



ARTHUR MELLOWS VILLAGE COLLEGE



YEAR 8

SUBJECT SUPPORT GUIDE

2018



‘When schools, families and community work together to support learning, children tend to do better, stay in school longer, and like school more’.

- Southwest Educational Development Report (2002)



Introduction

Dear Parents

It is essential that each and every student achieves their potential and feel that they are successfully achieving and progressing during their time at AMVC. To assist a student maximise their potential, it is vital that we develop and encourage a culture of study. With the introduction and implementation of new GCSE specifications from 2016, there is an increasing need for our students to be resilient, robust, independent learners so as to achieve the best possible outcome to decide their future paths. Parents are a very important part of this process in influencing their child's success and achievement rate at school. We are often asked by parents how they can help support their child's learning at home. This guide has been produced to assist parents in supporting their child's education in helping them reach their potential. This booklet looks at the following areas:

- Subject by subject breakdown of the various topics your child will be studying during the academic school year. It will offer strategies and guidance of how to be involved in helping your child learn for their class assessments.
- Study strategies.
- Encouraging a study culture at home.
- The importance of homework, planner checking and homework club.
- The importance of independent reading.
- Dinner time discussions.

We hope you find this guide useful. Should you have any queries relating to subject matters, there are contact names on each subject page. Alternatively, you could contact your child's Form Tutor or Head of Year.

<http://www.bbc.co.uk/schools/parents>

http://www.bbc.co.uk/schools/parents/secondary_support

<http://familylives.org.uk/advice/education/secondary>

<http://www.dad.info/education/exams-and-homework/handling-homework-horrors>





Encouraging a study culture at home

As your child progresses into Key Stage 3, there is the expectation that your child will build on skills already learnt and start to consolidate them in the next year. It is also important to remember that whilst your child will be focusing on new topics, it is vital that they do not forget about topics they learned in previous years. By implementing the strategies below, you are encouraging a healthy study habit in your home, at an early age. As your child matures, this will become a natural process for them as they go into their exam years. It is important that this study habit starts at an early age. Students should study bite sizes of topics during the school year rather than leave it to last minute cramming. A slow and steady build-up of studying different topics and subjects allows students to feel that they are organising their workload in a more manageable way.

Keeping this in mind, it is advisable to do the following:

- Have a designated time of study each day for your child.
- Set them up in a place where they can study quietly and have space to do their work and for their books.
- Choose one subject every week where you will focus on one topic that needs to be re-studied and remembered. So for example, study the heart in Biology for one week.
- What type of learner is your child? Is she/he a visual/auditory/kinaesthetic learner?
 - If your child is visual, then it will help your child to write or draw out their answers.
 - If your child is auditory, then your child learns best by hearing and speaking out their ideas.
 - Most students are often a combination of two types of learning: visual/auditory for example.
- Set your child a mini quiz, so by the end of the week, they have to answer verbal questions by you about the topic you have agreed on. This will check how much they can remember.
- Look and see what dates their teacher assessments are on, and on what topics, so you can keep reminding them what they need to study and when.



The importance of homework

It is important to separate the idea of homework from study. Study is the long term revision of subjects and topics, revising over already studied material with the view to committing it to long term memory. Homework is the day to day practice of your present subjects and topics, and consolidating the knowledge the student has acquired in class to doing it by him/herself at home. Homework is the first step by the student in working independently on a topic that was first introduced by the teacher. To help support your child with homework:

- Set up the expectation that homework will be done at a certain time every day.
- Ask what homework they have and look in their planner to see what they have written down.
- If no homework has been written down, look at their planner and see what subjects they have had that day and ask them to talk to you about what they did in class.
- Check with them when homework is due. Look at their timetable for the following day and see what homework is due in. There is usually a minimum of 48 hours turn around for students to hand in homework.
- Around the dinner table, enquire what your child has learned today or was there anything of interest that they learned, this will also allow your child to recall and relay newly acquired information.

The homework club, called 'The Alley' is also an excellent opportunity for your child to receive one on one help with their homework from staff. They are able to attend for free, every Monday to Thursday from 3.05pm – 4.30pm. It is located in the library where there is access to computers, and printing. Please enquire with your child's Head of Year if you wish your child to attend.

'Education is the most powerful weapon we can use to change the world'

- Nelson Mandela.



Independent reading

The importance of reading cannot be underestimated especially with the introduction of a much more rigorous and challenging exam system. It is important that your child has a strong reading age for the following reasons:

- Most texts at GCSE have an average reading age of 14-15 years of age. By having a strong reading age, it will give students a better chance to access and comprehend the curriculum.
- By having a strong reading age, it will help students to understand exam papers and what the questions are asking of them.
- By reading independently, it gives students creative ideas. It improves their word recognition for spelling and punctuation and increases their vocabulary knowledge.
- By reading a student is exposed to new ideas and concepts, that will allow them to make deductions, inferences, create images in their heads and make connections across subjects.

All of these skills are necessary for a student to do well in exams. To encourage reading:

- Ask your child “have they visited the library at AMVC?” An incredible, well stocked resource. Each Year Group has a designated day to visit the library.
- Students can take out books and return them. The Librarian will order anything that they might have an interest in. Encourage your child to take a book out. Ask them to read to you, a page a night.
- There are lots of literacy competitions that are run throughout the year that encourage independent reading. Enquire as to what they are and encourage your child to be involved.
- Ask your child, what genre of book do they like? Why?
- Get your child to read a wide variety of reading material: newspapers, magazines, novels, plays, short stories, etc.
- See the recommended reading lists published in the Summer edition of the newsletter.

Art

Art and Design

| When | List of Topics | End of term Assessment | What can a parent do to support? |
|----------------------|---|--|---|
| September – December | <ul style="list-style-type: none"> • Aboriginal Art. Contextual and practical. • Abstract Art contextual and practical. • Painting. | For each project students are assessed on both their practical classwork and their contextual homework. The final grade for each project is worked out from both the homework tasks and the practical classwork. | <ul style="list-style-type: none"> • Read through the homework task sheets to ensure understanding. • Encourage good research skills on homework tasks. • Discuss the classwork with students to help them describe their work using subject specific words. |
| January- April | <ul style="list-style-type: none"> • Sculpture. • Surrealism. Contextual and practical. • Practical and Observational drawing • Painting. | | |

Useful Websites

National Gallery
Saatchi Gallery
Artcyclopedia

www.nationalgallery.org.uk
www.saatchi-gallery.co.uk
www.artcyclopedia.com

Staff Contacts

Ms Crawford

Head of Art



Design and Technology



Product Design (Technology)

| When | List of Topics | Assessment | What can a parent do to support? |
|--|---|---|---|
| <p>Terms 1, 2 and 3 (September – July)</p> <p>All topics are taught to different groups at different times but students will cover all of the topics throughout the year</p> | <p>Drawing Skills</p> <p>Identify what is one-point perspective and how it can be used in design ideas. Review how tone can be used to highlight surface material and texture. Review what techniques are involved in creating detailed one-point perspective street art.</p> <p>Clock</p> <p>Identify what is involved within a specification to create a product aimed at a specific target market. Review design inspired work of other from the last 100 years, combine this inspiration with own design ideas. Identify how to create products using CAD and CAM skills, reviewing materials properties. In depth evaluation on project demands and new process learnt.</p> <p>Structures</p> <p>Identify how to structures are created to with stand forces.</p> <p>Class competitions take place within the structure theme</p> | <p>All project work is marked in accordance with GCSE expectations. There is a particular focus on design, make and evaluate.</p> <p>Each project will have 3 assessment points.</p> <p>There is an end of unit test where students will review all the process they learnt and used.</p> | <p>Encourage your child to read any newspaper/ magazine articles on technology.</p> <p>Encourage them to watch any programmes on television about technology.</p> <p>Review making techniques.</p> <p>Practice drawing scale models using drawing techniques.</p> <p>Visit design inspired museums.</p> <p>Encourage use of revision websites</p> <p>Create products at home, encouraging creativity and imagination.</p> |

Staff Contacts
Mr Dewdney

Head of Design and Technology

CAD/CAM

Computer Aided Design/Computer Aided Manufacture



Drama



Drama

| When | Topic | Assessment | What can a parent do to support? |
|---|------------------------------|--|---|
| Term 1: Autumn 1 (September – October) | Introduction to Genre | Group Practical A cross-cut between two different genres. Assessed on cross-cutting and practical application of the styles. | What are the key features of <ul style="list-style-type: none"> • Sci-fi • Soap Opera • Slapstick • Western • Gothic Horror |
| Autumn 2 (October - December) | Pantomime | Group Practical A group pantomime including breaking the forth wall, exaggerated stock characters and use of a fairy-tale. | <ul style="list-style-type: none"> • Which stock characters do you expect to find in a Pantomime? • Rehearse your stock character and a line they say working with levels of exaggeration 1-10 |
| Term 2: Spring 1 (January - February) | Devising: Night-Life | Group Practical A devised piece which includes individual monologues. Assessed on posture, gestures, facial expression and PPPTVI. | Support learning lines for the monologue <ul style="list-style-type: none"> • The blank paper technique Placing a blank piece of paper over the monologue and learning one line at a time <ul style="list-style-type: none"> • The cue card technique Hand writing the monologue in 5 equal sections onto 5 separate cue cards and learning each section one at a time <ul style="list-style-type: none"> • Testing A parent/carer follows the monologue script as you read it, they stop you if you make a mistake |
| Spring 2 (February – April) | Melodrama | Group Practical A scripted melodrama performance. Assessed on exaggerated characterisation: posture, gesture, PPPTVI, gait and use of 1880's stock emotions. | Practical testing of the following stock emotion shots: <ul style="list-style-type: none"> • Grief • Fear • Horror • Love (male/female) • Evil planning • Evil sneaking • Anger • Overwhelmed |

| | | | |
|---|---------------------------|---|--|
| Term 3: Summer 1 (April - May) | Sections of Script | Group Practical A group (pair of trio) performance of a scripted piece. Assessed on mime, inclusion of stage direction and characterisation (posture, gait, gesture, PPPTVI). | <ul style="list-style-type: none"> • Line testing (as above in Devising: Night-Life) • Stay in role for 5 minutes as one of the characters from the scripted piece • Hot seating (i.e. ask questions which students have to respond to in role) |
| Summer 2 (May - July) | Radio | Group Practical A devised radio advert. Assessed on use of sound effects, body percussion and PPPTVI. | <ul style="list-style-type: none"> • Rehearse lines for radio play • Recap 'Drama Terminology' from the sheet |

Additional information

During assessments, students develop their writing of reviews by completing a self and peer-assessment in their assessment booklets. These are always completed during the lesson, however you are still able to support at home by recapping Drama terminology and definitions.

Books and Websites

- <https://www.youtube.com/watch?v=mpjEyBKSfJQ> (Charlie Chaplin – The Lion's Cage)
- www.nationaltheatre.org.uk
- http://www.bbc.co.uk/bitesize/ks3/english/speaking_listening/drama/revision/1/
- McGuire, B., The Student Handbook for Drama: Ideal for Key Stages 3 and 4

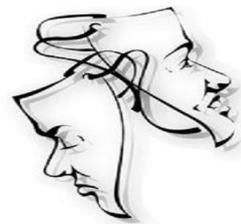
Further Study/Extra-Curricular

- Whole School Production
- Key Youth Theatre www.kindreddrama.com
- Open auditions at 'The Cresset'
- Wildcats Summer School
- Seeing live theatre (we encourage students to go to the theatre when possible)

Staff Contacts

Miss Clennett
Mrs McKeogh

Head of Drama
Teacher of Drama



| | | | |
|--------------------------------------|---|---|--|
| Term 3: Summer 1 (April - May) | Complete novel unit Exam preparation | End of Year 8 exam. | <ul style="list-style-type: none"> • What do you have to do for each question of the exam? • Read your own fiction book and make up your own Questions 1-4. • What language features could you write about in Question 2? • What structural features could you write about in Question 3? • What techniques do you need to include in descriptive writing? • Find a picture online and write a description based on that image. • What is the difference between a description and a narrative? |
| Summer 2 (May - July) | End of Year exam Shakespeare. | A range of evaluative paragraphs on character and themes presented in the play. | <ul style="list-style-type: none"> • What are the main themes presented in Shakespeare's play? • Summarise the main events of the plot. • Create a character profile for key characters of the play. Which characters do you like the most and why? |

Helpful Books/ Study Materials

Please encourage your child to read as many different types of literature as possible; newspapers, books, graphic novels, poetry and auto biographies all help! You could inspire writing tasks such as short stories about weekends or holidays and poems about the family!

Useful Websites

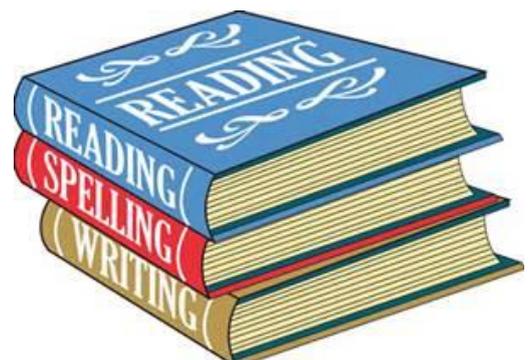
BBC www.bbc.co.uk/skillswise

Staff Contacts

Primarily, your child's English teacher is the best person to contact. They will be able to provide you with your child's target grade, current level of progress and any specific targets given.

Miss K Lewis
Miss L Betts

Head of English
Key Stage 3 Coordinator for English



FOOD



FOOD

| When | List of Topics | End of term Assessment | What can a parent do to support? |
|------------|---|--|--|
| Week 1 - 2 | <ul style="list-style-type: none"> • Baseline test • Nutrition • Swiss Roll practical | Baseline test TA evaluation Homework 1 | <ul style="list-style-type: none"> • Look up swiss roll recipe on sharepoint |
| Week 3 - 4 | <ul style="list-style-type: none"> • Carbohydrates • Pasta Salad practical | Homework 2 PA practical | <ul style="list-style-type: none"> • Look up pasta salad recipe on sharepoint |
| Week 5 - 6 | <ul style="list-style-type: none"> • Fibre • Stewing investigation • Fruit Crumble practical | TA investigation TA evaluation | <ul style="list-style-type: none"> • Look up fruit crumble recipe on sharepoint |
| Week 7 – 8 | <ul style="list-style-type: none"> • Low fat pizza Nutritional analysis program • Pizza practical | SA practical | <ul style="list-style-type: none"> • Look up low fat pizza recipe on sharepoint |
| Week 9-10 | <ul style="list-style-type: none"> • Vegetarianism • Taste Test vegetarian products | Homework 3 | |
| Week 11-12 | <ul style="list-style-type: none"> • Vegetarian Bolognese practical • Revisit baseline test | TA Evaluation Baseline test | <ul style="list-style-type: none"> • Look up Bolognese recipe on sharepoint |

Additional information

Recipes can be found on the school website

Useful websites:

<https://www.nutrition.org.uk/>

<http://www.foodafactoflife.org.uk/>

Staff Contacts:

Mrs R Bowman – Head of Food

Mrs M Turtle - Teacher of Food

Mrs D Curran – Food Technician



Geography



| Geography | | | |
|--|--|--|---|
| When | List of Topics | End of term Assessment | What can a parent do to support? |
| Term 1: Autumn 1 (September – October) | Map skills Mapping European Geography | European map test (human and physical features) | <ul style="list-style-type: none"> Test on European geography. For example, location of countries, names and locations of mountain ranges, etc. |
| Autumn 2 (October - December) | Population | GCSE Exam style questions | <ul style="list-style-type: none"> Ensure their son/daughter knows what PEEL stands for. Encourage extra research about the issues around population, for example, overpopulation or ageing populations. |
| Term 2: Spring 1 (January - February) | Migration | GCSE Exam style questions | <ul style="list-style-type: none"> Encourage extra research about migration and make notes under the following headings – Push and Pull factors; Impacts (positive and negative on host and source countries); Management. Have a discussion about migration. Create a family tree which could show relatives who have moved around the UK; to the UK from another country; or from the UK to another country. |
| Spring 2 (February – April) | Tourism | GCSE Exam style questions | <ul style="list-style-type: none"> Encourage their son/daughter to watch documentaries about the impacts that tourism has. Discuss the different destinations they have visited and the appeal/attractions of each place. |
| Term 3: Summer 1 (April - May) | Coasts | End of Year exam | <ul style="list-style-type: none"> Test using the revision materials available from the school intranet. Encourage use of a KS3 revision guide. For example, CGP Geography Revision Guide (ISBN 9781841463926). Encourage the use of the BBC Bitesize website. |
| Summer 2 (May - July) | Geographical fieldwork | Fieldwork write up | <ul style="list-style-type: none"> Get your son/daughter to practice asking family members questionnaires or surveys they have created. Take your son/daughter to a river, coastal area, etc and encourage them to sketch this area. |

POPULATION



Useful Websites

BBC Bitesize KS3 website

Staff Contacts

Ms Veale Head of Geography



| History | | | |
|---|--|----------------------------------|--|
| When | List of Topics | End of term Assessment | What can a parent do to support? |
| Term 1: Autumn 1 (September – October) | Elizabeth I | Assessment based on Elizabeth I | <ul style="list-style-type: none"> • How did the English beat the Spanish Armada? • Elizabeth and Religion? |
| Autumn 2 (October - December) | James I Charles I and the English Civil War | English Civil War Assessment | <ul style="list-style-type: none"> • Discuss: Who was more to blame for causing the Civil War; Parliament or the King? |
| Term 2: Spring 1 (January - February) | Execution of Charles I | Execution Assessment | <ul style="list-style-type: none"> • Why was Charles I executed? • Were they right to execute King Charles I? |
| Spring 2 (February – April) | Cromwell Puritans and Restoration | Cromwell Assessment | <ul style="list-style-type: none"> • Cromwell - Hero or Villian – you decide? |
| Term 3: Summer 1 (April - May) | Industrial Revolution | Industrial Revolution Assessment | <ul style="list-style-type: none"> • Why did Britain have an Industrial Revolution? • Who was the Greatest Inventor? |
| Summer 2 (May - July) | Black People of the Americas | End of Year Assessment | <ul style="list-style-type: none"> • What types of questions will be on the exam? • How do you answer an evaluation question well? • Why did the slave trade begin? • How were slaves treated? |

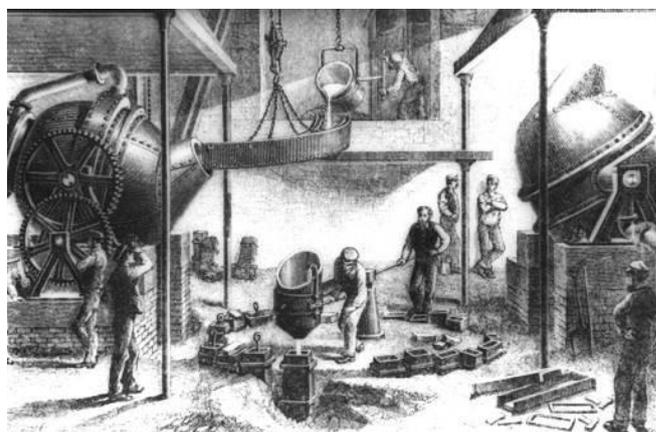
Useful Websites

BBC www.bbc.co.uk/history/forkids

Staff Contacts

Primarily, your child's History teacher is the best person to contact.

Mrs K Price Head of History



Information and Communication Technology

ICT

| When | List of Topics | End of term Assessment | What can a parent do to support? |
|---|---|--|---|
| Term 1: Autumn 1 (September – October) | Unit – Flowol Using flow diagrams to control systems <ul style="list-style-type: none"> Sequencing (step-by-step algorithms) Selection (algorithms that require a decision) Iteration (algorithms that allow a program to loop or repeat). | Assessment is based on the final model. | Familiarise yourself with the symbols used in flow diagrams and practice building different algorithms using flow charts. |
| Autumn 2 (October - December) And Term 2: Spring 1 (January - February) | Unit – Website Development Introduction to web authoring package (Dreamweaver) <ul style="list-style-type: none"> Evaluate different websites Planning a website and developing a storyboard Use of colour in a webpage Develop webpages using Dreamweaver to include images, video and sound Evaluate website | Assessment is based on final website and evaluation. | Look at different websites and identify good and bad elements and state why they are good or bad. There are video tutorials on how to make a website using Dreamweaver on our school system that can be reached through SharePoint. |
| Spring 2 (February – April) | Unit – Introduction to Python Introduction to High level programming language. <ul style="list-style-type: none"> Numbers and Arithmetic Selection (IF statements) Iteration (While loops) Iteration (For loops) | Assessment in the form of an end of unit test | Download and install Python 3.5 (or 3.6) Practice using Python by revisiting the tasks done in class or follow some of the numerous tutorials on line. |
| Term 3: Summer 1 (April - May) And Summer 2 (May- July) | Unit – Computer Basics Computer architecture <ul style="list-style-type: none"> The first computer Moore's Law Transistors Components that make up a computer Different types of software | Assessment based of completed workbook. | Identify the many different components of a computer and discuss how each component works. |

Useful Websites

Teach ICT www.teach-ict.com
Offers tutorials, quizzes and resources

BBC www.bbc.co.uk/technology
Topical IT news from around the world.

Staff Contacts

Mrs M Richards Head of ICT
Mrs S Scott Second in ICT



Maths

In mathematics your son/daughter will study a wide range of topics each half term. The precise topics your son/daughter will cover is dependent on their set, general topics are detailed below, please note that the order and depth these are completed in will be group appropriate.



| | |
|-------------|---|
| Half term 1 | <ul style="list-style-type: none"> • Types of numbers • Factors • Multiples • Prime factors • Cube and square numbers • Algebra simplifying expressions • Converting between different units of measurement • Area and perimeter • Fraction calculations • Directed number calculations |
| Half term 2 | <ul style="list-style-type: none"> • Sequences • Rounding and estimation • Simplifying algebraic expressions • Averages • Graphical representations of data • Coordinates |
| Half term 3 | <ul style="list-style-type: none"> • Angle facts and finding missing angles • Finding missing angles in parallel lines • Area and circumference of a circle • Using a calculator • Using a formula • Real life graphs • Drawing and finding the equation of graphs • Scatter diagrams |
| Half term 4 | <ul style="list-style-type: none"> • Volume of 3D shapes • Solving equations • Rearranging formulae • Ratio • Scale diagrams and scale factors • Equivalence of fractions decimals and percentages |
| Half term 5 | <ul style="list-style-type: none"> • Percentages of amounts • Percentage changes • Interest and depreciation • Constructing 2D shapes using a ruler, protractor and compass • Probability • Inequalities • Loci |
| Half term 6 | <ul style="list-style-type: none"> • Reflections, rotations, translations and enlargements • Calculations with decimals without a calculator • 3D shapes, nets and surface area • Pythagoras' theorem |

In the week before October half term, the week before Christmas, and the week before February Half term your son/daughter will complete a written assessment to test their understanding of the topics that have been covered in that half term. These assessments take place during their normal Mathematics lessons, with the exact date of these being identified to your son/daughter by their class teacher.

Your son/daughter will also complete their Year 8 examinations for Mathematics later in the year. There will be two one hour papers, a calculator paper and a non-calculator paper. Your son/daughter will be provided with some revision material before the examinations to help them prepare for this.

What can parents do to support?

- On a weekly basis, if possible, discuss with your son/daughter the mathematics they have covered in lessons and ask them to explain the methods to you.
- Check the presentation of your son/daughter's written work, is their working legible and easy to follow?
- Monitor the completion of homework, for Mathematics this is set weekly.
- Encourage your son/daughter to complete any better if statements that their class teacher has written in their exercise books.
- Test your son/daughter on their times tables/ mental maths.
- Explain real world maths concepts to your son/daughter when possible, eg use of 12 hour and 24 hour clock.
- Use of meters to measure consumption of utilities.
- What does 50% extra free mean?
- Concept of interest on loans and bank accounts.
- Encourage your son/daughter to use real world maths concepts.
- What does cash back mean?
- What does mph mean?
- What are the speed limits on different types of roads?
- Working about the measurements of a room if having new flooring fitted.
- Estimating the cost of shopping to ensure you have enough money.
- Work out the amount of change you are expecting from a purchase.
- Understanding a bank statement.
- Work out the discount for items in sales.
- If cooking, how do you know how long to roast a chicken for?
- Work out if the bus or taxi is better value for 1,2,3 people etc when getting to town.

Preparing for Assessments

Help your son/daughter to prepare for these assessments by encouraging them to revise on a regular basis, revisiting topics regularly helps develop recall, confidence and understanding: Revising the topics covered during the half term using any of the following:

Revision guides and workbooks

For Mathematics the best form of revision is completing questions, as this allows students to develop their understanding whilst improving their recall of key facts and methods. It is also beneficial to work on improving areas of weakness by revisiting them more regularly. For mathematics 10 to 15 minutes' worth of revision daily is better than an hour one day a week.

Finally, but most importantly

If your son/daughter does not understand a concept, or is really stuck with their homework please encourage them to ask for help.

They do not have to ask their own maths teacher, but they need to ask, there is always someone in the department who will be happy to help!

www.mymaths.co.uk

(Login and password will be provided by class teachers)

<http://www.bbc.co.uk/education/subjects/zqhs34j>

Staff Contacts

Miss Marshall

Head of Mathematics



Modern Foreign Languages - French



| French | | | |
|---|--|----------------------------------|--|
| When | List of Topics | End of term Assessment | What can a parent do to support? |
| Term 1: Autumn 1 (September – October) | Leisure TV / Film / Reading Technology Last weekend | | <ul style="list-style-type: none"> • Help revise vocabulary relating to topics and go over notes on how to form the past tense • Help with doing research into French TV |
| Autumn 2 (October - December) | Holidays Describing a trip to a city Weather Transport | Speaking and Writing Assessments | <ul style="list-style-type: none"> • Help with doing research into cities in France (Paris in particular) • Help revise for speaking and writing assessments using handouts given to the pupil |
| Term 2: Spring 1 (January - February) | Talking about yourself Personality Relationships Music Clothes | | <ul style="list-style-type: none"> • Help with doing research into French music |
| Spring 2 (February – April) | House & home | | <ul style="list-style-type: none"> • Help revise vocabulary relating to topic |
| Term 3: Summer 1 (April - May) | Food and drink | | <ul style="list-style-type: none"> • Help with doing research into food and drink in France |
| Summer 2 (May - July) | Talents Ambitions Personalities | End of year exams | <ul style="list-style-type: none"> • Help revise for exams by testing vocabulary on handouts given to the pupil (give the French and ask for the English) |

Useful Websites

Linguascope www.linguascope.com
(request username/password from teacher)

Staff Contacts

Mrs Yates Head of Modern Foreign Languages
Miss Richardt Second in Modern Foreign Languages



Modern Foreign Languages - German



| German | | | |
|---|--|----------------------------------|---|
| When | List of Topics | End of term Assessment | What can a parent do to support? |
| Term 1: Autumn 1 (September – October) | Holidays Weather Leisure Activities Transport | | <ul style="list-style-type: none"> • Help with doing research into holiday destinations in Germany |
| Autumn 2 (October - December) | Leisure TV/Film/Reading Technology | Speaking and Writing Assessments | <ul style="list-style-type: none"> • Help with doing research into TV in Germany • Help revise for speaking and writing assessments using handouts given to the pupil |
| Term 2: Spring 1 (January - February) | Healthy Lifestyle Food and drink | | <ul style="list-style-type: none"> • Help with doing research into food and drink in Germany |
| Spring 2 (February – April) | Daily routine Directions Rules Describing an event/festival | | <ul style="list-style-type: none"> • Help revise vocabulary relating to topic |
| Term 3: Summer 1 (April - May) | Arranging to go out Invitations Clothes | | <ul style="list-style-type: none"> • Help revise vocabulary relating to topic • Practise dialogues |
| Summer 2 (May - July) | Talking about an occasion/outing | End of year exams | <ul style="list-style-type: none"> • Help revise for exams by testing vocabulary on handouts given to the pupil (give the German and ask for the English) |

Useful Websites

Linguascope www.linguascope.com (request username/password from teacher)

Staff Contacts

Mrs Yates Head of Modern Foreign Languages
Miss Richardt Second in Modern Foreign Languages



Modern Foreign Languages - Spanish



Spanish

| When | List of Topics | End of term Assessment | What can a parent do to support? |
|---|---|----------------------------------|---|
| Term 1: Autumn 1 (September – October) | Describing a past holiday | | <ul style="list-style-type: none"> Help revise vocabulary relating to topics and go over notes on how to form the past tense |
| Autumn 2 (October - December) | Leisure activities Music TV Last weekend | Speaking and Writing Assessments | <ul style="list-style-type: none"> Help revise for speaking and writing assessments using handouts given to the pupil |
| Term 2: Spring 1 (January - February) | Food and drink Likes & dislikes Ordering in a restaurant Buying food | | <ul style="list-style-type: none"> Help with doing research into food and drink in Spain Practise dialogues |
| Spring 2 (February – April) | Arranging to go out Excuses Getting ready to go out clothes | | <ul style="list-style-type: none"> Help revise vocabulary relating to topic |
| Term 3: Summer 1 (April - May) | Holiday destinations Holiday homes Holiday activities | | <ul style="list-style-type: none"> Help with doing research into holiday destinations in Spain |
| Summer 2 (May - July) | Directions | End of year exams | <ul style="list-style-type: none"> Help revise for exams by testing vocabulary on handouts given to the pupil (give the Spanish and ask for the English) |



Useful Websites

Linguascope www.linguascope.com
(request username/password from teacher)

Staff Contacts

Mrs Yates Head of Modern Foreign Languages
Miss Richardt Second in Modern Foreign Languages

Music



Music

| When | List of Topics | End of term Assessment | What can a parent do to support? |
|---|---|--|--|
| Term 1: Autumn 1 (September – October, November) | The Blues | Individual and group assessment of performance | <ul style="list-style-type: none"> Listen to examples of Blues music. Encourage practice of keyboard skills if you have a keyboard, or a keyboard app. |
| Autumn 2 - Spring (December, January, Feb) | Music technology - an introduction (Remix project) | Paired assessment of remix project | <ul style="list-style-type: none"> If you have an Ipad or a Mac computer free software is available that students can practice using. |
| Spring 2 (February – May) | Reggae | Paired/Group composition assessment | <ul style="list-style-type: none"> Listen to some Reggae music. |
| Term 3: Summer (June- July) | Ground Bass (Technology) | Paired composition assessment | <ul style="list-style-type: none"> Listen to Pachelbel's Canon. |
| | | Written and listening exam covering all areas learnt during the year | <ul style="list-style-type: none"> Encourage revision of all topics and key words covered. |

Staff Contacts

Mrs T Hammond Head of Music



Physical Education



Physical Education

| When | List of Topics | End of term Assessment | What can a parent do to support? |
|---|--|--|---|
| Term 1: Autumn 1 (September – October) | Handball Football Table Tennis Badminton Rugby Hockey Netball Fitness | Each activity has a written assessment based on the rules and techniques learnt in the practical lessons of each topic. Each student is assessed on their practical ability in each topic. | <ul style="list-style-type: none"> • NGB website for each sport will have the basic rules • GCSE Bitesize PE website • TeachPE website |
| Autumn 2 (October - December) | Continued from Autumn on a rotation system with cross country | | |
| Term 2: Spring 1 (January - February) | Continued from Autumn on a rotation system | | |
| Spring 2 (February – April) | Continued from Autumn on a rotation system | | |
| Term 3: Summer 1 (April - May) | Athletics | | |
| Summer 2 (May - July) | Swimming Cricket Rounders Tennis Softball | | |

Useful Websites

Peterborough School Sport Partnership

www.yourschoolgames.com

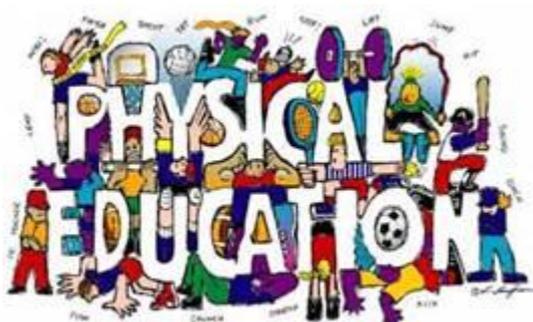
Staff Contacts

Ms L McPartlin

Acting Head of PE

Mr T Neaverson

Assistant Head of PE



Religious Education



Religious Education

| When | List of Topics | End of term Assessment | What can a parent do to support? |
|---|--|---|--|
| Term 1: Autumn 1 (September – October) | Hinduism: <ul style="list-style-type: none"> • Hindu Beliefs • The Hindu Trimurti • Festival of Holi • The Ramayana / Diwali | Describe how Hindus celebrate Holi or Diwali | <ul style="list-style-type: none"> • Ask students to describe four different ways Hindus celebrate each festival |
| Autumn 2 (October - December) | <ul style="list-style-type: none"> • Hindu Pilgrimage • Hindu Scripture • Karma & Reincarnation • Gandhi's life and achievements | Pilgrimage & Festivals Assessment Reincarnation board game | <ul style="list-style-type: none"> • Ensure students revise using revision sheet • Ask questions about key information on sheet eg why is the River Ganges considered sacred to Hindus? Are there any alternatives? • Encourage students to consider / evaluate opinions contrary to their own |
| Term 2: Spring 1 (January - February) | Buddhism <ul style="list-style-type: none"> • Gotama's birth • Four Sights • Enlightenment • Four Noble Truths | Buddhism assessment – life of Gotama | <ul style="list-style-type: none"> • Ensure students revise using revision sheet • Ask questions about key information on sheet eg was Gotama selfish when he left his family to search for the truth? What did he actually achieve? • Encourage students to consider / evaluate opinions contrary to their own |
| Spring 2 (February – April) | <ul style="list-style-type: none"> • Five Precepts • Buddhist Worship / Festivals | Buddhist worship project | <ul style="list-style-type: none"> • Encourage students to research online about ways in which worship affect the life of a Buddhist and whether all Buddhists worship in the same way? |
| Term 3: Summer 1 (April - May) | Sikhism: <ul style="list-style-type: none"> • Life of Guru Nanak • The 10 Gurus • Guru Nanak's teachings | Sikhism key word test | <ul style="list-style-type: none"> • Practice spelling of key words with students and ensure they understand their meanings |
| Summer 2 (May - July) | <ul style="list-style-type: none"> • The 5Ks • The Gurdwara / Langar • Sikh Festivals & Worship | End of Year assessment | <ul style="list-style-type: none"> • Ensure students revise using revision sheet • Ask questions about key information on sheet eg is there any evidence for life after death? What would a scientist believe and why? • Encourage students to consider / evaluate opinions contrary to their own |

Staff Contacts

Mrs G Ellis Head of RE
Mr S Ahmed Head of RE





Science

| When | List of Topics | Assessment | What can a parent do to support? |
|---|---|--|---|
| <p>Different groups will do these topics in a different order, but they will all be covered by the end of the year.</p> | <p>Physics 1 – Contact Forces and Pressure: Equilibrium, drag, stretch and compression, Hooke’s Law, pressure in solids and fluids, calculating pressure, floating and sinking.</p> <p>Physics 2 – Magnetism and Electromagnetism: Forces and fields, electromagnetism, using and investigating electromagnets.</p> <p>Physics 3 – Work and Heating and Cooling: Doing work, making work easier, thermal energy, heating, insulators, and temperature.</p> <p>Physics 4 – Wave Effects and Wave Properties: Sound frequency, sound systems, beyond the spectrum, transverse and longitudinal waves, reflection and superposition.</p> <p>Chemistry 1 – Periodic Table and Elements: Structure of Period Table, metals, non-metals, wider patterns, compounds, polymers, ceramics and composites.</p> <p>Chemistry 2 – Chemical Energy and Types of Reaction: Exothermic and endothermic reactions, catalysts, combustion, fuels, thermal decomposition, mass changes.</p> <p>Chemistry 3 – Climate and Earth Resources: Atmosphere, carbon cycle, global warming, damaging Earth’s resources, recycling, metal extraction.</p> | <p>A short test after each topic.</p> <p>Some formative assessments, in class and as homework.</p> <p>One exam in the Summer Term.</p> | <p>Encourage your child to read any newspaper/ magazine articles on science.</p> <p>Encourage them to watch any programmes on television about science.</p> <p>Practice physics formulae with them and make sure they understand how to use them.</p> <p>Practice writing out chemical equations.</p> <p>Purchase a revision guide (one will be available to purchase through school in the Autumn Term (Collins KS3 Science All-In-One Revision and Practice-ISBN number 978000756283-1) and encourage your child to use it to reinforce subject knowledge as topics are taught and for revision, practising the questions.</p> <p>Collins AQA KS3 Science student book 1 - ISBN 9780008215286</p> |

| | | | |
|--|---|--|--|
| | <p>Biology 1 – Breathing and Digestion: Breathing, measuring breathing, gas exchange, lifestyle and smoking, healthy diet, lifestyle effects of unbalanced diet, digestive system, enzymes.</p> <p>Biology 2 – Respiration and Photosynthesis: Aerobic and anaerobic respiration, fermentation, making food, leaves, water and mineral movements, investigating photosynthesis.</p> <p>Biology 3 – Evolution and Inheritance: Natural selection, biodiversity, extinction, DNA, chromosomes, variation, modelling inheritance.</p> | | |
|--|---|--|--|

Useful Websites

<https://www.bbc.com/education/subjects/zng4d2p>

<https://educake.co.uk/> (students will receive a login at the start of term)

<http://www.docbrown.info/ks3science.htm>

<http://www.ntscience.co.uk/powerpoint/index.html>

<https://kahoot.com/> - students can sign in to make and access quizzes

Staff Contacts

Mrs D Debbage Head of Science

Dr L Edwards Key Stage 3 Coordinator



Textiles



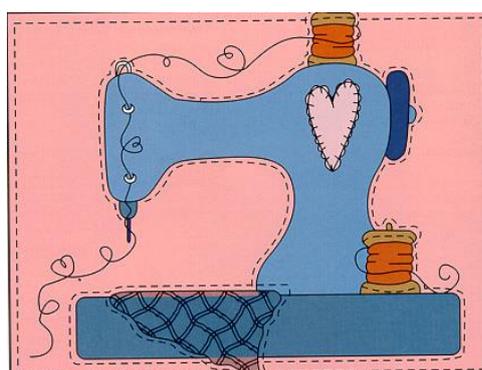
Textiles

| When | List of Topics | End of term Assessment | What can a parent do to support? |
|--|--|---|---|
| <p>Students will spend 12 weeks in Textiles. They will work on a rotational basis over the course of the year experiencing a range of different design based subjects.</p> | <p>Art Movement: Bauhaus.</p> <p>All will create a drawstring bag inspired by the Bauhaus art movement. The key skill will be Block Printing.</p> <p>Students will practice print using this technique before moving onto fabric.</p> <p>Students will be required to research the art movement and to collect imagery from this time that they can then use as inspiration.</p> <p>Students will build confidence on machines and use the Overlocker.</p> | <p>Assessment focuses on design sheets and design development.</p> <p>Assessment also focuses on the final outcome of the product.</p> <p>For all KS3 Textiles projects there will be continuous formative assessment and then a final summative assessment on the outcome of each practical project and homework task.</p> | <ul style="list-style-type: none"> • Read through the homework sheet with students to make sure they have fully understood and completed all tasks outlined by the end of the rotation. • Support students in researching the art movement. If this element is explored fully, their outcome will be of a high quality. • Ask them what pattern they have decided on and how this links to their theme. • Ask them about what they have learnt during the project and how to go about constructing the bag. |

Staff Contacts

Miss A Lynch

Head of Textiles



Make the Ordinary come alive

*Do not ask your children
to strive for extraordinary lives.*

*Such striving may seem admirable,
but it is a way of foolishness.*

*Help them instead to find the wonder
and the marvel of an ordinary life.*

*Show them the joy of tasting
tomatoes, apples and pears.*

*Show them how to cry
when pets and people die.*

Show them the infinite pleasure

In the touch of a hand,

And make the ordinary come alive for them

The extraordinary will take care of itself.