

COURSES FOR YEAR 8

2011/2012





GREENSHAW

...be remarkable

our vision

We are a forward looking school without limits; a dynamic community; welcoming to all; a family that values the journey and the destination.

We all take responsibility, believe in each other, strive for success and lead by example.

We are ambitious, sharing an exciting vision, building lives for the future.



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EQUAL OPPORTUNITIES

Greenshaw believes in equal opportunities for everyone and welcomes all staff, students and parents.

There is no place here for prejudice or intolerance.

We expect all members of the School to show equal consideration to all fellow members.

INTRODUCTION

This booklet is intended to help parents and students understand the general framework of the courses that are being followed in Year 8. We hope it will enable you to see where any individual piece of work fits into the whole programme and to understand how the programme is progressing. We hope, too, that with such an understanding you will be able to give support to your son or daughter in the development of their education, perhaps by helping them to find resources or to undertake research.

In the summer term we shall be delivering the foundation subjects through a new timetable for the last weeks of term. Delivered through project tasks, the emphasis will be on personal learning and thinking skills. The core subjects will remain separate as before. There will be opportunities to meet the teachers at School during the year. The two key occasions are:

Subject Meeting: 29th April 2012

This is for a discussion with subject teachers on progress in individual courses.

Full **Subject/Profile Reports** will be issued in March 2012

PARENTAL SUPPORT

The importance of parental support, with a few examples, is mentioned on more than one occasion in this booklet. It may be useful to summarise the major ways, in our experience, in which parents seem best able to assist their children's progress:

1. First and foremost: taking a positive interest and encouraging. Looking at their work, asking one or two questions, praising what is good, making suggestions if you feel there are obvious weaknesses: all these we would greatly welcome.
2. Involving them in any discussions you may be having on topical issues in the media, and just chatting to them about their personal interests are equally helpful. In general the more that they are used to asking questions, listening to others, thinking for themselves and giving opinions, the more they will be developing their minds and gaining skills and knowledge which will help in their studies across the whole curriculum.
3. Helping them to organise themselves for each day, particularly to have the appropriate equipment, clothing, books and dinner money.
4. Helping with their work if they ask for assistance. A few hints or guidelines will be invaluable, but please do not do the work for them.
5. Providing the children with as much of their own basic equipment as possible. In school we have reserve supplies for class work, but when the students are working at home or in libraries they will need their own kit. The following are the major items:
 - a) Pens, pencils, ruler and eraser (no Tippex in School);
 - b) A pocket dictionary;
 - c) A scientific calculator;
 - d) A pair of compasses.
6. Asking weekly whether any correspondence has been sent from school (normally sent home on a Friday).
7. Checking and signing the Student Planner.
8. Making sure they have enough sleep.

Some specific examples of ways in which parents have given support to their children are by:

- Encouraging and enabling them to join and use public libraries
- Helping them with research projects and or questionnaires
- Finding magazines, books or other resources which are relevant to particular projects
- Helping them to practise a skill (like a speech or reading or drawing or using simple equipment)
- Helping them to learn facts or prepare for a test
- Helping them understand words, phrases or sentences they find difficult.

ART

Course Content

The Year 8 Art and Design course consolidates and develops basic drawing, painting skills and three-dimensional skills.

The theme for the year is “Medieval to Modern”. Students will explore a variety of projects, which include:

- 1. Gargoyles** Different techniques of papier-mache and chalk sketching will be used leading to a papier-mache gargoyle face.
- 2. Leonardo da Vinci** Research into the techniques of da Vinci inspiring medieval inventions.
- 3. The Watch Project** Experimentation in aspects of design leading to 6ft watch paintings.
- 4. Illuminated Letters** Bookmaking and use of pen and ink.
- 5. Cakes and Ellipses** Investigating observational drawing with cakes as a stimulus.
- 6. Observational Drawing** Still life tonal techniques.

Learning Activities and Teaching Approaches

Students will have the opportunity to:

- Work individually, in groups and as a class
- Record observations
- Express ideas and feelings
- Learn about Art from a range of periods and cultures
- Learn more subject-based vocabulary
- Learn how to use a range of media appropriately and safely
- Explore more abstract art forms
- Research and resource their ideas
- Modify and evaluate their work throughout the duration of a project

Citizenship

Through the chronological progression of projects in Year Eight students begin to cover further aspects of citizenship. Year Eight develops visual literacy skills, and allows students to articulate views about their world and environment. Art of different cultures also remains an aspect of the course, especially in the Illuminated Letter and Gargoyle projects where links are made to beliefs and rituals of various religions.

Extended Work

This will be 25 minutes, set fortnightly and will be based on the following activities:

- Observational work
- Research work - collecting pictures/making sketches/using the Learning Resources Centre to explore the work of artists related to class projects
- Further exploring and modifying ideas
- Evaluating both class and extended work

Assessment

- Students will be encouraged to engage in individual, small group and whole class discussions about the progress of their work
- Students will evaluate and self assess their classwork
- Staff will mark students' work and discuss their progress both individually and as a class

A student will be assessed on:

- Handling a range of media
- Their ability to observe and respond to varied stimuli
- Their research skills - gathering resources and materials
- Their ability to develop ideas
- Their understanding of set work as well as the work of artists, craftspersons and designers
- Their ability to modify ideas
- Their ability to discuss and evaluate both their own and others' work
- Their effort
- Their organisational skills
- Their ability to work both individually and with other students

Extra Curricular Activities

Students will have the opportunity to work on their artwork in the Department on Mondays, 3:00 – 3:40pm pm in Art Club.

ENGLISH

The English Course in Year 8 forms part of the National Curriculum Key Stage 3 and develops work begun in Year 7. The aims of the course divide broadly into four areas:

WRITING	To develop every student's ability to construct and convey meaning in written language, matching style to audience and purpose. To develop accurate use of punctuation, paragraphs and vocabulary and encourage use of a range of sentence structures.
READING	To develop the ability to read, understand and respond to different types of writing. To develop information-retrieval strategies for the purposes of study, including the use of the Learning Resources Centre and computers and other technological equipment.
SPEAKING AND LISTENING	To develop students' understanding of the spoken word and their capacity to express themselves effectively, matching style and response to audience and purpose.
DRAMA	To develop students' performance skills, as well as their understanding of character and plot. To develop skills, including role-play, mime and script writing through individual and group work.

Students also learn about the use of Standard English in these four areas and are taught to recognise and evaluate the use of special features in spoken and written language.

In order to satisfy the requirements of the National Curriculum's attainment targets for English, a course of seven units has been devised. They are:

- Unit 1** Tabloid - *Media*
- Unit 2** Knowledge about Language - *Non-fiction*
- Unit 3** 'Holes' – *Prose Fiction*
- Unit 4** Poetry
- Unit 5** 'Dracula' – *Pre 1914 Fiction and Drama*
- Unit 6** Shakespeare – *Pre 1914 Drama*
- Unit 7** Writers from Different Cultures

Each unit will take approximately 4 – 6 weeks to cover. The sequence of units will not necessarily be as set out above.

Learning Activities and Teaching Approaches

By the end of Year 8, all students will have been given a number of opportunities to practise the range of skills that are to be developed and assessed. Learning activities are carefully structured so as to maintain the balance of time spent on the teaching of the compulsory areas.

Drama

At Key Stage 3 Drama forms part of the English curriculum and, in addition to developing communications skills, aims to prepare students for continuing drama studies into Key Stage 4. Students study a play during Year 8 and will take part in drama activities as part of this and other units.

Citizenship

The course supports the school's commitment to citizenship: the units explore a wide range of social issues and human experiences such as prejudice, poverty and the powerful influences of the mass media on the individual.

Developing students' skills in taking part in discussion, justifying a point of view orally and in writing are key parts of this course.

Extended work

Extended work is set once a week and may involve a range of tasks relating to oral, reading or written assignments. The length of the extended work will vary according to whether it is research, first draft or final draft work but during a fortnight cycle, students would be expected to spend about 1½ hours on English extended work.

Assessment

All students will compile a coursework folder that will contain evidence of their best-written work on a variety of topics. Each unit of work has a Key Assessment that measures students' attainment in the unit. Evidence of their attainment is placed in the folder and a National Curriculum level is awarded. Targets are also set for each student.

During the year, students will take part in individual, pair and group oral exercises. Students will evaluate their competence and target areas for improvement.

GEOGRAPHY

'Geography is a living subject and has a direct/indirect influence on us all'.

The Year 8 course is part of a three-year programme that starts in Year 7 with local and British Isles themes, moving to looking at Britain as part of Europe in Year 8. We will then ultimately place Geography in a world context in Year 9.

Students will develop skills and themes introduced in Year 7, looking at the role of the EU and Italy as a comparative country. The course will also broaden their understanding of the physical aspects of the subject, as well as their practical skills.

Course Content

- Latitude, longitude and time (Global co-ordinates)
- European Union (development, basic concepts, individual country characteristics)
- Channel Tunnel
- A case study of a European country - Italy, including: physical and human features, north/south divide (regional contrasts), Rome/Naples settlement study, agriculture/industry and winter/summer tourism
- Migration - European examples
- Weather and climate - measurement of weather, instruments used, micro climates
- British Isles climate - data collection, simple synoptic charts
- Comparative studies - Mediterranean, desert, equatorial (climate/vegetation)
- Hydrological cycle, types of rainfall, our water supply
- Rivers and drainage basins - stages of a river and associated features
- Flooding - causes, effects and response
- Water pollution (river and sea) types of, causes and measurement of case study - North Sea Oil
- Skills - mapwork 1:25,000/1:50,000, cross sections, basic route planning, atlas orientation, IT (spreadsheets)

Learning Activities and Teaching Approaches

A full range of activities will be used by staff throughout the course including:

- Discussions, question/answer
- Written exercises/project studies
- Practical skill exercises
- Use of role play and group work
- Use of videos, IT and CD ROM

It is very important that students are fully involved in all activities, therefore teaching styles will vary, but at the same time ensuring that exercises are differentiated so that all students can be involved.

Citizenship

The Geography course supports the study of citizenship by enabling students to:

- Understand how decisions are made about places and environments (from global to local) and appreciate opportunities for their own involvement
- Reflect on, and discuss, topical social, environmental and political issues
- Understand the diversity of cultures and identities in the UK and the wider world
- Understand their rights and responsibilities to other people and the environment

Extended work

Students will be set 2 pieces of work, worth about 40 minutes, over the two-week timetable cycle. Extended work will vary according to the topics being covered, but will always be relevant.

Tasks will include:

- Written exercises (questions, paragraphs, short accounts)
- Project studies (usually over several weeks)
- Research exercises - newspapers/Learning Resources Centre
- Illustrations/charts
- Completion of classwork

Students are actively encouraged to use the Geography rooms and our stock of books and equipment at lunch times and after school.

Assessment

Continual monitoring of classwork and extended work will occur. In order to give attainment levels, a series of three assessments will be carried out.

Skills	Atlas work based on latitude/longitude
Italy Project	Research exercise: a north/south comparison
Climate/weather	Rainforests/deserts.

HISTORY

The Year 8 course forms the middle part of a three-year programme of study in Key Stage 3. Students are encouraged to develop a range of skills and apply these to a series of topics.

Students in Year 8 will explore the Early Modern and Industrial period through a number of themes including ordinary life, empire, conflict, movement and settlement, and power and democracy. They will investigate the answers to questions such as “Why were so many women killed in the 16th and 17th centuries?” and “What did the Industrial Revolution do for us?” The aim of the course is to engage students in the study of history, to take them on an exciting journey and, along the way, to develop their knowledge and understanding of this period and to continue the development of the important historical skills such as source analysis and interpretation.

Course Content

- Why were so many women killed in the 16th century?
- Doing History: The book with no name
- Why did all attempts to invade Britain fail?
- Which wars should we study – and why?
- When did life get better?
- What did the Industrial Revolution do for us?
- A better time for all? Ordinary life 1850–1900
- Why were the Europeans mad about Empires?
- Would you have signed Charles I's death warrant?
- Why do reputations change over time?
- How did ordinary people win the right to vote?

Learning Activities and Teaching Approaches

A variety of learning activities are employed which demand flexibility in terms of teaching approach. Teachers are especially sensitive to the variety of learning needs and structure their lessons accordingly. Teaching styles also reflect the content, concepts and nature of the learning activity.

Students are encouraged to participate in class discussion and group work as well as carry out individual research. The results of their efforts may be written up in exercise books or on a computer or presented to the rest of the class through presentations or wall displays. Other activities may include role-play, model-making, use of ICT and educational visits.

Extended work:

Extended work reinforces classroom-based learning activities and as such has great importance attached to it by the History Department. Extended work amounting to 40 minutes worth will be set over the two-week cycle. Examples of extended work activities are:

- Carrying out interviews
- Researching a topic
- Written responses to questions
- Illustrations and/or charts
- Recording information
- Completing classwork
- Reading
- Watching a documentary

Students are encouraged to visit the History rooms during the lunch period and after school for help and advice. They may also book out resources to help them with their extended work tasks.

Assessment

Assessing students work is part of the learning process. In line with school policy, students' effort is assessed by awarding letter grades Ex; G; J and N, whilst students' attainment is assessed by awarding number grades 1 - 5. Common assignments are used once a term to assess historical knowledge and conceptual development in line with the National Curriculum attainment levels.

Citizenship

The study of history makes a huge contribution to the development of students' awareness of their world and of their rights and their responsibilities. By exploring what it was like to live in the past, students develop a better appreciation of the relative social comforts we enjoy today. By exploring how people fought for their political rights, students come to understand the importance of political participation. And by developing the historical skills of reading sources critically and recognising both sides of an argument, students become better prepared to operate and survive in an increasingly information-rich world.

LEARNING TO LEARN

The Learn to Learn course follows on from the Y7 Curriculum - in that it provides students with an extended range of learning strategies to support the work that do in other subjects. They will learn a number of new Thinking Maps and develop their use of existing ones.

Projects

Students carry out 3 main tasks that support the ICT curriculum through the development of further ICT skills.

Over the year pupils will be involved in various projects. Each project will have its own theme, IT focus and pupil grouping.

Each learning tasks will include some or all of the following aspects:

- Research
- Investigation of existing resources
- Analysis of client need
- Creating a plan
- Advertising
- Designing
- Presentation of final idea
- Creation of an E-Portfolio
- Continued use of the MLE for the handing in of extended work and sources of information.

Learning Activities and Teaching Approaches

A full range of activities will be used by staff throughout the course to develop students' knowledge, understanding and application. This will include:

- Thinking tasks
 - Discussion tasks
 - Planning and design tasks
 - Practical skill exercises
 - Self reflection and group reflection tasks
 - Evaluation and assessment tasks
 - Use of MLE
-
- Assessment for Learning
 - Regular use of 'The Effective Learning Cycle' – 'Do, Review, Learn, Apply'
 - Promotion of self-directed learning
 - Group work
 - Pair work
 - Independent work
 - Teacher as facilitator
 - Teacher as expert/consultant
 - Peer mentoring

Citizenship

The Year 8 ICT course develops students' citizenship skills as it supports their ability to be critical thinkers, for example, in their use of the internet. Their ability to consider views and communicate them to a wide audience is enhanced in their use of presentation software.

Extended work

About 40 minutes worth of extended work will be set once over the two-week timetable cycle to support the work carried out. It will often be of a research nature in preparation for the next lesson. There will be some research that will be required to be done to ensure that students fully understand a number of ICT specific terms.

Assessment

Assessment is on going and students will be assessed at the end of each project.

MATHEMATICS

Course Content

Year 8 classes follow the National Curriculum at the appropriate level. Topics are summarised below:

Numbers and the Number System	Work with number including fractions, decimals and percentages as well as positive and negative whole numbers; number patterns; primes; ratio and proportion.
Calculating	Calculating includes methods of addition, subtraction, multiplication and division of all forms of number; rounding; solving problems involving percentage changes
Algebra	Algebra includes generalisations; formulae and equations; sequences; graphs
Shape, Space and Measures	Polygons; imperial and metric measurements; angles; volume; surface area; translations (including column vectors); plane shapes and properties; bearings; scale drawing and perspectives; co-ordinates and shapes.
Handling Data	Collection representation and analysis of statistical data; probability - theoretical and experimental.
Using and applying Maths	This is both important preparation for GCSE as well as being required by the National Curriculum. The idea of using and applying Mathematics is present whenever possible throughout the course - but in particular students are asked to solve three problems during the year. These are then assessed using the National Curriculum criteria. Problems set are: <ul style="list-style-type: none">• Shapes and diagonals: number patterns and generalisations.• Maximum area: deciding the best solutions - and explaining reasons• Table investigation: patterns and relationships including predictions and explanations

Students are also encouraged to calculate mentally and are frequently asked aural questions to develop these skills. They are encouraged to use a calculator sensibly and to develop efficient strategies to check the appropriateness of any answer.

Computers are used to cover National Curriculum requirements and also to teach and support general mathematical concepts.

Excel (spreadsheet)	Formulae and number patterns including the ability to solve mathematical problems; statistical analysis and display of information using the graphical facilities.
Autograph	Produces graphs from formulae and equations, allowing deeper investigation of the effects of changes.
Geometer's Sketchpad	Co-ordinates, reflections and rotations

Learning Activities and Teaching Approaches

Year 8 is set by ability. The same general topics are followed by all students, with overlap of work between adjacent ability groups. The course recognises that students vary in understanding considerably. Extra support is available for some classes in terms of class sizes and materials. Other classes are expected to understand a topic to a much greater depth, with challenging material or activities for individual students being available. Learning takes place through teacher exposition, group discussion and individual work. "Maths Frameworking" textbooks are used, although other resources are used to supplement this and varied activities are used to further students' understanding.

Computing takes place in a Mathematics room equipped with 32 new machines.

Citizenship

Through an enhanced emphasis on statistics, the Maths Department ensures that students are well equipped to interpret the increasing amount of data generated in the real world, and therefore can fully play a part as informed citizens.

Extended work

About 90 minutes extended work is set during the two-week cycle. The depth and level is appropriate for the set. Extensive use is made of the set textbook, as well as worksheets and a variety of other types of task such as drawing, writing, making, research, data collection, learning or revising.

Assessment

Extended work & Classwork	cyclic effort mark Ex – N.
Using and applying Maths	attainment using the National Curriculum levels 3 – 7.
Tests	Roughly every half term, with a National Curriculum level given. A SATs style test is also given at the end of the year.

Attitude, effort and organisational skills are generally assessed informally by the teacher; these are part of the picture that the class teacher builds up of an individual. These areas are recorded formally through progress reports and profiles as part of the reporting process. More formal recording of these skills can take place for individuals or the class through departmental monitoring procedures.

Extra-curricular

Targeted students are invited to attend a catch-up course after school once a week. There is also an after school programme to extend the most able mathematicians. A maths club is open to all years.

MODERN FOREIGN LANGUAGES

Course Content

All Students in Year 8 continue to study the foreign language begun in Year 7, be it French, Spanish or German. The topics covered allow students to develop linguistically in all four attainment targets outlined by the National Curriculum in Modern Languages - Listening, Speaking, Reading and Writing. In Year 8 the greater emphasis is placed on developing knowledge of the structure of the language. This is done within the context of the topics being taught.

The following areas of language are introduced in Year 8:

- House and home and Around the town
- Daily routines
- Food and eating out
- Holidays
- Feeling ill

Learning Activities and Teaching Approaches

The aim of Modern Language lessons is to enable students to communicate in the foreign language and as such great emphasis is placed upon developing, listening and speaking skills, and building up the students' sense of achievement, confidence and enjoyment of the language.

Students are given every opportunity to practise skills in a variety of situations and contexts. These include:

- Pairwork
- Groupwork
- Surveys
- Songs
- Games
- Gap filling
- Comprehension activities
- Using video
- Reading for pleasure
- Gist understanding
- Recognition of cognates
- True/False activities
- Word processing
- Text ordering
- Carousel activities
- Drama and mime etc
- Extended work

Citizenship

The Modern Foreign Languages Department seeks to make a distinctive contribution to the provision of citizenship by:

- Encouraging positive attitudes towards speakers of other languages;
- Developing students' knowledge, understanding and appreciation of different countries, cultures, people and communities
- Promoting the concept of global citizenship.

Extended work

Two pieces of extended work, of about 45 minutes in total, which are considered to be integral to lessons and the course in general, are set each cycle. These involve students in a variety of tasks and are used as a means to develop student competency further in the four skill areas of Listening, Speaking, Reading and Writing. They may include any/all of the following:

- Learning of new vocabulary
- Reading tasks - comprehension activities; true/false; gap filling; reading for pleasure
- Writing tasks - responding to a stimulus; letter writing, gap filling etc
- Preparing for a spoken task - recording a spoken task
- Research into an issue/theme related to the course
- There is constant revision and practice of language learnt in previous years.

Assessment

The progress of students is constantly monitored and, in line with the National Curriculum for Modern Languages, assessment is an integral part of the course. At the end of each module, students complete an end of module assessment and students are encouraged to comment on their understanding and competency in the language. As well as the formal recording of these assessments, teachers also assess student attainment on the outcomes of classwork and extended work.

Extra Curricular Activities

The MFL Department organises a variety of cultural visits to France, Spain and Germany.

MUSIC

Course Content

The music course involves performance, composition, listening and appraising. The units of work covered are:

- Harmony
- Blues
- Steel Pans and Calypso
- Music and Advertising
- African
- Song-writing and The Beatles

Learning Activities and Teaching Approaches

Students will have the opportunity to:

- Learn about harmony using pitched percussion and/or acoustic guitars
- Practise imitation and recall by ear
- Present unprepared performances to each other
- Rehearse and direct, sometimes independently
- Prepare a polished performance of whole class pieces using voices and instruments to a considerate audience
- Compose their own pieces in small groups
- Listen to each other perform and discuss the skills used, the impressions created and the feelings expressed
- Listen to commercial recordings from a technical and emotional viewpoint
- Write accounts of what they have studied
- Provide constructive criticism and praise (appraise)
- Give marks to each other's work

Some of the work will be recorded on CD and some noted into books.

Citizenship

Music contributes to citizenship education by:

- Providing opportunities for engagement with, and appreciation and understanding of, music from different times and places
- Helping students take responsibility for their own decisions and valuing their own work
- Recognising the need for different roles within a group performance
- Increasing motivation through achieving success in a non-verbal medium
- Understanding the role that music has in other cultures and how this has affected our own culture

Extended work

About 25 minutes will be set once a fortnight for a specific date or may require research that entails a negotiable conclusion.

- Preparing for the next lesson by finding recorded music
- Finding information on a topic
- Learning for tests
- Preparing words for songs
- Written work; accounts of what we have learnt in class
- Writing as required in the world of CD boxes and programme notes
- Practising a piece of music for those who can do so
- Watching television or listening to radio
- Revising specific musical vocabulary

Assessment

This may take place during the lesson as part of the learning process or may be at the conclusion of a piece of work or may be a formal test. A student will be assessed in:

- The care with which they play instruments
- Being imaginative in putting together ideas to make a composition
- Their ability to listen with concentration
- Their answers showing what technical elements of music they can hear
- Their willingness to answer questions in class
- Their respectful attitude when discussing music from different cultures
- Their understanding of the importance of music in other times and places
- Their use of musical vocabulary
- Their extended work and preparation for classes and being organised in class
- Being able to maintain the motivation to complete tasks
- Being able to co-operate with others

Extra Curricular Activities

The Music Department provides opportunities for those who wish to be involved at lunchtimes and after school. Students should check the music notice board or ask teachers within the department for further details.

All students are eligible for instrumental lessons and continue to derive great benefit from our scheme. Many of our students play regularly with the London Borough of Sutton bands and orchestras.

PERSONAL, SOCIAL & HEALTH EDUCATION

The course is delivered as part of the tutorial programme and it is structured in a way that ensures delivery of cross-curricular dimensions and themes. The course is organised so that it provides a framework for delivering the skills, topics and themes outlined below.

Course Content

- 1) **Induction:** using the student planner, extended work, and study skills.
- 2) **Relationships:** family and friends, parents, breaking up, being alone.
- 3) **Lawlessness:** petty crime, vandalism, rights and laws.
- 4) **Self-assessment:** character analysis, good things, bad things, choices, and behaviour.
- 5) **Bullying:** what is a bully? Who does it, types of bullying and dealing with bullies.
- 6) **Health:** eating and drinking, anorexia and bulimia, smoking, alcohol and fitness.
- 7) **Careers Education:** Issues relating to the changing world of work, income and budgeting and leisure time. Community awareness and independence are taught through The Real Game, where all students are given jobs and work in community groups on a range of tasks and activities.

Learning Activities and Teaching Approaches

The programme is led by the form tutor and is composed of a range of topics which will seek to encourage personal development, a healthy lifestyle, an understanding of the society in which we live and an awareness of what constitutes good citizenship.

The activities are structured so that individual, pair and group work can lead to, or be developed out of, whole class discussion. A variety of resources and materials are used in helping to deliver topics and the course is supported by a range of visiting speakers from outside agencies.

The course concentrates on developing students' knowledge of themselves, their health, how to manage their feelings and to handle relationships. It seeks to develop their ability to understand situations and to raise the awareness of students to the attitudes and behaviour patterns that exist in our society.

Citizenship

Citizenship is an integral part of this course. The PSHE programme allows students to reflect on their experiences and consider how well they are doing. It also ensures that students develop the personal and social knowledge, skills and understanding that underpin learning in citizenship.

Extended work

Extended work is not set on a regular basis, but students will be given a number of tasks to complete which will need to be finished in their own time. They will also be asked to volunteer for tasks that involve giving up additional time in helping with the community projects the tutor group and/or the school undertake.

Assessment

The course is not formally assessed. Students are encouraged to consider their views and discuss them with others. Students compile a folder of pieces that illustrate their present thinking on the topics covered.

PHYSICAL EDUCATION

Course Content

Students revisit a number of activities and areas introduced during Year 7. In Year 8 students take part in a wide variety of activities including football, handball, netball, basketball, cricket, badminton and rugby. However, the department places equal status and importance on the other areas of activity. As a result students receive a broad and balanced programme of team games as well as gymnastics, dance and athletic activities.

Learning Activities and Teaching Approaches

Students are given the opportunity to work individually, with partners and in small/large groups. Students are encouraged to lead groups in warm ups and gain a basic knowledge and understanding of how the body works and other effects exercise has on the body. Students follow a course in health related exercise although principles of exercise and health are taught in all activities. Students are encouraged to observe and help classmates as well as improve on their own practical performance. We encourage students to develop their skills through discovery but practical demonstrations by teachers, sports leaders and students are often used. Throughout the year students extend the skills and principles learned earlier. Techniques are developed and students are introduced to a range of rules and regulations.

Citizenship

The PE department contribute to citizenship by:

- Encouraging students to increase their self-reliance, self-discipline and social responsibility
- Ensuring students understand about responsible and sporting behaviour and that they can distinguish between that which is good, bad and anti-social
- Asking students to apply knowledge in solving practical and real life problems
- Practising the skills of reflection and evaluation, enabling students to improve their own performance

Extended work

Although PE does not appear on the extended work schedule, students are sometimes asked to prepare and plan their work. Students could be asked to prepare a 5 - 10 minutes warm up activity for a specific sport or they may be asked to prepare a gymnastic sequence or choreograph a dance motif.

Assessment

The nature of the subject means that a large emphasis is placed on a practical performance. However, the department follows a process model of assessment that looks at six specific areas:

- Effort
- Co-operation
- Performance Levels
- Development of Roles associated with PE
- Fitness Levels

Students are continually assessed throughout the year in all of the above areas. Opportunities are provided in the activities covered to develop individual skills. Students' effort, attainment and progress are assessed each term and recorded on their individual PE record card.

Extra Curricular Activities

Opportunity is offered to all to attend clubs and practices. Emphasis is placed on participation by all abilities. Inter-house and Inter-school fixtures in a wide range of sporting activities indicates the importance attached to competitive sport.

RELIGIOUS STUDIES

Course Content

In Year 8 students study the development and influence of the three largest Eastern religious tradition in the UK: Hinduism, Buddhism and Sikhism. Having a sound understanding of the beliefs of each religion, students examine the impact and evolution of the different faiths. They also have the opportunity to investigate ideas about karma, reincarnation and environmentalism in these faiths.

They then return to the Christian tradition to examine the most influential faith group in our society.

HINDUISM: Students examine the Hindu concept of God: how this is developed in the variety of worship, and how it affects human behaviour and morality. They then examine how this relates to the key concepts of non-violence and respect for life. Students then learn about the great Hindu reformer of the twentieth century, Gandhi. Students consider how he put his beliefs into action and changed the modern world.

BUDDHISM: Students begin to explore the birth of Buddhism and the journey to enlightenment made by the Buddha. They examine how Buddhists believe behaviour can transform the mind and the world around you and the guidelines followed.

SIKHISM: Students are introduced to Guru Nanak, the founder of Sikhism. They explore the Mool Mantra, which expresses Sikh beliefs about God. They learn about what is unique in Sikh worship and practice, by studying the Gurdwara and the 5 Ks. This enables them to consider the concept of equality within Sikhism and their own lives. They examine Sikh attitudes to other faiths, and to gender equality.

CHRISTIANITY: Students examine in detail the life of the Jesus, focusing on historical evidence, the miracles and resurrection and their importance to Christians today. Students consider why Jesus became the most influential figure in human history, and whether Jesus was the Messiah.

Citizenship

- Students learn about the development of diversity in different religions and cultural traditions.
- Students study the influence of different religions and cultural traditions throughout the globe.
- Students reflect upon the qualities and responsibilities of leadership.
- Students consider the implications of living in a multi-cultural and multi-faith community.
- Students learn how an individual's religious beliefs may influence his or her political and social attitudes.

Learning Activities and Teaching Approaches

A variety of teaching and learning styles are used to help students learn about and learn from religions. Students investigate religious beliefs through different forms of literature, art and film. Most lessons involve discussion to encourage students to reflect upon and respond to the issues raised. Students are encouraged to work independently and collaboratively in small groups, according to the task set. The department is well resourced with a variety of up-to-date materials.

Extended work

About 25 minutes of extended work is set once a fortnight. In order to develop student skills as independent learners; a number of larger projects are set for individual units of work.

Assessment

To assess each unit, students are given a key question, in response to which they can demonstrate their learning and also their own views on the topics studied. The assessment tasks are varied to reflect the different skills acquired in Religious Studies. Some of the extended work projects form the assessment task for a particular unit whilst other assessments are conducted in test conditions in class. Each student has an assessment folder to track his or her progress throughout Key Stage 3, and enable them to set their own targets.

SCIENCE

The Science Course in Year 8 forms part of the National Curriculum Key Stage 3 and develops key ideas and concepts undertaken in Year 7.

Pupils have 6 one-hour lessons in the two-week cycle. Over the year they will complete six science modules. The delivery of the KS3 course is now focussed on How Science Works and that is the processes and concepts behind the scientific process. It includes the traditional skill of using models to explain phenomena and how to carry out scientific investigations but also covers using evidence, science in society, the communication of science and cultural, ethical and moral issues surrounding science and the applications of science.

Course Content

Term 1

- Harry Potter's Chemical Lab
- Homes of the Future

Term 2

- Thorpe Park
- Designing the school production

Term 3

- In the garden
- Extended project

Learning Activities and Teaching Approaches

Students will build on their scientific knowledge and understanding from Year 7 and make connections between different areas of science. They will use scientific ideas and models to explain phenomena and events, and understand a range of familiar applications of science.

Students will think about the advantages and drawbacks of scientific and technological developments for the environment and in other contexts, considering the reasons for different opinions. They will carry out investigations of different types, on their own and in groups, making use of reference sources and evaluating their work. They will communicate what they did and its significance and learn how scientists work and the importance of experimental evidence in supporting scientific ideas.

Citizenship

Students within Science are expected to respect their own learning and the learning of others. Students should be able to work both collaboratively and independently to achieve success within and outside of lessons. The learning environment is respected and kept tidy.

During practical lessons, students are expected to adhere to the safety regulations of the lesson (such as wearing safety goggles), behave sensibly and respect the safety of others around them

Assessment

As in year 7, the new method of assessing pupils which focuses on the areas of How Science works is called APP (assessing pupil's progress). Most lessons in the new KS3 SOW have a focus on APP and can be used as an ongoing part of teacher assessment. At the end of a topic the pupils will have an assessed task to determine a KS3 level over the two years of KS3.

Additionally, at the end of each term there will be a theory assessment based on National Curriculum Statements of Attainment. This will enable student progress, through the National Curriculum in Science, to be monitored.

Extended work

Two extended work pieces, about 90 minutes in total, will be set each cycle to reinforce and extend the classroom-based learning. These will be appropriate to the ability of the set. These may take the form of experimental reports, worksheets, questions, leaflet and poster designing, reading and/or research.

TECHNOLOGY

Course Content

The aim of the Technology Department is to teach students to design and make good quality products. To this end, the Year 8 Technology course aims to extend students' awareness and appreciation of design and technology and to develop their capability in this National Curriculum subject.

Students will spend 4 hours per fortnight following a programme devised to develop skills in each of the technology areas - Food, Graphic Products, Resistant Materials and Textiles - where they will be using specialist equipment and working with a variety of materials.

Learning Activities and Teaching Approaches

In each technology area, students will work on a number of "Design and Make" topics, using different materials, processes and skills. They will be required to research, design, justify, make, test and evaluate products.

Students will experience theoretical and practical activities including demonstrations, practical investigations and activities, work from textbooks and video programmes and use computers.

Projects covered include:

Resistant Materials	Mechanical Toy Project Stationery Holder Project
Graphic Products	Pop-up Card Project Packaging Project
Food Technology	Staple Foods Project – including work on bread, rice, potatoes and pasta Bread project
Textiles	Urban Camouflage project

Citizenship

The Technology Department develops students' citizenship skills by:

- enabling students to resolve demands during their 'design and make' assignments
- enabling students to take into account how products will be used and who will use them.

Extended work

Extended work will be set on a weekly basis, totalling approximately 45 minutes per fortnightly cycle. Different extended work activities will include research, written and design work in student booklets, preparation for practical lessons, learning and revision.

Assessment

Assessment in Design and Technology follows the attainment target areas specified in the National Curriculum. Each "Design and Make" project will be assessed according to the school marking scheme, 1 – 5 for attainment.

In addition, an effort grade will be awarded for each topic of work. These grades indicate the attitude and effort demonstrated in both classwork and extended work tasks.

LEARNING SUPPORT

At Greenshaw we seek to organise and deliver our teaching on the principle of equal opportunity for all students. All students are therefore entitled to a broad and balanced curriculum (including The National Curriculum) that is relevant to their individual needs.

Our aim is to identify children with special educational needs, assess those needs in consultation with the parents/carers and the children themselves and plan an appropriate response.

We will seek to meet children's needs in stages, matching the level of help to the needs of the child. Progress will be reviewed regularly and parents/carers will be consulted and kept informed.

For some children, the school will want to seek advice from agencies outside the school; for example we might ask for an assessment by an educational psychologist. This advice would always be sought after consultation with the parents/carers.

Finally, the best progress for all children is made when a partnership exists between home and school. This is particularly true for children with special educational needs. The school may ask parents/carers to work with their children and to help them at home. Parental support and encouragement are vital.

Parents/carers are welcome to contact the school in order to discuss their children's needs. There are regular parents' evenings throughout the year but parents/carers can make an appointment to discuss their child's progress with Heads of House and the Director of Inclusion at any time during the year.

LEARNING RESOURCES CENTRE

The Learning Resources Centre continues to develop. We continue to update the stock of books.

The Learning Resources Centre includes books, newspapers, magazines and multi-media computers with a selection of CD-ROMs. Students are able to access the internet and print information from the computers as well as word-processing their own work. This provision has been expanded as it is very popular.

The Learning Resources Centre staff maintains this area so that it is relevant to the school's needs and instructs, guides and encourages students and staff in its use.

The Learning Resources Centre is open throughout the school day for students' use. During lesson time, the LRC is used extensively for private study, but subject teachers may allow individuals or small groups to use the resources for research purposes. The Learning Resources Centre staff are always in attendance during morning break and lunchtime. During these times students do extended work, follow up their own interests and read. The Learning Resources Centre is open after school for support with extended work every day except Friday.

THE MANAGED LEARNING ENVIRONMENT (MLE)

The MLE is a valuable tool for students to access resources to support their studies. Teachers will ask students to refer to the MLE from time to time in order to complete tasks. There will be a room assigned to the subject in order to support study.

Rooms in the MLE contain valuable information. There will be resources to support units of work and often opportunities to hand work in electronically. The MLE is continually being updated and added to so some areas will be more developed than others.

To access the MLE, students will need to navigate to the Greenshaw website (www.greenshaw.co.uk) and enter their e-mail log in followed by .319 and their password. Students have access to the internet at school in the LRC if necessary to support studies.

EXTENDED WORK

It is school policy to set students extended work. We do this for several reasons:

- To support their coursework
- To increase their overall understanding
- To give us further evidence of their progress
- To help them develop necessary skills in independent study and personal organisation
- Sometimes to undertake tasks which cannot be done in school.

The support of parents in encouraging students to do extended work carefully and thoroughly is of paramount importance: it is our experience that the students who achieve the most during their career at school are usually those whose parents have taken an active interest in their progress.

Extended work Schedule

Students are given a extended work schedule at the start of each school year. This shows the approximate length of time they are expected to spend each cycle on extended work in each subject. The precise length of time actually spent will depend upon the student, the subject in question and the type of assignment that has been set. We would usually expect Year 8 students to spend 5-6 hours per week.

Year 8 work allocation:

- Art – 25 minutes
- English – 90 minutes
- Geography – 40 minutes
- L2L – 40 minutes
- Music – 25 minutes
- Science – 90 minutes
- Tech – 45 minutes
- MFL – 45 minutes
- History – 40 minutes
- Maths – 90 minutes
- RS – 25 minutes

Extended work/Student Planner

At the start of each school year, all students are given a Student Planner in which they must record all the extended work they are set and the date by which it is to be completed. Parents are asked to sign the diary once a week. If the planner is lost, it must be replaced promptly and the students will be charged the price of the replacement (available from the Head of House).

Parents can help their son's/daughter's progress by asking to see the planner and by regularly looking at the extended work he/she has done. This encourages students to take their work seriously and to organise their time so that they avoid extended work piling up. It is the teacher's responsibility to set and assess extended work, but we hope parents will feel it is part of their responsibility to ensure that their child does the extended work set. Sometimes students claim to have finished their extended work at school or that they were set only a little: this may, however, mean they have not put enough effort into their work. Parents, please beware!

Students need a quiet room with a desk or table, so that they can concentrate. If it is difficult to provide extended work space at home, please remember that students can arrange to spend an hour (sometimes longer) in the Learning Resources Centre after school. Subject teachers may also allow students to work in the classrooms during lunchtimes or at the end of the day - indeed, there may be a need to do so occasionally so that reference books can be consulted or equipment used. Any difficulties in finding a quiet space for extended work should be discussed with the tutor.

Types of Tasks : Not all extended work assignments will be written ones. There are many kinds of task which may be set, for example:

- Drawing
- Making something
- Planning or preparing a task
- Reading (books, magazines or newspapers)
- Learning
- Personal research (perhaps by using published material or by 'interviewing' people)
- Revision for examinations
- Watching a particular television programme
- Listening to a particular radio programme
- Practising a skill

It is important that students understand that all types of extended work in all subjects have equal importance.

WRITTEN WORK

Exercise books are regularly collected in and marked by subject teachers. An excellent indicator of students' progress is the condition and tidiness of their exercise books together with the marks and comments the teachers have written in them.

ORGANISING TIME

One of the reasons why we regulate the amount of extended work set is that we encourage the students to involve themselves in other out of school activities (sport, music, scouts, guides, etc). These provide interest and relaxation and we want students to have time to enjoy them. At the same time, we insist that all students fulfil their extended work commitments and discipline those who do not.

If parents are concerned about their children's extended work, they should contact the tutor who will bring the matter to the attention of the Head of Department or Head of House as appropriate.

MARKING

The marking of work serves three main purposes:

- i. To inform the student about how well s/he has done
- ii. To provide guidance on how the work might be improved
- iii. To enable the school to monitor students' attainment and progress.

The way in which work is marked will depend upon the task set, the needs of the individual student and the form of the assessment being undertaken. It will involve a combination of the following strategies:

- Discussion with the student
- A written comment
- An attainment grade or score (see below)
- A mark indicating the effort made to achieve (see below)
- Corrections of errors
- A tick to acknowledge that the work has been completed appropriately.

One of the most important ways in which teachers help students to progress is by discussing their work with them. Time spent in this way may mean that only a score, tick or brief comment would be written in the student's exercise book. Students also benefit where parents take an active interest in, and find time to discuss, the work being undertaken for school by their children.

Marking will be carried out soon after the work has been completed. However, where the assignment is part of a larger task, formal marking may be left until the project as a whole is finished.

There are many occasions when students are asked to make an assessment of their own performance. Assessment for learning, together with the setting of personal targets for improvement, are extremely effective ways of helping students to make progress.

Attainment is scored in one of three ways:

- i. Using a score out of 10, 20 etc
- ii. By National Curriculum level
- iii. By a score 1 – 5, using the following criteria:
 - 1 excellent understanding/performance shown
 - 2 good understanding/performance shown
 - 3 satisfactory understanding/performance shown
 - 4 lack of understanding shown (work may be partially incomplete)
 - 5 poor quality of understanding shown (work may be largely incomplete or missing appropriate content)

Effort to achieve is graded as follows:

- | | |
|-----------|---|
| Ex | This work shows that you have made an ex ceptional effort to achieve |
| G | This work shows a g ood, or increased, effort to achieve and make progress |
| J | This work shows you have made j ust enough effort to complete the task. We expect you to show a greater commitment to your own progress. |
| N | This work shows you have n ot made enough effort to achieve. It is likely that you will be asked to repeat some, or all, of the task. |