



Parkstone Grammar School for Girls

CURRICULUM BOOKLET
YEAR 8
2020-2021

Name:.....

Tutor Group:



Dear Parents/Carers

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

Yours sincerely

A handwritten signature in black ink, appearing to read 'D Hallsworth', with a long horizontal flourish extending to the right.

Mr D Hallsworth
Head Teacher

WELCOME TO YEAR 8

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 your Head of Year as soon as possible. It may not be too late to change your mind but, unfortunately we can't make any promises about what subjects will be available.

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

Continue to take advantage of all the 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

Head of Year	~ Mrs R Fooks	
Form Tutors	~ Mr W Perriam	~ 8P
	~ Mrs S Gascoyne	~ 8A
	~ Mr R Capel	~ 8R
	~ Ms J Atwal	~ 8K
	~ Mrs H Child & Mr K Bichard	~ 8S
	~ Ms E Brasselet	~ 8T

SUBJECT REPORTS

ART & DESIGN

Departmental Teachers: Miss Batley and Miss Sturdy

Intent

The main aim of the Art Department is to stimulate creativity and imagination and to provide visual, tactile and sensory experiences that enable students to develop a unique way of seeing, understanding and responding to the world around them and to install a lifelong interest into the world of Art. To encourage students to challenge themselves with their ideas, use of materials, develop an independent approach, develop resilience, self-motivation, and an inquisitive mind. To encourage risk taking and problem solving, life skills to help them beyond Parkstone.

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.

Design 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. Their final outcome could develop into 2 or 3D work, multimedia, groupwork, etc.

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 (allowing 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

Departmental Teachers: Mr Mortell and Mr White

Intent

A high-quality computing education equips students to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology. It provides insights into both natural and artificial systems. At Parkstone students will learn to analyse problems in computational terms, design solutions and have repeated practical experience of writing computer programs to create and test their solutions. Students will also become digitally literate with ability to use, express themselves and develop their ideas through information and communication technology.

Details of teaching scheme to be following and timing:

AUTUMN TERM

SCRATCH computer programming
Bebras Computational Thinking Challenge

SPRING TERM

Microbit computer programming

SUMMER TERM

Python computer programming - PRIMM
Robotics

Skills which we aim to develop include:

- How to understand and apply the fundamental principles of computer science, including abstraction, logic and algorithms
- When programming students will apply PRIMM – Predict, Run, Investigate, Model and Make
- The ability to analyse problems in computational terms
- The ability to write computer programs to solve problems
- An appreciation of the power of on-line platforms and media
- Becoming responsible, competent, confident, creative users of ICT

Resources used:

- Wide variety of on-line materials that will aid students in their learning
- Students will use books for the planning and evaluation of their work
- Several computer programs used all of which can be downloaded for free
- Microsoft Teams will be used as an on-line learning platform hosting courses and assessments

Homeworks and Assessments:

- Any homework given will be able to be completed without the use of computers
- The homework time for computer science is the same as all other subjects
- At the end of each topic students complete an assessment, the forms of assessment vary over the year

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
- Keep up to date on changes that will impact you and how to keep yourself safe online
- An interest in using the computer for more than just typing up essays or producing presentations

DRAMA

Departmental Teachers: Mr Graves, Ms Pearce and Miss Whelan

Intent

Teaching and learning through the key stages at Parkstone Grammar School is informed by Arts Council and DFE guidance and their purpose for arts education as well as the specific requirements for GCSE and A Level.

Including cultural education subjects such as drama in the curriculum is hugely important in ensuring we deliver a broad and balanced offer in the classroom, enriching the lives of our young people.

Arts subjects are beneficial in themselves, but have the added bonus of offering young people the opportunity to learn about collaboration, of thinking differently, and of developing their own personal creativity. Cultural education subjects help to build the knowledge, skills, understanding and experiences that students need to succeed in 21st century life.

Employers want young people to be numerate and literate, but they also want them to invent and be imaginative problem-solvers. That's where creativity comes in; it's one of the three central pillars to a high-quality education.

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.

Slapstick

This project is about the style and tradition of Slapstick. At the end of the project students will perform devised scenes using key conventions of this theatrical style including stage fighting.

Term 2

Guernica: Students explore the use of an abstract image as a stimulus for a non-naturalistic devised performance.

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. They will examine how to uncover subtext through use of rehearsal techniques. 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 reimaged 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

Departmental Teachers: All English teachers

Intent

As a department our intention is to instil a love of English, in all its forms, in the students we teach. Alongside this we strive to ensure that our students have the skills and independence, in thought and voice, to succeed in not only their terminal exams but in life beyond.

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 reading list for guidance, as well as the year 8 reading challenge 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. 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.

The formally assessed tasks in Year 8 are:

- An assignment on a Shakespeare play
- An assignment on a 19th century novel
- Written and performed poetry assignments
- Creative and non-fiction writing assignments
- An oral presentation assignment on an aspect of language

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

Departmental Teachers: Miss Brasselet, Mrs Child, Mrs Cottage and Miss Lethbridge

Curriculum Intent

To give students:

- opportunity to revise and consolidate knowledge and skills learnt in Year 7
- a greater understanding of French and Francophone cultures
- confidence to interact spontaneously at a basic level and to sustain a conversation
- a richer vocabulary of everyday nouns, verbs and adjectives
- the skills to decode unfamiliar vocabulary
- an understanding of more extended texts, recordings and speech
- the ability to discuss present realities, past actions and events and future plans
- the ability to describe others
- the ability to ask questions
- the ability to discuss, narrate and express opinions on their daily lives and experiences e.g. school life, festivals and holidays

Details of teaching scheme to be followed:

Topics to be covered:

- School life
- Festivals
- Holidays

Events and trips

An immersion trip to Normandy takes place in Activities Week in June, with opportunities to go sand yachting, visit Mont St Michel and the Bayeux tapestry! Students also 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:

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

Resources:

- Textbook: Dynamo 2 Rouge
- Subscription to 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

Departmental Teachers: Miss Forster, Mrs Pannell, Mrs Moore, Miss Saunders and Mr Hallsworth

Intent

Geography is essentially about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world.

Students are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The Geography curriculum enables students to develop knowledge, concepts and skills and make links between topics which increase in detail and complexity as the course progresses.

Our intent, when teaching geography, is to inspire in students a curiosity and fascination about the world and people within it; to promote the student's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

We aspire to develop students with enquiring minds that ask questions, appreciate, respect and debate differences in opinion, problem solve and develop a sense of personal, social responsibility and self-confidence.

Details of teaching scheme to be followed and timing:

AUTUMN TERM

Earthquakes and Tsunami

SPRING TERM

Development

Wild weather

SUMMER TERM

National Parks

Coastal Environments

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:

- 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

Departmental Teachers: Mrs Coote and Miss Lethbridge

Statement of Intent

It is the aim of the German Department that students will develop:

- a love of the German language and interest in German speaking cultures
- an understanding of basic commands and questions, texts and recordings, both factual and literary
- a sound phonetic basis in the language, allowing them to pronounce the language clearly
- confidence to interact spontaneously at a basic level, whether to make conversation or express needs/wishes
- the ability to express and justify opinions
- a foundation of high-frequency vocabulary and basic grammatical understanding

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:

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

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

Departmental Teachers: Ms Puckett, Miss Saunders and Mr Cleak

Intent

The purpose of our curriculum at Parkstone is to provide students with a broad chronological knowledge at KS3 of their country, and an understanding of some significant turning points which have shaped the nation and European community of which they are a part. Within our areas of study, we develop a range of historical skills, from chronology to understanding interpretations and the importance of causation. We want to develop passionate and literate historians who can ask questions, be independent in seeking out their own answers and can think critically about their world. Through their GCSE years we hope to develop their skills of argument, critical thinking and persuasion so that they are confident in whatever avenue they wish to pursue going forwards.

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 concept which will form part of their assessments.

Autumn Term

1. Why should the Slave Trade be abolished? (Diversity)

- Chronology and Geography of Empire building
- Slave triangle
- Work on plantations
- Products sold to Britain
- Abolition movement and key debates

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 audio-visual 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 homework, 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

Departmental Teachers: Mr Burgan, Miss Beattie, Mr Capel, Mrs Fooks, Mrs Huggins, Miss Mitchell, Mr Perriam, Mr Rusling and Mrs Woods.

Intent

Within the Mathematics department we aim to build fluency, confidence and appreciation of mathematics as well as mastery of its core techniques and key concepts. At each key stage we seek to make students fluent and confident in the language of mathematics so that, as they progress they can tackle more challenging problems. These problems are sometimes from real life and sometimes more abstract but allow students to build an inquisitive and resilient attitude by applying learnt knowledge in unfamiliar situations.

As students take their mathematics further, they will be able to appreciate the beauty of mathematical patterns, the power of mathematical models and the overall fascination of the subject.

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.

In Yr 8 the students are split into 3 sets on each side of the year group, based on ability. All sets follow the same scheme of work, however the top sets may work more quickly and meet more enrichment and extension tasks.

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

Departmental Teachers: Mr Block and Mrs Farbridge

Intent

The goals of the Music Department are to instil an appreciation of music from a wide range of traditions, develop confidence, resilience, creativity, risk-taking and group-work. This is achieved through a broad and wide-ranging set of topics and activities, including performing, composing, singing and group work.

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

Departmental Teachers: Mrs McAllister, Mrs Greening, Miss Henderson, Miss Benson and Mrs Pope

Intent

The primary goal of the Physical Education Department is to instil in students a life-long love of learning PE and a desire to lead a healthy and active lifestyle. Through an engaging, exciting and challenging curriculum and extracurricular programme we strive to allow students to reach their full potential. We hope to create students who are:

- enthusiastic and motivated;
- hardworking and resilient;
- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities

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 Year 7, 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 outwit opponents in direct competition through team and individual games (e.g. netball, volleyball, football, badminton, rounders and tennis)
 - Basic and more complex techniques in order to improve their overall performance in a range of aesthetic activities (e.g. athletics, dance and gymnastics)
 -
 - To analyse their performance compared to previous ones and demonstrate improvement in order to achieve their personal best based around ESDC criteria.

Students are given the opportunity to develop these skills and processes through experiencing a wide variety of activities.

For example:

- **Outwitting opponents - making and applying decision** - (netball, football, rugby, volleyball, badminton, tennis and rounders).
- **Accurate replication of actions, phrases and sequences - developing skills** - (gymnastics and dance)
- **Exploring and communicating ideas, concepts and emotions - evaluating and improving** - (gymnastics and dance)
- **Performing at maximum levels in relation to speed, height, distance, strength or accuracy - developing physical and mental capacity** - (athletics)
Exercising safely and effectively to improve health and wellbeing - making informed decisions about healthy lifestyles - (HRE)

A full range of activities are offered eg: netball, football, rugby, tennis, volleyball, cricket, rounders, dance, gymnastics, athletics, health and fitness, cross country, outdoor and adventurous activity, sport leadership.

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 or competitive 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 teamwork, 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 extensive extra-curricular programme. Extra-curricular clubs take place at lunchtime and also afterschool. Students also have the opportunity to represent Parkstone Grammar School if selected for one of the many teams.

Resources plus any materials students need to provide:

PE kit as stated in school handbook.

Assessment details:

Students are provided with formative assessments throughout each activity area that they partake in. The ESDC policy is used in line with whole school assessment guidelines. Summative assessments on effort, attitude and progress are also monitored 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.

Have a determined and hardworking attitude

Have a love for learning

RELIGION AND PHILOSOPHY

Departmental Teachers: Mrs Atwal, Mr Collins, and Mr Collis

Allocated time: Three hours per fortnight

The primary goal of the Religion and Philosophy department is to foster in students the three core values of empathy, understanding and acceptance. This is principally undertaken through a rigorous academic exploration of philosophical and ethical questions related to Ontology (the study of Being – the nature of God and the nature of Self), Epistemology (the study of Knowledge – truth, belief and justification), and to advancements in Science and Technology that have directly impacted on issues related to what it means to be a good person and to live in a moral society. Students are encouraged to be critical thinkers who are able analyse, formulate judgements on, and justify a diverse range of views.

Topics to be covered:

1. Introduction to Ethics

- Further exploration of some of the key ethical theories, both secular and religious, that guide moral decision making: Natural Law, Utilitarianism, Situation Ethics, Hedonism.
- 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.

2. Buddhism

- The life and teachings of the Buddha
- Buddhist Ethics
- Application of Buddhist ethics to moral dilemmas.
- Different Schools of Thought in Buddhism

3. 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

4. Alternative Religious Movements

- Exploration of a variety of religious movements from across the world.
- Religious Movements from within the Semitic Traditions: Jehovah's Witnesses, The Church of Jesus Christ of Latter Day Saints, Amish, Bahai
- Religious Movements from within the Eastern Traditions: Satya Sai Baba
- Religious Movements with an ancient European History: Druidry

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 extent 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

Departmental Teachers: All Staff from Science Department

Intent

Our whole approach to the teaching and learning of science and the reason we invest such importance in what we do and why we do it, can be summarised by the famous words of Marie Curie:

“Nothing in life is to be feared, it is only to be understood. Now is the time to understand more, so that we may fear less”

By the end of Year 8 our students should:

- Be excited by, and attracted to scientific thinking and ideas
- Be working consistently within their progress trajectory (E,S,D,C)
- Be capable of managing their notes, organised chronologically and by topic
- Understand that scientific explanations are based on key theoretical models, and be able to use such models to explain observable phenomena and predict the behaviour of systems and materials
- Have had sufficient work assessed by the teacher, with written feedback, to be able to evaluate their progress as learners and to begin setting themselves targets for improvement
- Be developing the confidence to take part in and learn from self and peer assessment
- Have had sufficient experience of practical science to work safely and with confidence in a laboratory setting, and recognise hazards and be able to carry out simple risk assessments
- Understand – through practical experience - scientific enquiry in terms of the essential skills of a scientist, namely
 - Observing & Recording
 - Analysing data and identifying trends & patterns
 - Drawing & using graphs to present and analyse data from scientific experiments
 - Planning experiments to investigate a question or hypothesis
 - Evaluating methods, data and the conclusions based upon them.
- Have knowledge and understanding content and concepts of the National Curriculum KS3 PoS for Biology, Chemistry and Physics, as outlined in the departmental curriculum links map.
- Be able to define and use the '10 key words' of each science subject.
- Be able to express their knowledge and understanding in writing, using appropriate modes of grammar & style eg.selection of voice & tense in reporting observations etc.
- Be able to use appropriate mathematical skills to support their scientific understanding and communication.

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
- End of year investigatory project

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 notes up to date and well organised
- Make full use of feedback from your teacher during "Response Time" lessons
- 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:

Term	Content and Activities	Who Involved	Recording
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 and summer research project based on CREST AWARDS	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: Plants and Environment, the Human Body

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

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

SPANISH

Departmental Teachers: Miss Velasco, Miss Brasselet and Mrs Cottage

Curriculum Intent

To give students:

- a love of the Spanish language and interest in the culture of the Spanish speaking countries
- an understanding of basic commands and questions, texts and recordings, both factual and literary
- confidence to interact spontaneously at a basic level, whether to make conversation or express needs/wishes
- the ability to speak about themselves and others and to express and justify opinions
- the ability to speak about future plans as well as present realities
- a foundation of high-frequency vocabulary and basic grammatical understanding

Details of teaching scheme to be followed:

We begin with an oral introductory course covering personal identification, greetings, numbers times and dates. Topics to be covered include family and friends, school, physical and character description, free time and festivals.

Events

Students have the chance to see a full production by a touring Spanish theatre company.

Skills that students acquire:

- Develop all four language skills: listening, speaking, reading and writing..
- Linguistic skills such as working out what a word might mean from its context
- Strategies for efficient 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
- Understanding of the pronunciation of Spanish sounds

Resources

- In class we will make use of Mira Express textbook.
- A vocabulary / grammar booklet to be used in class and to take home
- Subscription to www.linguascope.com and other specialist Internet language learning sites

A good deal of material is available on Microsoft Teams, the school's Virtual Learning Environment

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 key items of vocabulary and grammar regularly, exercises from the book or Internet language learning sites, reading or preparation of oral work. Students will also take home a vocabulary/grammar booklet which must be returned each lesson. The end-of-module tests and end of year examination test all four language skills: listening, reading, speaking and writing.

Hints on how to be successful in the course:

- Revise previously covered vocabulary and grammar on a regular basis, particularly before each lesson. Short but frequent practice is essential when learning a language.
- Concentrate and participate as actively as you can during lessons, speak!
- Ask your teacher for help or further clarification whenever you feel unsure
- Enjoy and have fun with the language, that includes making some mistakes!
- Keep up to date with all homework tasks set and ensure that learning is thorough and regular
- Refer to your class notes and adapt phrases from the textbook when producing your own writing: Avoid on-line translators!

TECHNOLOGY

Departmental Teachers: Miss Mackonochie, Mrs Burton, Miss Lehman and Mr Bichard

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

Intent

Design and Technology prepares children to deal with tomorrow's rapidly changing world. It encourages children to become independent, creative problem solvers and thinkers as individuals and part of a team. It enables them to identify needs and opportunities and to respond to them by developing a range of ideas and by making products and systems. Through the study of Design and Technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industry. This allows them to reflect on and evaluate past and present technology, its uses and impacts.

Through our Technology curriculum, children should be inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real-life purpose.

Details of teaching scheme to be followed and timing:

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 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 and 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

Teachers: Form Tutors

Intent

At Parkstone we believe that students should be aware that good health and wellbeing is central to effective learning and preparation for a successful independent life. Within Wellbeing at Parkstone students will develop: -

- employability skills so that they are well prepared for the next stage of education, employment or training.
- an understanding of how to keep themselves safe from risks such as extremism and radicalisation, and all forms of bullying, including when using the internet and social media.
- a knowledge of how to keep themselves healthy, both mentally and physically.
- cultural awareness, so that they are well prepared to respect others and contribute to wider society

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 discussion 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

- Promoting good mental health and how to reduce anxiety
- Focus on the 7 C’s of Resilience - Focusing on coping, character, control, competence, confidence, connection, contribution
- Self-harm
- Good sleep Hygiene

Citizenship

- Topical issues
- Languages 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.