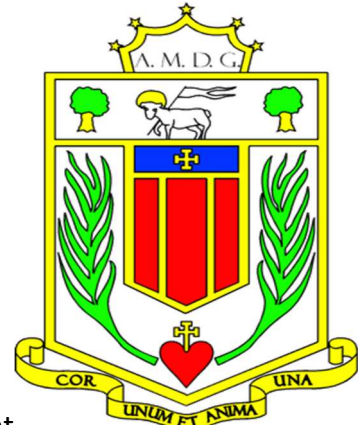


Year 8  
Curriculum Booklet  
For Parents



**Broughton Hall Catholic High School**



## **Dear Parent / Carer**

At Broughton Hall we believe Year 8 to be an extremely important year as it is the time for our students to build on the skills acquired in Year 7 and apply them to the subjects now taught discretely. The work students do in Year 8 will influence the choices they make in Year 9 and the sets they will be in.

It is very important for parents/carers and staff to work together in providing the best possible learning environment and we value the support and encouragement you can provide. To assist you in this supportive role, we have produced this curriculum booklet to offer a simple guide to the type of work your daughter will be doing during the current academic year at school.

This booklet will give you information about the subjects your daughter is studying and how and when she will be assessed. A major focus for each subject is the habit of success and so we will also show you how you can support your daughter's learning. Homework is an important tool to ensure success and so we will give you details of your daughter's homework timetable which you should also find in your daughter's academic planner. This planner should be used to record homework and deadline dates and should be taken home each day, it should also be signed by you once a week and if you have any concerns this is the most useful way to communicate these to your daughter's progress tutor or subject teacher.

Your daughter will have been set an end of year target and her effort and progress towards this target grade will be monitored each term within each subject area. This information will be discussed regularly throughout the year in order to keep students informed of their progress and to provide clear targets on how to improve. This academic mentoring will take place between progress tutors and students and between subject teachers and students. It will also be supported by your daughter's Director of Learning. Parents will be informed of progress via a review day, parents evening and end of year report.

I hope you find the information in this booklet useful and I thank you for your continued support.

Yours sincerely

Miss A Lunney

Director of Learning Years 8 & 9

## **What Is Expected In Year 8**

### **Dear Student**

In Year 8 one of our priorities is to ensure that you work well and build on the skills you have acquired from your Opening Minds Curriculum in Year 7. You must become an independent, motivated learner who always takes advantage of every opportunity that comes your way.



Try to be organised in the way that you approach your studies. Forward planning is essential. You will need to make sure that you have the correct books and materials with you for each lesson. Your teachers should tell you what they expect you to bring to each of their lessons, but if you are not sure, please ask. Also you will find a list of essentials further on in this booklet.

You will probably get more homework than in Year 7. You will need to ensure that you always record homework in your planner, including the deadlines set. Check your planner each evening when you get home and prioritise the tasks set so that you do not miss any deadlines. If you are unsure of how to do a particular piece of homework, ask your teacher for some assistance - before the deadline!

It is important to enjoy all aspects of Broughton Hall. There will be many clubs and activities taking place and don't forget that the McAuley centre is open each afternoon at the end of the day for you to go along and do your homework in a quiet, supervised area where you have access to a wide range of books and computers to help you complete tasks set.

You see your form tutor every day so if you have any concerns please speak to them. Mrs Dowling and Ms Strefford are also there to help support you during your time here at Broughton Hall.

My office is on the E floor and I too look forward to supporting and encouraging you to make the best progress possible. Remember take advantage of every opportunity that comes your way, always try your best and let's make Year 8 the best year yet.

Miss Lunney

Director of Learning Years 8&9

# **Homework policy**

## **Definition**

Homework is any work or activity which students are asked to do outside lesson time either on their own or with the help of parents or carers.

## **The Purpose of Homework**

- to help raise achievement
- to encourage students to develop the confidence and self-discipline to work on their own, an essential skill for adult life
- to consolidate and reinforce skills and understanding
- to extend school learning, for example through additional reading
- To enable students to devote time to particular demands such as GCSE coursework or project work.

## **KS3**

Students in Years 8&9 should expect to have one homework per week for English, Maths, Science, and Modern Foreign Languages. In ICT, history, geography and RE homework will be set on a fortnightly basis. In the case of practical subjects such as technology, music, art and drama homework will be set as appropriate. There will be no homework set for PHSE or PE in KS3.

Typical hours per day: 35-70 minutes including 20 minutes reading time in years 7 and 8, increasing to 90 minutes across various subjects in year 9.

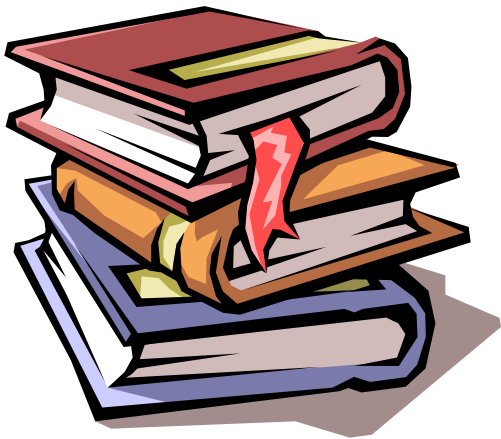


## Essential equipment

In order to make good progress in all subject areas it is important that your daughter has all the necessary equipment so that lessons are not disrupted. In specialist subject areas such as technology and P.E girls will be told what they need and it is their responsibility to ensure that they have the correct equipment with them.

Your daughter should always have with her;

- A pen
  - A pencil
  - A ruler
  - Coloured pencils
  - Pencil sharpener
  - Eraser
- 
- The books needed for the day.
- 
- Academic planner



## **Essential Information for parents /** **carers**



You can communicate with any member of staff in writing, via email or by phone.

If your daughter is going to be absent please ring school as soon as possible to report the absence.

Appointments should not be made during school time but in some cases this may be unavoidable therefore please send in a letter / appointment card to explain this. No pupil will be allowed to leave school unless accompanied by a parent / carer.

If your daughter is late then she will be kept behind at the end of the day by her progress tutor. If she is late more than twice in the same week then she will have a 1 hour detention with her progress manager.

Important Telephone Number

School Reception- 0151 541 9440

# **Term Dates**

## **AUTUMN TERM 2016**

**Monday 5<sup>th</sup> September to Wednesday 21<sup>st</sup> December 2016**

(Pupils return on Tuesday, 6<sup>th</sup> September)

**Inset Day: Monday, 5<sup>th</sup> September (staff only)**

**Holiday: Our Lady of Mercy Day, Friday 23<sup>rd</sup> September – (no pupils or staff)**

**Inset Day: Friday, 21<sup>st</sup> October 2016 (staff only)**

**Half Term: Monday 24<sup>th</sup> to Friday, 28<sup>th</sup> October**

**End of Term: Wednesday 21<sup>st</sup> December**



## **SPRING TERM 2017**

**Tuesday 3<sup>rd</sup> January – Friday 7<sup>th</sup> April 2017**

(Pupils return on Wednesday, 4<sup>th</sup> January)

**Inset Day: Tuesday 3<sup>rd</sup> January (staff only)**

**Half Term: Monday 20<sup>th</sup> – Friday 24<sup>th</sup> February**

**Easter Holidays:**

**Monday 10<sup>th</sup> April to Friday 21<sup>st</sup> April 2017**

**Good Friday 14<sup>th</sup> April**

## **SUMMER TERM 2017**

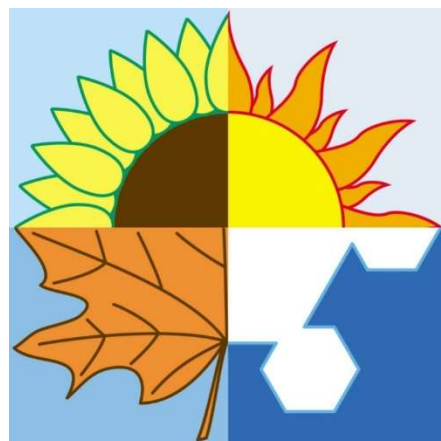
**Monday, 24<sup>th</sup> April – Thursday 20<sup>th</sup> July**

**Bank Holiday: Monday, 1<sup>st</sup> May**

**Half Term: Monday, 29<sup>th</sup> May – Friday, 2<sup>nd</sup> June**

**Inset Day: Thursday, 20<sup>th</sup> July (staff only)**

**End of Term: Thursday 20<sup>th</sup> July 2017**



## **CLIL** **(Content and Language Integrated Learning)**

Broughton Hall works in partnership with the Spanish government and is the only school in England to be involved in this project.

The Spanish government sends a native teacher to deliver Geography and History through the Spanish language. The students chosen for this project were identified in Year 7 as being the most able.

This is a challenging programme which demands hard work and good levels of concentration from our students. The theory behind CLIL is that subjects taught in this way result in improved retention and performance. The skills that students acquire through being involved in this programme are widely recognised.

Students participating in this programme follow exactly the same curriculum as all other students and are assessed in exactly the same way. The impact on their language acquisition is immense and has enabled us to enter a number of students for GCSE Spanish in Year 9.



## What makes a Powerful Learner?



# Art

Pupils study Art one lesson per week. Pupils are taught in form groups.

Homework will be given for each task. It will be 1 per week or 1 every 2<sup>nd</sup> week depending on the length of the task the student is completing. Pupils who hand in work late will receive detention by the subject teacher.



## Curriculum overview:

- Term 1

### Theme - Graphics – Sweet Wrappers.

Pupils will make observational drawings of sweet wrappers. There will be a strong emphasis on drawing accurately as well as observing colour. Pupils will produce numerous drawings that will work towards using a viewfinder to isolate areas of wrappers that will result in a final outcome. Two mock ups will be produced using coloured pencils and colour blending techniques. The final outcome will be larger scale and be produced by using paint. Artist studied – Pop artists' such as Andy Warhol.

### Term 2

#### Theme – Architecture Project

Pupils will explore the work of artists who use architecture in their work. They will look at pattern and colour to make studies of his work using coloured pencils.

A workshop centred on the process of printmaking will be included. A final outcome of a Crazy House will be produced by using media such as coloured inks, print and other Medias.

- Term 3

### Theme - Portrait – Wanted Poster.

Pupils will study the art of drawing facial features using pencil only. Pupils' will learn about the proportions of the human face.

From these studies a Wanted Poster will be drawn and to include literacy a sensible reason as to why the person is wanted will be written. Artists' studied – Alice Dechelette and Leonardo da Vinci.

## Assessment:

- Pupils will be given a target grade at the beginning of year 8
- Pupils will complete a base line assessment at the start of each term.
- Pupils will be assessed for each task by the teacher.  
This will be in the form of 'BUILD' grades. The final outcome will be levelled.
- Pupils will carry out peer and self-assessment.
- Pupils will receive a project level each term. These levels will then generate an overall level at the end of year 8.

# Dance

## Year 8 Form Classes

- Year 8 will complete a term of Dance in two half term units.
- In Unit 1, the focus is on gaining a breadth of experience in different styles including contemporary, jazz, street and musical theatre, using a variety of professional works.
- Assessment is continuous with both teacher and student-led tasks throughout.
- In Unit 2, the focus is on choreography & constructing dances, linking with the styles experienced in Unit 1. Students learn to use a variety of choreographic devices to create an exciting dance piece in groups.
- Assessment includes peer & self-assessment tasks throughout and a milestone levelled performance at the end of the unit. Video and written evidence are used to record pupil progress.





# **Art Design and Technology (D&T)**

## **Delivery:**

- Pupils study Art & Design Technology three times a week in Year 8
- They will be taught Art 2D Art 3D, Textiles, Food Technology, Product design & Electronics in 6 week blocks of 3 lessons per week

## **Homework:**

- Homework by each D&T area will be given every week.
- Pupils who hand in work late will receive detention by the subject teacher.

## **Curriculum overview:**

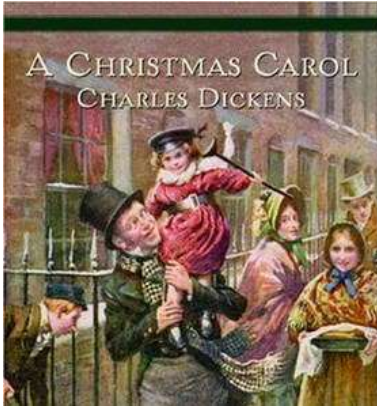
Pupils will complete a variety of making projects alongside learning theoretical knowledge of the individual subject area.

- Food and Nutrition- Pupils will learn how to cook a range of dishes safely and hygienically and to apply their knowledge of nutrition. In addition, they will consider the factors that affect food choice, food availability and food waste.
- Textiles-Pupils will develop basic sewing machine skills and use this knowledge to design and make a fabric tote bag. A supporting e-portfolio will develop knowledge of the design process, natural fibres and sustainability
- Product design -Pupils will learn research skills, problem solving, creativity, 3D drawing skills, ICT skills, numeracy skills, evaluating work, analysing existing products. Practical skills including using a range of saws, strip heater, laser cutter, sanding machine. In addition to this, pupils will also design a piece of packaging to protect their product.
- Electronics- Pupils will learn about electrical circuits and components. They will learn about variety of components and solder a circuit to create a light up photo frame..
- Art 2D- Pupils will make observational drawings of sweet wrappers. There will be a strong emphasis on drawing accurately as well as observing colour. Pupils will produce numerous drawings that will work towards using a viewfinder to isolate areas of wrappers that will result in a final outcome. Artist studied-Pop artists' such as Andy Warhol. Pupils will use a wide variety of media.
- Art 3D- Pupils will learn how to draw the human face in proportion. Pupils will use a wide range of media to draw studies of leaves. After studying artists that link to the project, pupils will learn how to present their work. A 3D final outcome of a face will be constructed using papier mache and a Laurel Wreath will be produced to decorate the mask.

## **Assesment**

- Pupils will be assessed throughout each are. This will be in the form of effort grades for written pieces of work produced and practical work carried out
- Pupils will carry out peer and self-assessment for both practical and theory work
- Pupils will receive an end of subject level for each Art & Design technology area. These levels will the generate an overall D&T level at the end of year 8

# Year 8 Curriculum...



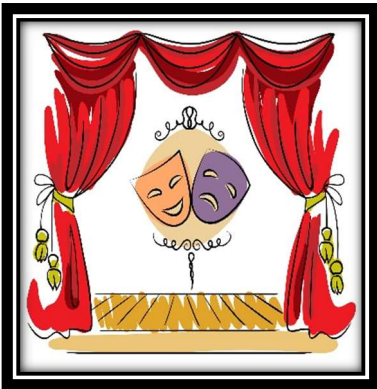
## **NOVEL STUDY – AUTUMN TERM**

Girls will read Charles Dickens' novel *A Christmas Carol* and investigate how the themes are presented through language, structure and character. They will also study the author and context of the novel in detail and consider the writer's purpose/viewpoint. Girls will learn how to apply persuasive writing skills and produce their own charity leaflet or letter.



## **MEDIA & POETRY FROM AROUND THE WORLD** **- SPRING TERM**

Girls will learn about news in different formats in the first half-term and how reporting can be biased. They will investigate different styles of language and write their own opinion article. In the second half-term, girls will study a range of poems from different cultures and traditions.



## **TRAVEL LITERATURE & DRAMA STUDY –** **SUMMER TERM**

After a whistle-stop learning tour of the language associated with the travel industry, girls will return home to study the much-loved playwright, Willy Russell. Girls will study either *Our Day Out* or *Blood Brothers* and take part in a script-writing workshop.

# Geography



Geography at Broughton Hall helps to develop students understanding of the rapidly changing world we live in. Students are encouraged to think about the world with an inquisitive mind and question why things are the way they are. They are making judgements on how to manage our world and are encouraged to suggest ways to improve it.



Students moving into year 8 Geography will build on the Geographical skills they have learnt in year 7. Students will be encouraged to apply their skills to new geographical information and scenarios.

Students will be assessed through a variety of formats across the year including end of term tests, extended writing pieces and extended projects.

Geography Year 8 Curriculum	
Rainforests	Students will enhance their knowledge and understanding of these precious and spectacular parts of the world. They will know the characteristics of rainforests and will be able to describe them. They will know where they are found in the world and will know the reasons why they are found in these places. Critically, they will understand how rainforests can be managed (and mismanaged!) and will evaluate different approaches to their management.
Rivers	Rivers are dynamic geographical features which have important impacts on humans, so it is critical that our geographers understand them so that we know how to manage them correctly. Students will look at important river landforms as well as ways of managing them to stop or limit the effects of flooding.
The Energy Debate	Energy is fundamental to our way of life and over recent decades our need for energy has increased significantly. It raises important debates on how different countries will meet their energy needs and what is the most sustainable way of meeting their needs. This becomes even more important given the global threat of global warming, so students are encouraged to think about these key issues on a global scale.
Weather and Climate	Weather and climate affects us all and when weather becomes extreme, it causes people around the world some significant problems. Students will look at some global patterns and will learn to explain why these take place. Students will look at case studies from around the world where the devastating effects of extreme weather can be seen.
Liverpool	Students will investigate their home city and will look to gain a deeper understanding of the place they call home. Students will develop important geographical skills which they will carry forward as they progress into their future studies.

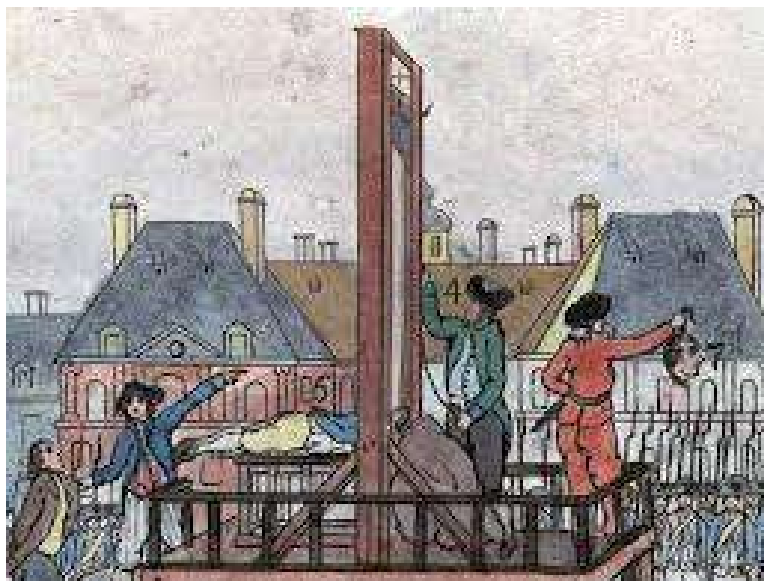


# History

In Year 8 students build on the skills and knowledge introduced in Opening Minds in Year 7.

Students receive two hours of History teaching per week and lessons are structured to offer a variety of activities tailored to fit all learning needs.

The topics studied are presented as 'Big Picture' enquiries, which will develop over a 6-8 week period. Students can expect to be formally assessed at the end of each unit.



Homework is given every two weeks, and will build on the learning that has taken place in the lesson. Resources and Assessment tasks are available via Moodle. Homework is assessed through BUILD marks, whilst formal assessments receive a levelled grade.

## Autumn 1

How significant was the English Reformation?

## Autumn 2

How successful was Elizabeth at overcoming problems?

## Spring 1

Why is Cromwell such a controversial figure?

## Spring 2

Who gained the most from the French Revolution?

## Summer 1

Evil on their minds – why did people burn witches?

## Summer 2

How did the British Empire begin?

# ICT

In year 8 students receive 1 hour of ICT teaching per week. They will study the following:

## Autumn Term

This scheme of work will give learners an understanding of the fundamentals of the World Wide Web. Through a series of eight lessons learners will learn how the Web works, how to be safe and responsible online, gain an understanding of ethical issues surrounding the use of the Web and also look at security risks and how they can be prevented. The scheme of work finishes with students creating their own basic web pages using a combination of HTML and CSS.

Creating Digital Images - This scheme of work will give learners an understanding of how digital images are made up, addressing pixels, resolution and pixel depth. Learners will then move on to gain an understanding of some of the key tools in Photoshop to produce packaging which they will gather feedback and produce an evaluation

## Spring Term

Hardware & Software - This scheme of work is designed to give learners a knowledge of hardware and processing elements of a computer system. In addition the opportunity to explore what an operating system is and research it to different types of systems drawing comparisons for more able students.

## Summer Term

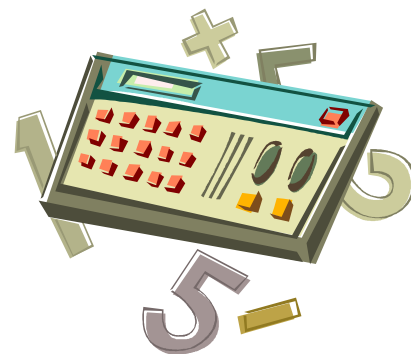
Creating a Digital Showcase – students will combine a variety of multimedia elements to create an educational showcase, it will include digital artefacts such as sound, video and animation.

eSafety – The purpose of this unit is for students to get an idea of how internet rights are laid out in national legislation and relate theoretical work concerning internet rights to the everyday life of students. It will encourage students to analyse their everyday rights related to the internet and make students aware of the issues related to posting information on social networks. They will describe how to find relevant and quality resources for school activities and develop digital competences and other 21st century based skills. Students will understand that pictures do not represent reality and be able to recognise when a picture is fake.

## Assessment

Your daughter will be assessed regularly with O G S R I I marks and will also be given a level end the end of each module. The levelling used directly links to the computing progression pathway that is used nationally and accredited by the Computers At School organisation.





# Mathematics

## **AUTUMN TERM**

Integers, powers and roots

Sequences, functions and graphs

Geometrical reasoning: lines, angles and shapes

Construction and loci

Probability

Ratio and proportion

Equations, formulae, identities and expressions

Measures and mensuration; area

## **Learning Review Exams DECEMBER**

## **SPRING TERM**

Sequences, functions and graphs

Mental calculations and checking

Written calculations and checking

Transformations and coordinates

Processing and representing data; Interpreting and discussing results

Equations, formulae, identities and expressions

## **SUMMER TERM**

Fractions, decimals and percentages

Measures and mensuration

Calculations and checking

Geometrical reasoning and mensuration

Statistical enquiry

## **EQUIPMENT**

Pen (Black ink)

Pencil

Ruler

Maths set

Calculator (Casio)

Coloured pencils.

## **Electronic Homework**

1. [www.mymaths.co.uk](http://www.mymaths.co.uk)

Login      yew

Password      solid

2. MOODLE

<http://www.broughtonhall.com/moodle/file.php/669/student/html/materials.html>

## **Examinations**

Paper 1 non-calculator.

Paper 2 calculator.

## **Maths club**

Maths club for years 8 is Monday lunchtime in Mrs Rowe's room.

<i>Equations, formulae, identities and expressions</i>
<i>Sequences, functions and graphs: using ICT</i>
<i>Measures and mensuration; volume</i>
<b>Learning Review Optional Tests May/June</b>



## **MFL**

In Year 8 all students receive 3 hours of Spanish per week. Students build on the work and the skills of Speaking, Reading, Listening and Writing acquired in Year 7.

The course book used is Listos 2 and / or Mira 2. Resources can also be found on our VLE. All skill areas will be tested each half term throughout the year by an end of unit test which will be given a mark and a national curriculum level and recorded by their subject teacher. These tests along with prior data and classroom performance will be used when setting in Year 9.

### **Pupils using Listos 2 (Sets 2-4)**

#### **Autumn 1**

This half term pupils will learn how to talk about what they do in their free time, the sports activities they do, what they do at the weekend and how the help around the house.

#### **Assessment**

End of module 6 (LISTOS 1) test

#### **Autumn 2**

This half term pupils will learn how to talk about mealtimes, they will learn about food and drink, they will be able to go shopping for food and order at a restaurant.

#### **Assessment**

End of module 2 test

#### **Spring 1**

This half term pupils will learn how to talk about clothes and go shopping, they will also be able to talk about their school uniform and will start to use the future tense.

#### **Assessment**

End of module 3 test

#### **Spring 2**

This half term pupils will learn how to talk about going on holiday and what they do when on holiday; they will start to use the past tense.

#### **Assessment**

End of module 4 test

#### **Summer 1**

This half term pupils will learn how to arrange to go out with friends and talk about the type of film they prefer. They will develop their grammatical understanding using a variety of tenses.

#### **Assessment**

End of module 5 test

#### **Summer 2**

This half term pupils will learn to talk about illnesses and parts of the body, they will be able to ask for what they need in the chemist.

Assessment

End of module 6 test

**Pupils using Mira 2 Express (Set 1)**

**Autumn 1**

This half term pupils will learn to talk about free time and social activities using the present and past tense. All skill areas will be covered.

Assessment

End of unit 1 test

**Autumn 2**

This half term pupils will learn to talk about what type of T.V programmes they watch and reasons for their preference. They will adapt language and write at length.

Assessment

End of unit 2 test.

**Spring 1**

This half term pupils will learn to talk about holidays and special occasions using the past and present tense.

Assessment

End of unit 3 test

**Spring 2**

This half term pupils will learn to talk about food and meal times. They will be able to understand others talking about what they eat and drink and when, they will also be able to differentiate between healthy and unhealthy diets.

Assessment

End of unit 4 test

**Summer 1**

This half term pupils will learn to talk about clothes, saying what they and others wear.

Assessment

End of unit 5 test

**Summer 2**

This half term pupils will learn to talk about illnesses and parts of the body.

Assessment

End of unit 6 test





# Music



**Studying Music has been proven to have academic, social and personal benefits. At Broughton Hall, our students have one lesson of Music per week.**

There are also lots of opportunities to join extra-curricular music groups, perform in events and have individual or shared lessons in an instrument or voice.

In our class Music lessons, year 8 students begin to work on *melody* and *harmony*, through playing on keyboards and composing industry-standard software (Logic). Even students who have instrument lessons benefit from the breadth of musical experiences in Year 8. We have high expectations & help students grow in confidence & discover their talents!

## Year 8 will study in Music...

### 1. Keyboard Skills

- We learn to play a more advanced piece on keyboard, using music on the stave.
- Arrangements of varying difficulty and detailed teacher feedback help students to learn at exactly the right level for them, be they beginner or experienced.

### 2. Vocal Performance

- Singing is taught as an “instrument”, with attention to technique and skill.
- We use IMacs, video & Logic to create exciting performances and assess ourselves.

### 3. The Blues

- We learn the history of the Blues and what makes it sound so recognisable.
- We learn the triad chords C, F and G on keyboard.
- We use Logic to compose our own Blues songs, playing in all of the instrumental parts and recording our vocals.

### 4. Composition: Hooks & Riffs

- We look at the arrangement of pop songs & what makes them commercially successfully.
- We compose our own pop songs, including playing in the keyboard, bass guitar and drum parts and singing the vocal.
- This starts to prepare students for GCSE Music, as composition is 30% of the course.

## Assessment

- We use self, peer and teacher assessment, with written teacher feedback every 6 hours.
- We keep video/audio evidence of all of our work.
- Each student has a Music Progress Book, including information on what she is learning, her targets and achieved levels.
- Homework is set when appropriate.

Year 8 students sometimes find their Music levels are lower than their English/Maths. By GCSE, aided by our excellent curriculum & facilities, Music students will have caught up: Year 11 grades are consistently and significantly above national averages, making our subject an excellent elective choice.

### Extra curricular Music includes:

- Choir – Band - Celebration Group Band - Woodwind Group - Guitar Ensemble – Instrumental Lessons (See school website or contact the School Office for details):





## P.E

During year 8, pupils will become more expert in their skills and techniques, and learn how to apply them in a range of familiar and different activities. They become more effective in understanding what makes an effective performance and will be to apply these principles to their own and others' work with more accuracy. They will become more effective at taking the initiative and make decisions for themselves about what to do to improve performance. They will become more proficient in the roles of 'performer', 'leader' and 'official'.

The programme of study will again identify four areas of activity:

- Dance activities;
- Games activities;
- Gymnastic activities;
- Athletic activities;

Pupils at Broughton Hall will cover 12 areas of activity in curriculum time each year at KS3, and in year 8 some sports will be re-visited and new sports will be introduced.

- dance activities
- Games activities
  - 1.Invasion games
  - 2.Striking and Fielding games
  - 3.Net/Wall games
- Gymnastic activities
  - 1.Educational Gymnastics
  - 2.Cheerleading
- Athletic activities

Pupils will be assessed on their continued ability to apply skills in isolation, and also on their ability to apply those skills in more complex competitive and compositional situations. Pupils will be assessed on improved knowledge and understanding of rules, and tactics to outwit an opponent.

Year 8 pupils will receive 2 PE lessons each week throughout the year, and will have opportunities to attend a wide range of clubs in extra-curricular time including: netball, hockey, dance, football, rounder's, athletics, handball, trampolining, etc.

The following modules are taught in year 8 Religious Education:

1. What is the Jewish Community?
2. How are the Beatitudes a good guide for Christians in how to live their lives?
3. What is my vocation?
4. Advent and Christmas
5. How can I be an inspiration?
6. What does it mean to be a pilgrim?
7. Lent and Easter
8. What does it mean to be a Sikh?
9. What is the Bible?
10. What is Buddhism?
11. What special buildings are there in religion?
12. Why is belief important?

ASSESSMENT in year 8:

Term 1: Judaism assessment

Term 2: Martin Luther King Assessment

Term 3: Cross Phase Baseline Assessment

## Religious Education







MAYBE

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## Science

Year 8 Curriculum consists of 10 topics covering all three disciplines of Biology, Chemistry and Physics along with the development of science investigative skills and techniques.

Topics include

### **Term 1**

#### **Topics to be taught**

*Health and lifestyle*

*The periodic table*

*Separation techniques*

*Electricity and magnetism*

### **Term 2**

#### **Topics to be taught**

*Ecosystem processes*

*Metals and acids*

*Energy*

### **Term 3**

#### **Topics to be taught**

*Adaptation and inheritance*

*The Earth*

*Motion and pressure*



All Schemes of work are taken from the National KS3 programme of Study and are assessed by End of Unit tests. There will also be an End of year Exam which will also be part of the overall Teacher Assessment level on completion of year 8.

Homeworks may be paper-based or set online via the Kerboodle link on the school website or [www.kerboodle.com](http://www.kerboodle.com) with login details as shown below

Username: [first letter of first name and surname, e.g. asmith](#)

Password: [This should be the same as the username when you first log on and then should be changed to your school password.](#)

Institution code: [ki9](#)