning. Why? What's happening? Does it mean anything? Have I answered the hypothesis? Problem solving. Evaluating. Could this be improved?

**Content:**

**Biology:** A Healthy Lifestyle, Plants in the Environment, Reproduction, Genetics and Evolution

**Chemistry:** Atomic Structure, Elements and Compounds, Chemical Changes, Acid and Alkalis

**Physics:** Electricity and Magnetism, Light and Sound, Forces and Space

# SPANISH

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**Departmental Teachers:** Miss Velasco, Mr Goldsmith and Mrs Coote

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## **Details of teaching scheme to be followed:**

We begin with an oral introductory course covering personal identification, greetings, numbers times and dates.

The textbook is then issued.

## **Skills that students need to acquire:**

- The four language skills of listening, reading, writing and speaking in Spanish
- Linguistic skills such as working out what a word might mean from its context
- Learning of vocabulary, grammar and chunks of language which can then be adapted as necessary to allow students increasingly to express their own ideas and personal viewpoints
- An understanding of the way Spanish works and fits together

## **Resources plus any materials students need to provide:**

The textbook used is Mira Express and extra materials are used when appropriate especially materials from specialist Internet language learning sites. Students will need a dictionary, but they may also use online dictionary sites where appropriate.

A good deal of material is available on Its Learning, the school's Virtual Learning Environment to which all students have full access in school or through the Internet at home.

## **Notes on homework and assessments:**

Homework will be set after each lesson. Each homework should last around 20 minutes and will take the form of learning, exercises from the book, reading or preparation of oral work.

Assessments in all four language skills (listening, reading, writing and speaking) form an integral part of the course.

## **Hints on how to be successful in the course:**

In order to be successful in the course, students should ensure that they:

- Keep up to date with all homework tasks set and ensure that learning is thorough and regular
- Revise previously covered vocabulary and grammar on a regular basis
- Participate as actively as they can during lessons
- Ask for help or further clarification whenever they feel unsure

# TECHNOLOGY

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**Departmental Teachers:** Miss Mackonochie, Miss Sivyver, Mrs Wathen and Miss Lehman

**Four Key Subject Areas:** Food Preparation and Nutrition  
Textile Technology  
Graphics and Product Design  
Systems and Control Technology

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## **Details of teaching scheme to be followed and timing:**

At the outset of the course, students are given access to a Technology booklet (available on Its Learning) explaining the structure and organisation of the programmes of study in Year 8, staffing/room details, safety practices, together with work expectations and assessment details. In addition, each subject area gives students course programmes with aims and objectives, weekly programme of activities, homework and assessment details. This not only provides clarity to the nature of the work and expectations, but also prepares the students with the planning and organisation during the course particularly in relation to the requirements for practical sessions.

The course is structured in a carousel arrangement, with students spending a block of time in the different subject areas. Each block has 4 hours of lessons per fortnight over an approximate 12 week period.

Key skills and knowledge particularly in relation to handling tools, equipment and materials, and sound practices in safety and hygiene, will be incorporated into resource-based tasks, product disassembly and design and make activities.

The design and make activities place the role of Design Technology in today's society into perspective, and provide opportunities to work with a range of materials, e.g. wood, plastic, metal, card, textiles and food, and use a range of techniques. Projects are designed to offer students the opportunity to develop from their own knowledge base and capability, apply creative and imaginative flair to design problems while working within the rigours of a demanding design process, and thus providing differentiation to the learning.

Students will produce both a design folder and a combination of development and/or practical outcome/s within each project. In Food Preparation and Nutrition students will build on their technical skills and create dishes which can be adapted to suit their food preferences. They will learn about nutrition and the role food plays in maintaining a healthy lifestyle.

## **Skills that students need to acquire:**

- Management and organisation of time and resources
- Original designing and creativity
- Graphical techniques in a variety of media
- Making – cutting, forming, shaping, manipulation, joining and combining of materials, assembly accuracy and finishing
- Competency in handling and using a range of tools and equipment
- Safe and hygienic handling of tools, equipment, materials and ingredients
- Development skills, resilience and problem solving
- Analysis and evaluation, including appropriate material selection
- Communication – written, verbal and visual
- ICT, CAD and CAM

## **Resources plus any materials students need to provide:**

Reference books and computer programmes will be provided by the department and this is supported by reference and lending books in the library. Students may wish to use to use other resources when researching topics.

Information sheets and linked handouts to programmes of study are provided. Students will be required to provide food materials for their practical sessions and textile materials for the Textiles projects (lists of requirements are given in the briefing document). A black fineliner pen is recommended for adding definition to design work.

A recipe book will be provided at the start of the Food rotation can also be found on Its learning.

**Notes on homework and assessments:**

Work expectations and assessment details are given for each assessed piece of work. The grading system is in line with the whole school policy and structure on assessment. Homework details are given in advance with weekly reminders.

Homework time: 1 hour per fortnight

In Graphics and Textiles the main assessment is based on the levels of performance achieved in designing and making projects. These combine to form the TA (Teacher Assessment) in Technology. There is no end of year examination but students will sit end of project tests to consolidate what they have learnt. In Food students will carry out two assessed practicals which answer a brief.

**Hints on how to be successful in the course:**

- Read all coursework documentation carefully to identify what is required to successfully complete the course
- Note homework details and transfer relevant details to student planner
- Devise a work schedule and keep on task to meet deadlines
- Listen carefully to instructions and always ask for clarification if unsure about anything
- Plan ahead to arrive well prepared for practical sessions i.e. do not shop at the last minute
- Name/label your practical work and design/folder sheets
- Always ask for support/guidance if you are unsure about any aspect of the course content or activity
- Aim for a high standard of presentation for both design and written work
- Look at exemplar material to appreciate quality and presentation of work
- Weigh out and clearly label ingredients for food

# THE WELLBEING PROGRAMME - Year 8

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**Teachers:** Form Tutors

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**On Week B Period 1 – students will have a ‘Time to Talk’ session with their tutor.** The focus of these sessions is coaching, resilience, relaxation and emotional support. Students will have either one to one appointments for 10 minutes or be involved in small groups sessions.

**Students will also during this time have specific well-being lessons on the following areas.**

## **Making choices**

personal – linked to citizenship

academic – linked to options

Talk to year 11 students about options

## **Emotional wellbeing**

- Mental health – breaking down the taboo
- Self-harm

## **Citizenship**

- Topical issues
- German festival

## **Skills that students will acquire:**

Students will take part both in class and small group discussions. They will learn to make decisions based on information and facts given to them. They will present their ideas and share their views with others in a variety of ways. These will include the use of role-play, debating, presenting talks and producing display work and written work. They will develop the self-awareness and confidence required for adult life, further learning and work.

## **Notes on homework and assessments and end of year examinations:**

Students are not set homework and are not formally assessed.

## **Hints on how to be successful in the course:**

In order to be successful, it is important for students to develop enquiring minds and to demonstrate a willingness to listen carefully to opinions and facts. They should also show respect for the opinions of others. Students should show a willingness to display their own ideas, either orally or through written work and presentations.