CURRICULUM GUIDE

YEAR 8

2019-2020
Introduction

Welcome to the Year 8 Curriculum Guide, which has been revised and updated to take into account changes which have occurred over the last year.

It is our intention that this Guide should serve as a handy reference for parents and carers who have queries about their daughter’s learning. This Guide includes all the subjects your daughter will be studying and we have divided the information into two sections: General Information and Curriculum.

Our aim is for each student to develop her learning skills as well as her knowledge and understanding through a rigorous and challenging programme. Beyond the curriculum, there are many opportunities for your daughter to participate in enrichment activities, from sports to music, from drama to public speaking events.

Your daughter will be taught all the National Curriculum subjects and in addition she will also learn to develop essential qualities and skills through our Curriculum. All classrooms are equipped with interactive whiteboards and teachers make full use of this equipment to enhance participation and engagement in lessons. Laptops and iPads are used as learning aids, for example by allowing visually impaired students to enlarge diagrams or text. Mulberry will be developing its Virtual Learning Environment (VLE) this year and this should provide further exciting opportunities to use technology to enhance the student learning experience.

Please do not hesitate to contact the school if you have any queries.

We wish your daughter a successful and enjoyable year.

Mr D. Bailey and Ms H. Pallet

Assistant Headteachers
Section 1:
General Information
Aims and Mission Statement

Our Philosophy

We believe that students can flourish at Mulberry. Each learner is valued and respected equally, enjoying the highest possible standard of education and the chance to participate in everything that we do. We aim to enable our pupils to become confident, creative and questioning young women who are able to lead and excel in what they do. They demonstrate this in a number of ways, including making their contribution to the way that Mulberry is run, understanding the learning process and accepting the responsibility for taking their learning forward. We encourage and support them to make a positive contribution to our community and British society, now and in their future lives.

1. Provide a stimulating learning and teaching environment in which every pupil enjoys her education, feels safe and secure and is able to fulfil her full potential

2. Promote high standards of achievement and academic attainment for all, enabling every pupil to leave Mulberry School academically-well qualified, with a breadth of experience that has allowed her to develop and enrich all her talents and aptitudes

3. Create a learning environment which meets the educational and social needs of every pupil equally, regardless of ability, aptitude, ethnic background or disability, and which positively provides for their physical and emotional requirements

4. Provide a challenging, broad and a balanced curriculum from Years 7-13 with an extensive range of academic and career-related pathways as well as a wide programme of extracurricular learning experiences, including arts and international school activities

5. Assist pupils to become confident, creative and questioning young women with the ability to lead in and contribute to a diverse range of fields including work, political and social citizenship, the community and family life

6. Support pupils to become independent, life-long learners who can meet, with confidence, the challenges of a diverse, rapidly changing global society and the world of work

7. Develop positive links with parents/carers and our wider community through partnerships and by making available the schools facilities and resources for family learning throughout the year

8. Invest in the professional development of our staff, enabling them to enjoy being part of the school community and to fulfil their roles effectively, building a learning community for all

In essence Mulberry School for Girls seeks to provide an educational experience which promotes confidence, creativity, leadership and learning for all young women. It also seeks to contribute to its wider community.
**Model of School Day**

**Monday, Tuesday, Thursday and Friday**

<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
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<tbody>
<tr>
<td>8.40am</td>
<td>Registration/Assembly</td>
</tr>
<tr>
<td>9.00am</td>
<td>Period 1</td>
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<tr>
<td>9.50am</td>
<td>Period 2</td>
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<tr>
<td>10.40am</td>
<td>Break</td>
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<tr>
<td>11.00am</td>
<td>Period 3</td>
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<tr>
<td>11.50am</td>
<td>Period 4</td>
</tr>
<tr>
<td>12.40pm</td>
<td>Lunch/Enrichment Clubs</td>
</tr>
<tr>
<td>1.50pm</td>
<td>Period 5</td>
</tr>
<tr>
<td>2.40pm</td>
<td>Period 6</td>
</tr>
<tr>
<td>3.30pm</td>
<td>End of School Day/Enrichment Clubs</td>
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</tbody>
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**Wednesday**

This year the school day is different on every Wednesday. There are still 6 periods in the day but they are slightly shorter in duration. This change together with removing registration periods has allowed time in the afternoon for enrichment of the curriculum. We will run a wide range of study options from 1.30pm. These options will enhance our curriculum and aim to develop the independence and confidence that pupils will need to access the more challenging assessments that pupils will face in public examinations.

<table>
<thead>
<tr>
<th>Time</th>
<th>Period</th>
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<tbody>
<tr>
<td>8.45am</td>
<td>Period 1</td>
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<tr>
<td>9.25am</td>
<td>Period 2</td>
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<tr>
<td>10.05am</td>
<td>Period 3</td>
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<tr>
<td>10.45am</td>
<td>Break</td>
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<td>11.05am</td>
<td>Period 4</td>
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<td>11.45pm</td>
<td>Period 5</td>
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<td>12.25pm</td>
<td>Period 6</td>
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<tr>
<td>1.05pm</td>
<td>Lunch</td>
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<tr>
<td>1.30pm</td>
<td>Study Options or Home Study</td>
</tr>
<tr>
<td>3.30pm</td>
<td>End of School Day/Enrichment Clubs</td>
</tr>
</tbody>
</table>

**Year 8 Assembly takes place on a Monday**

For the Enrichment Club timetable, please check the school website or check your daughter’s planner. Wednesday study options are on the school’s digital platform, Mulberry Learn.
Year 8 Tutor Team

I would like to take this opportunity to introduce to you the team that will be responsible for your daughter’s academic and pastoral development during this very important year in her school career. I list below the Year 8 tutor team.

Head of Year: Ms. D. Reid
Attached SLT: Ms. R. Higgs

<table>
<thead>
<tr>
<th>Form</th>
<th>Form Tutor</th>
<th>Co-Tutors</th>
</tr>
</thead>
<tbody>
<tr>
<td>8M</td>
<td>Ms L. James</td>
<td>Ms. M. Villar</td>
</tr>
<tr>
<td>8U</td>
<td>Mr. G. Waller (0.6)</td>
<td>Mr A. Vu (0.6)</td>
</tr>
<tr>
<td>8L</td>
<td>Mr. S. Choudhury</td>
<td></td>
</tr>
<tr>
<td>8B</td>
<td>Ms A. Hargreaves</td>
<td>Mr. A. Vu (0.6)</td>
</tr>
<tr>
<td>8E</td>
<td>Ms T. Doyle</td>
<td></td>
</tr>
<tr>
<td>8R</td>
<td>Ms S. Miah</td>
<td></td>
</tr>
<tr>
<td>8RA</td>
<td>Mr. K. O’Neill</td>
<td></td>
</tr>
<tr>
<td>8Y</td>
<td>Mr. A. Theodoridis</td>
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Year 8 Learning Mentor: Ms N. Bellinger

School Policies

Home School Agreement

The school aims to ensure that all pupils are given equal opportunity to fulfil their potential. This agreement recognises the important partnership between parents/carers, pupils, governors and staff.

1. CURRICULUM

School

Mulberry School has a broad based curriculum, which satisfies National Curriculum requirements in which all pupils shall participate. Teaching staff for all subjects will be from both genders. Mulberry School is an Arts Specialist School.

Where there is a choice of subject, for example between History and Geography for Year 8 or for Options at Key Stages 4 & 5, pupils will be enabled to make a guided and informed choice. In making decisions about GCSE options in year 9, all pupils have a meeting to discuss their option choices. Some subjects will include fieldwork and other off-site activities which will take place in lesson time and be supervised by staff. This includes...
theatre trips, enterprise education, work experience and other National Curriculum work such as careers events.

**Parents/Pupils**
Pupils will participate fully in all aspects of the curriculum. All pupils are expected to participate regularly in dance at Key Stage 3, Study Support, National Curriculum trips and visits and extra-curricular activities.

2. **HOMEWORK**

**School**
Homework will be set each day in accordance with a planned timetable in order to support the progress and attainment of each pupil. Every pupil will be given a planner to record all homework given and assist organisation. Sometimes, pupils may be required to undertake Prep, supervised after school by qualified staff, if they are not making appropriate progress.

**Parents/Pupils**
Parents/guardians should check that pupils are completing their homework and sign their planner each week to indicate that this has been done satisfactorily. Comments are invited.

3. **CODE OF CONDUCT**

**School**
Mulberry school aims to provide a safe and ordered environment where everyone is expected to show respect, courtesy and consideration and where all pupils can work undisturbed by others.

**Parents/Pupils**
All pupils are expected to show concern and consideration for others and this shall be reflected in their behaviour at all times.

Pupils are required to demonstrate a commitment to all aspects of their education in order to achieve their maximum potential.

Parents are expected to co-operate with the school in matters of discipline and expectations.
4. **ATTENDANCE, PUNCTUALITY AND SCHOOL HOURS**

**School**
Pupils’ attendance and punctuality will be checked at registration a.m. and p.m., and at each lesson. Parents will be informed as quickly as possible of unexplained absence and any concerns reported to the Educational Social Worker. The school will keep up to date information of pupils’ addresses and telephone numbers. All this is to ensure the safety of pupils at all times.

Pupils will only leave the building or grounds with written permission from her Head of Year after parents have been contacted. Pupils are expected to report to the General Office to be signed out before leaving school during the school day. If returning to school before the end of the school day pupils must sign back in at the General Office.

Detentions – Normal school hours are from 8.45am to 3.30pm. However, pupils may be detained at the end of school until 4pm without advance warning being given. Parents/guardians will be notified in writing in advance of longer detentions. Detentions will be given for recurring lateness and reasons relating to conduct and work.

**Parents/Pupils**
Parents/guardians will comply with the Governors’ Extended Leave and Leave of Absence policy which does not allow such absences and ensure that their daughter attends school full time until the end of Year 13.

Pupils are expected to attend school each day unless there is a very good reason for being absent. A written explanation for any absence is always required on the day of return, even if parents have telephoned the school prior to this.

Pupils are expected to arrive at school on time for both sessions and for all lessons.

Personal information – Parents will report any change of address and telephone, or change in family circumstances, **immediately** to the Head of Year in order to update records and enable the school to contact parents/guardians.

5. **EQUIPMENT, UNIFORM AND PERSONAL BELONGINGS**

**School**
Lockers are provided with keys for pupils’ use and all reasonable care is taken to secure the safety of personal belongings.

Appropriate facilities and equipment are provided for all on-site activities and the National Curriculum.
Mobile phones should not be brought into school and if a pupil is seen using a mobile phone it will be confiscated and a parent/carer will need to come into school at the end of the week in order to collect the telephone. This also applies to iPods, MP3 players, digital cameras and any other electrical equipment.

Some pupils will be provided with a laptop for use during school. This can be charged in pupils’ lockers. The laptop should never be removed from school. The laptop is the pupil’s responsibility and therefore should this be damaged the school reserve the right to ask for money to cover any replacement/repairs.

**Parents/Pupils**

It is essential that pupils come to school fully equipped for all lessons. This should include two pens, a pencil and a ruler, a calculator, a pocket dictionary and appropriate mathematical equipment.

Uniform and Physical Education kit are compulsory (see the school’s website for details). With regard to the enclosed uniform policy, pupils and parents should be aware that if pupils choose to wear a Mulberry coloured hijab it should be plain and not have any tassels, decorations or sequins. No denim, leisure wear or leather should be worn at any time. Shoes should be flat, strong and supportive. Trainers must be worn for PE. Any hardship in relation to uniform may be raised with your daughter’s Head of Year. Uniform grants are available to families on certain benefits.

Jewellery must not be worn in school, except for small studs for pierced ears. This rule is for the safety of pupils and to safeguard against loss of property. If the rule is disobeyed the jewellery will be confiscated.

Pupils are responsible for all personal property. The school is not responsible for money or valuables as they should not be brought to school.

It is recommended that only small amounts of money should be brought in to cover the pupil’s daily needs. If it is necessary to bring a large sum of money to school, it should be given into the care of the Pupil Reception for safekeeping.

### 6. THE ENVIRONMENT

**School**

Mulberry school aims to maintain a safe secure, and attractive working environment.

**Parents/Pupils**

Pupils will ensure that the school is kept free of litter, graffiti and chewing gum.
**Homework Policy**

1. Regular setting and marking of homework are associated with good education and effective schools.

2. The completion of homework tasks should develop a student’s ability to work alone, to be self-motivated and well organised.

3. The setting of homework should generate a variety of worthwhile learning experiences which complement those at school, consolidating, extending and developing certain subject skills outside the classroom.

4. There should be a variety of homework tasks, within a coordinated framework, leading to a wider concept of homework. For all subjects, tasks will develop skills of researching, organising, writing, the reading of relevant materials and the enjoyment of reading.

5. Pupils should see the purpose and relevance of homework tasks set. These should arise naturally from, and lead to, classroom activities; they should be relevant and have a clear purpose.

6. Homework should not just be a time to finish off uncompleted classwork.

7. Students with language and learning needs, who require differentiated learning resources and tasks in the classroom, will also need differentiated homework. Able students should also be catered for and challenged by relevant tasks set for them.

8. Homework practice should be a matter for whole-school concern, not left to the initiative of individual teachers or departments. It should also reflect all the general aims and policies of the school.
Homework timetables are collated as soon as the school teaching timetable has been written. These are coordinated as far as is possible for the benefit of departments, year groups and individual pupils. Copies of these timetables are issued to tutors, H.O.D.s, H.O.Y.s, subject teachers, pupils and parents.

A Student Planner is issued to all pupils in which they should keep a record of homework set each day. Tutors and parents are asked to check this record and sign it each week. There is space for them and the pupils to make comments.

Homework is an important opportunity for home and school to keep in touch, and for parents to become involved in their daughters' education. Links should be made through the planners, and through letters from departments to explain their homework requirements, as well as through letters from parents to explain why homework was found difficult or not done. Links should also be made through parents' evenings and other contacts with year teams and teachers.

Many departments run homework support sessions during lunchtimes and after school; other homework clubs and study support sessions are being developed. Departmental guidelines on homework should be included in all departmental handbooks, including differentiated homework.

There should be regular monitoring and sampling of homework by Heads of Department/Faculties and Heads of Year and a checking of this against school aims and policies, in line with the School Development Plan.

The recommended time to be spent on homework each evening is:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>TIME ALLOCATION</th>
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<tbody>
<tr>
<td>Year 7</td>
<td>1.5 hours</td>
</tr>
<tr>
<td>Year 8</td>
<td>1.5 hours</td>
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<tr>
<td>Year 9</td>
<td>2.5 hours</td>
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<tr>
<td>Year 10</td>
<td>2.5 – 3 hours/ 1 – 2 hours per subject per week</td>
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<tr>
<td>Year 11</td>
<td>2.5 – 3 hours/ 1 – 2 hours per subject per week</td>
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<tr>
<td>Year 12 &amp; 13</td>
<td>3 – 4 hours</td>
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</table>
PSHEE – Personal, Social, Health and Economic Education

Personal, social, health and economic education is a planned programme of lessons and experiences that help children and young people grow and develop as individuals and as members of families.

PSHEE deals with the real life issues young people face as they grow up and it equips them with the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. It encourages them to be enterprising and supports them in making effective transitions from primary to secondary school and beyond. It also enables children and young people to think about their own values and attitudes including British Values so that they will grow into confident individuals and members of society.

Key Stage 3

The Year 7 programme focuses on enabling the new students to settle confidently into the school and to develop ground rules for class discussion. Students explore how to stay safe through the key topics of healthy eating, sex and relationship education and legal and illegal drugs.

The Year 8 programme focuses on developing students’ emotional well-being and self-esteem and their understanding of financial management and careers.

In Year 9, students revisit the two strands of PSHEE: personal well-being and economic well-being and financial capability. Students learn about budgeting and have the opportunity to complete an enterprise project. They also prepare for their KS4 option choices.

Key Stage 4

At KS4, students explore the topic of staying healthy at a deeper level, looking at the consequences of risk-taking behaviour e.g. having unprotected sex, drink/drug driving, smoking and crime. They identify and learn how to manage the pressures on young people from the media and wider society. Students are taught to manage their personal finances and the consequences of getting into debt. They are given strategies to manage stress as they prepare for GCSE exams and plan for KS5 or getting a job.

At Mulberry, a planned programme of weekly PSHEE lessons is delivered to Years 7, 8, 9, 10 and 11 by members of staff. All are committed to supporting and enhancing the personal development of our students. In PSHEE teachers create an environment where students feel safe to explore and reflect on personal issues. Lessons are active and participatory, much of our work is discussion based.

Ms. S. Rawat

Director of Personal Development
Section 2:
The Curriculum
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>YEAR GROUP</th>
<th>HEAD OF FACULTY</th>
<th>LESSONS PER WEEK</th>
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</thead>
<tbody>
<tr>
<td>ENGLISH</td>
<td>8</td>
<td>Mr M. Hibbert</td>
<td>4</td>
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</table>

**AIMS OF THE ENGLISH FACULTY**

- To develop every pupil's ability to use language with competence and confidence.
- To foster a love of reading and to stimulate interest and enjoyment of literature.
- To help pupils to make sense of themselves and the world around them by giving them access to creative ways in which to articulate their own experiences.

**COURSE DESCRIPTION UNITS/MODULES**

The Year 8 curriculum is based around three core texts. The other texts students are exposed to are linked thematically so that pupils study a wide range of non-fiction, poetry and media texts throughout the year.

- Shakespeare
- The Novel
- The Adventure of English

**STUDENT GROUPING**

Mixed ability groups.

**HOW IT WILL BE ASSESSED**

Students will be assessed throughout the year on their reading, writing and speaking and listening skills.

**HOMEWORK**

Homework is set once a week in English.

**HOW IS THE COURSE TAUGHT**

Students will be expected to read a range of literature including non-fiction. Lessons provide students with the opportunities to analyse literature and become skilled users of the English Language. Students will be encouraged to discuss ideas presented to us by writers and evaluate their success.

**TEXT BOOKS/MATERIALS/VISITS**

Students will be provided with core texts, dictionaries and thesauruses. We have theatre trips, writers and journalists coming to the school to perform to students and also organise theatre visits where possible.
SUBJECT | YEAR GROUP | HEAD OF FACULTY | LESSONS PER WEEK
--- | --- | --- | ---
MATHS | 8 | Mr D Chart | 5

AIMS OF THE MATHS FACULTY
- To provide opportunities for students to become confident with numeracy in everyday life.
- To teach students to use logic and encourage them to enjoy problem solving.
- To foster a love of mathematics and an enjoyment of number.

We teach a balance of Number, Algebra, Geometry and Statistics work, with problem solving and logical thought at the heart of all our lessons.

COURSE DESCRIPTION UNITS/MODULES

**Algebra** - students will learn how to simplify algebraic expressions, expand brackets, and construct and solve linear equations.

**Data Handling** - students will learn how to interpret and produce a variety of statistical diagrams and charts, and analyse statistical data to draw logical conclusions.

**Number** - students will build on their Year 7 work to develop their understanding of the number system, including working with fractions, decimals, and percentages in more complex situations.

STUDENT GROUPING
Groups are based on prior attainment

HOW IT WILL BE ASSESSED
Students will be assessed every half-term with levelled questions based on the learning that has taken place that half term.
Students will be assessed on all their cumulative learning at Mulberry at the end of the year.

HOMEWORK
Homework is set twice a week and will include a mixture of written problems, online work, and revision tasks.

HOW IS THE COURSE TAUGHT
A variety of whole class teaching and group work is used. Pupils are regularly given investigations to develop their problem solving strategies.

Common approaches are used throughout the faculty which allow conceptual models to be used to solve standard and non-standard problems.

TEXT BOOKS/MATERIALS/VISITS
Pen and Pencil
Exercise book
Scientific Calculator*
Geometry Sets*
Students have access to MyMaths and Frog
Aims of the Science Faculty

- To inspire a love of science and develop an attitude of wonder about the world we live in.
- To enable pupils to understand how science works and to participate in scientific activities to build skills in science.
- To develop pupils’ scientific literacy so they are confident and creative participants in scientific discussion.
- To provide flexible, context-driven programmes of learning: science for all and science for scientists.
- To develop pupils’ knowledge about the opportunities available to them and their aspiration for further participation in science.

Course Description Units/Modules

**Scientific Thinking** Pupils use scientific ideas and models to explain phenomena and develop them creatively to generate and test theories. They analyse and evaluate evidence from observations and experiments.

**Applications and Implications of Science** Pupils explore how the creative application of scientific ideas can bring about technological development and consequent changes in the way people think and behave. They examine the ethical and moral implications of using and applying science.

**Cultural Understanding** Pupils recognize that modern science has its roots in many different societies and cultures, and draws on a variety of valid approaches to scientific practice.

**Collaboration** Pupils study scientific developments and common understanding across disciplines and boundaries.

**Units Covered:** Digestion & Respiration, Forces and Pressure, Electricity and Magnetism, Reactions of Metals, Microbes, Atoms, Elements and Compounds, Earth Science.

Student Grouping

Students are taught in ability groups.

How It Will Be Assessed

Students will be assessed throughout the year with mini-tests, literacy and practical tasks. Students will complete a termly level assessed exam (Autumn, Spring) on the topics covered. Students will be assessed on their year 7 and Year 8 learning in the summer.

Homework

Homework is set twice a week in accordance with the School Homework Policy.

How Is the Course Taught

Pupils continue their exploration of the 4 key concepts which underpin science and working scientifically, in order to deepen and broaden their knowledge and experimental skills.

Text Books/Materials/Visits

Students have access to the Kerboodle website. Visits will happen throughout the year as well as visits by STEM ambassadors.
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>YEAR GROUP</th>
<th>HEAD OF DEPARTMENT</th>
<th>LESSONS PER WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITIZENSHIP</td>
<td>8</td>
<td>Ms. R Burlton</td>
<td>1</td>
</tr>
</tbody>
</table>

**STUDIES**

**AIMS OF THE CITIZENSHIP DEPARTMENT**

A high-quality citizenship education at Mulberry aims to provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. Students will become politically literate in how the United Kingdom is governed and how its laws are made and upheld. It should also prepare pupils to take their place in society as responsible citizens by providing them with the skills and knowledge to make sensible decisions.

**COURSE DESCRIPTION UNITS/MODULES**

Citizenship Studies aims to prepare pupils to take their place in society as responsible citizens, manage their money well and make sound financial decisions. Across the 3 years of Key Stage 3, students will develop a keen awareness and understanding of democracy, government and how laws are made and upheld. They will cultivate the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments.

**Year 8 - Modules** -

- **M05 - Local Democracy & Active Citizenship** – how local democracy and local government work, plus campaigning for change in the local community
- **M06 - Financial Education - Personal Finance** – managing your personal finances, including financial risks
- **M07 - Rights & Responsibilities** – respecting each other’s rights and fulfilling our responsibilities as good citizens
- **M08 - UK Politics & Government** - how national democracy and national government work, including political parties and general elections

**STUDENT GROUPING**

Mixed ability groups

**HOW IT WILL BE ASSESSED**

Students will be assessed via mid topic tests. These are formal written tests conducted in exam conditions in class. Additionally, students complete a concluding piece of work for each module which is self- or peer-assessed to help students reflect on their own strengths and weaknesses within each Module.

**HOMEWORK**

Homework is set weekly in a Module-specific homework booklet. These booklet focus on honing key skills, and widening knowledge and understanding beyond lessons.
Activities include: building subject specific vocabulary; reading comprehension and source-based questions; creative and critical thinking activities; extended writing. Each booklet concludes with revision to prepare for the End of Year Exams.

**HOW IS THE COURSE TAUGHT**

A mixture of content-led learning and independent enquiry. Students engage in group projects where possible, and regularly participate in class discussions and debates.

**TEXT BOOKS/MATERIALS/VISITS**

Students will be provided with a wealth of materials in class, and a module-specific homework booklet for each module.

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<tr>
<th>SUBJECT</th>
<th>YEAR GROUP</th>
<th>HEAD OF DEPARTMENT</th>
<th>LESSONS PER WEEK</th>
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<tr>
<td>GEOGRAPHY</td>
<td>8</td>
<td>Mr. P. Henricksen</td>
<td>2</td>
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</table>

**AIMS OF THE GEOGRAPHY DEPARTMENT**

The study of geography helps make sense of our beautiful, complex and dynamic world and prepares you for your role as a global citizen in the twenty-first century. Geography stimulates an interest in and a sense of wonder about places. It explains how places and landscapes are formed, how people and environment interact and how a diverse range of economies and societies are interconnected. It builds on your own experiences to investigate the personal to the global. Geographical enquiry encourages questioning, investigation and critical thinking about issues affecting the world and people’s lives, for the present and future. Fieldwork is an essential element of this. You will learn to think spatially using maps, visual images and new technologies including geographical information systems, to obtain, present and analyse information. Geography inspires you to think about your own place in the world, their values and responsibilities to other people, to the environment and the sustainability of the planet.

There are a number of key concepts that underpin the study of geography, which are needed to deepen and broaden knowledge, skills and understanding.

These concepts are:

- Place
- Space
- Scale
- Interdependence
- Process (human and physical)
- Cultural Diversity

**COURSE DESCRIPTION/UNITS/MODULES**

Tropical Worlds – A study of worldwide biomes including tropical rainforests – a study of climate, vegetation, deforestation and sustainability

Weather and Climate – The climate of the UK, factors affecting temperature and the 3 types of rainfall. Interpreting weather maps and forecasting.
Dynamic Rivers – The long profile of a river from its source to its mouth. Drainage basins and the related features, river processes and landforms.
Flooding – The increasing risk of flooding – causes and the impacts on people at a range of scales across the world.

**STUDENT GROUPING**
Mixed ability groups

**HOW IT WILL BE ASSESSED**
Students are taught in line with the school marking policy with grades awarded for key assignments. Exercise books are marked regularly; grades are recorded and monitored by the classroom teacher. End of topic tests and structured assignments. Tests will be in various formats, written assessments, debates, presentations / speeches, or enquiry based assessments.

**HOMEWORK**
Homework will be set in line with the school homework policy.

**HOW IS THE COURSE TAUGHT**
A wide range of resources is used in lessons so that all types of learners can access lessons. Resources range from news articles through to videos and fieldwork.

**TEXT BOOKS/MATERIALS/VISITS**
OS maps, digimaps, wide range of up to date and relevant textbooks, computers, atlases

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<th>SUBJECT</th>
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<tbody>
<tr>
<td>HISTORY</td>
<td>8</td>
<td>Mr D. Bailey</td>
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**AIMS OF THE HISTORY DEPARTMENT**
At Mulberry we aim to inspire students and create curiosity about the past. To this end we focus on active learning strategies and an enquiry based model for the History curriculum.

We want to help students learn to:
- Appreciate the achievements of individuals and societies.
- Question source material and interpretations of the past.
- Argue rationally using historical evidence to support their ideas.
- Understand the nature of cause and consequence, continuity and change, similarity and difference.
- Write clearly and concisely using a range of genres.
- Appreciate the diversity of the world and to develop their own religious, cultural and political views through an understanding of the past.
- Develop essential study skills such as the ability to locate and extract relevant information from a wide variety of sources; detect bias; analyse information; and develop their own original theories and ideas.

**COURSE DESCRIPTION UNITS/MODULES**
How has our understanding of medicine developed over time?
Was the British Empire a force for good?
What was life like for transatlantic slaves?
What was the Holocaust?
Why did women eventually obtain the vote in Britain?

**STUDENT GROUPING**
Mixed ability groups

19
HOW IT WILL BE ASSESSED
Students will be assessed on progress throughout units and tested on the knowledge they have gained at the end of each of the units.

HOMEWORK
Homework will be set in line with the school homework policy.

HOW IS THE COURSE TAUGHT
A mixture of independent enquiry and enquiry based lessons are taught which answer important historical questions within each topic.

TEXT BOOKS/MATERIALS/VISITS
Students will visit the Tower of London during the spring half-term.

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<tbody>
<tr>
<td>RELIGIOUS STUDIES</td>
<td>8</td>
<td>Ms. M. Franklin</td>
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AIMS OF THE RS DEPARTMENT
Religious Studies at Mulberry follows a multi-faith approach.
This means you will learn about the idea of religion by studying the six major faiths found in the United Kingdom: Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism.

The content of the curriculum is guided by the locally agreed syllabus for Tower Hamlets which has been written and agreed by the Tower Hamlets Standard Advisory Council for Religious Education.

We want to make students think about their own beliefs and also about the beliefs of other people. That is why there are two main targets in Religious Studies:
• Learning about religion
• Learning from religion

COURSE DESCRIPTION/UNITS/MODULES
Should Muslims listen to music?
The students examine the three main sources of authority in Islam – the Qur’an, Hadith, and Sunnah, and use a range of sources to evaluate whether or not music is haram.

Is capital punishment ever acceptable?
In this unit students examine what it means to have a moral belief and explore the basis for their own moral beliefs. They then apply a range of religious and secular moral viewpoints to a contemporary ethical dilemma – capital punishment.

Is death the end?
Students explore a range of religious and secular ideas about the existence of the soul and what happens after we die.

What does it mean to be a Buddhist?
Students look at some core Buddhist teachings and explain a range of contemporary Buddhist practices. This unit culminates in a trip to the London Buddhist Centre.

What does religion say about human nature?
Students explore the story of ‘The Fall’ and how that had an impact on human nature. They have the opportunity to analyse the concept of predestination and free will from a Christian and Muslim perspective.

STUDENT GROUPING
Mixed ability groups

HOW IT WILL BE ASSESSED
RE class and homework is checked by the teacher regularly and one piece of written work is formally assessed at the end of each unit. Students will also be encouraged to assess each other’s work and set their own targets for improvement. Effort is rewarded through the school’s rewards system.
HOMEWORK
Homework will be set in line with the school homework policy.

HOW IS THE COURSE TAUGHT
The course is taught by specialist teachers using a range of materials, with a focus on active learning.

TEXT BOOKS/MATERIALS/VISITS
The Year 8 students will visit St. Paul’s Cathedral and the London Buddhist Centre.

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<tr>
<td>BENGALI</td>
<td>8</td>
<td>Ms M.Villar</td>
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AIMS OF THE SPANISH DEPARTMENT
- To enable pupils to communicate effectively in real-life situations
- To encourage a creative use of the target language by developing an understanding and mastery of the structures involved
- To engage the interest of all pupils and to provide enjoyment and intellectual stimulation
- To offer insights and access to the culture concerned
- To form a base of skills, attitudes and language required for further study
- To enable pupils to compete advantageously in the world of work
- To enable students to use the language they have learnt to promote open and respectful dialogue

COURSE DESCRIPTION UNITS/MODULES
Unit 1: Hobbies and sports – Talk about free time activity and sports you enjoy doing.
Unit 2: Shopping – Describing Items of clothing, shoes and jewellery. Use opinions to express like/dislike of a particular item and why?
Unit 3: Festival - Different types of festivals. How they celebrate religious festivals.
Unit 4: Climate and weather - Describing different types of weather.
Bangladesh (villages and towns) - Understanding and experiencing the environment of the village. The natural beauty lush green scenery. Understanding about the life in the city. Overcrowding, pollution.
Unit 5: Sports and games – Talk about different types of sports. Expressing opinions about a particular sport they enjoy doing and say why?

STUDENT GROUPING
Mixed ability groups

HOW IT WILL BE ASSESSED
Students will be assessed throughout the year on their reading, writing, speaking and listening skills.

HOMEWORK
Homework will be set twice a week.

HOW IS THE COURSE TAUGHT
Students will be expected to develop the four skills of the language – listening, speaking, reading and writing – and the Translation strand as part of the New Curriculum. All skills are approached separately using a variety of activities. Authentic material is used as much as possible in order to attune pupils’ ears to the language in its most natural state. Furthermore, pupils are encouraged to be creative and to take risks with the language that they speak and write. We encourage pupils to be prepared to make mistakes as these are
the best way to improve and develop. Students will be expected to read a range of literary texts. Lessons provide students with the opportunities to perform songs and present role-plays containing key questions and answers to the rest of the class, who give feedback on what went well and what could be improved. Ultimately, we want pupils to be confident, enthusiastic and curious in their language learning.

TEXT BOOKS/MATERIALS/VISITS
Students will be provided with grammar booklets, dictionaries and vocabulary booklets.

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<tr>
<td>FRENCH</td>
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<td>Ms M. Villar</td>
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AIMS OF THE FRENCH DEPARTMENT
- To enable pupils to communicate effectively in real-life situations
- To encourage a creative use of the target language by developing an understanding and mastery of the structures involved
- To engage the interest of all pupils and to provide enjoyment and intellectual stimulation
- To offer insights and access to the culture concerned
- To form a base of skills, attitudes and language required for further study
- To enable pupils to compete advantageously in the world of work
- To enable students to use the language they have learnt to promote open and respectful dialogue.

COURSE DISCISSION UNITS/MODULES
Unit 1: Les Vacances - Talking about where you are going to spend your holidays and how long you’re going for/ saying whether you like it there or not, saying what you are going to do during the holidays, asking/ saying where places are in town and giving directions, asking for things in a shop and how much it costs, reading a menu and buying a snack (fast-food).

Unit 2: Mes Loisirs - Revision of Year 7/ transition, sports and opinions, saying what sports you do in your free time and how often, other hobbies, talking about what you do/ someone else does at the weekend, talking about the weather, introduction of the future tense: Je vais + infinitive.

Unit 3: Ma journée - To tell someone where you live. To say your daily routine. To tell what you did yesterday and what you are going to do in the future to help others. To talk about francophone countries.

Unit 4: C’est quoi la France? - To describe the country. To talk about French famous people. To talk about transport.

Unit 5: Les mondes des medias - Talking about types of television programmes. Describing musical genres and express detailed opinions of music. To talk about cinema and reading preferences. To understand the use of language of advertising.

Unit 6: Technologie - To describe old and new technology. To talk about using of technology for leisure activities. To identify the potential dangers of social networking sites.

STUDENT GROUPING
Mixed ability groups

HOW IT WILL BE ASSESSED
Students will be assessed throughout the year on their reading, writing, speaking and listening skills.

HOMEWORK
Homework will be set twice a week.

**HOW IS THE COURSE TAUGHT**

Students will be expected to develop the four skills of the language – listening, speaking, reading and writing – and the Translation strand as part of the New Curriculum. All skills are approached separately using a variety of activities. Authentic material is used as much as possible in order to attune pupils’ ears to the language in its most natural state. Furthermore, pupils are encouraged to be creative and to take risks with the language that they speak and write. We encourage pupils to be prepared to make mistakes as these are the best way to improve and develop. Students will be expected to read a range of literary texts. Lessons provide students with the opportunities to perform songs and present role-plays containing key questions and answers to the rest of the class, who give feedback on what went well and what could be improved. Ultimately, we want pupils to be confident, enthusiastic and curious in their language learning.

**TEXT BOOKS/MATERIALS/VISITS**

Students will be provided with grammar booklets, dictionaries and vocabulary booklets.

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<tr>
<td>SPANISH</td>
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<td>Ms M. Villar</td>
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**AIMS OF THE SPANISH DEPARTMENT**

- To enable pupils to communicate effectively in real-life situations
- To encourage a creative use of Spanish by developing an understanding and mastery of the structures involved
- To engage the interest of all pupils and to provide enjoyment and intellectual stimulation
- To offer insights and access to the culture concerned
- To form a base of skills, attitudes and language required for further study
- To enable students to use the language they have learnt to promote open and respectful dialogue

**COURSE DESCRIPTION UNITS/MODULES**

Unit 1: Mi casa - Describing where I live
Unit 2: La comida – Discussing diet
Unit 3: La ropa – Clothing
Unit 4: Salir – Going Out

**STUDENT GROUPING**

Mixed attainment groups

**HOW IT WILL BE ASSESSED**

Pupils will be assessed throughout the year on their reading, writing, speaking and listening skills.

**HOMEWORK**

Homework will be set twice a week.

**HOW IS THE COURSE TAUGHT**

Pupils will be expected to develop the four skills of the language – listening, speaking, reading and writing – and the translation strand as part of the new curriculum. All skills are approached separately using a variety of activities. Authentic material is used as much as
possible in order to attune pupils’ ears to the language in its most natural state. Furthermore, pupils are encouraged to be creative and to take risks with the language that they speak and write. We encourage pupils to be prepared to make mistakes as these are the best way to improve and develop. Pupils will be expected to read a range of literary texts. Lessons provide students with the opportunities to perform songs and present role-plays containing key questions and answers to the rest of the class, who give feedback on what went well and what could be improved. Ultimately, we want pupils to be confident, enthusiastic and curious in their language learning.

TEXT BOOKS/MATERIALS/VISITS
Students will be provided with grammar booklets and vocabulary booklets. We have workshop facilitators coming to the school to help pupils to deepen their cultural knowledge of the Spanish-speaking world.

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<tr>
<td>ART</td>
<td>8</td>
<td>Ms. A. Hargreaves</td>
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AIMS OF THE ART DEPARTMENT
- To develop imagination and equip students with the tools to express themselves creatively through Art and Design.
- To develop self-confidence and raise self-esteem through Art.
- To foster the love of Art and Design as an involvement for life, both as critic and creator.
- To enable students to understand and appreciate the educational, historical, social and cultural role of Art and Design.
- To raise awareness of cultural issues and encourage empathy and respect for diversity within the community in which they live.

COURSE DESCRIPTION UNITS/MODULES

Year 8 Arts Project – Collaboration of Art, Dance, Drams and Music
Students work with a creative theme generated by the EPA department to develop skills, techniques and experiences in all expressive arts subjects. Through this they create a collaborative performance which unites all art forms. Students will take part in a leadership activities which they plan and devise independently. They will attend a theatre performance which will inspire their creative production.

Hidden Identity – Relief Sculpture/ Mixed Media
This unit of work will develop students’ skills in visual research and contextual studies. Students will explore various forms of camouflage and respond to a variety of artists’ work. Students will analyse and be inspired by the work of Lui Boin, William Moris, Emma Hack, Johannes Stoetter and Alexa Meade. Students will create observational drawings using colour theory and colour tone. They will use three dimensional techniques using mod roc and papier mache to create a hidden portrait sculpture.

STUDENT GROUPING
Mixed ability groups

HOW IT WILL BE ASSESSED
Understanding Levels 1 – 9 across a 5 year learning journey
Embedding and implementing 1 – 9 level system with students. Develop students understanding of this through the use of exemplars to demonstrate how to achieve success and make progress. Encourage students to become familiar with the key words, descriptors and visual resources. Students are given performance calculators to help them understand what each level means. Students understand their starting point and how to achieve their end target for each year.

**Formative Assessment**
Throughout each project students will be formatively assessed. This will take place to track and monitor individual progress of skills, techniques and ability of a variety of creative and formal elements of art.
Assessment will take on a variety of forms such as discussion, questioning, peer assessment, one on one feedback and monitoring of homework and class work.

**Summative Assessment**
Summative assessment will also take place at the end of each project. This will be presented as a grade and will take into consideration the project as a whole as well as the final outcome. Summative assessment will be based on:
- Sketchbook work
- Preparatory creative studies
- Group work and collaboration
- Final creative outcome
- Evaluations and critical analysis of other artists work.

**HOMEWORK**
Homework will be set in accordance with the School Homework Policy.

**HOW IS THE COURSE TAUGHT**
The Year 8 Arts Project encourages students to develop their own creative ideas and expressions into a final exhibition and production of their work for an audience. Students work independently as well as part of a collaboration, which gives them fantastic teamwork and leadership skills. Students will develop skills and techniques in all formal elements of art such as line, shape, form, tone, texture, pattern and colour. They will improve and develop these skills through observational drawing using a variety of media and materials. They will develop a deeper knowledge of critical analysis of artists and experiment with artist styles and techniques. They will be taught how to investigate and research to extend their discussion and questioning skills and to enhance their expressive language.

The Key Stage 3 Art and design courses are taught in line with the National Curriculum. Students will be supported and encouraged to learn how to:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative works using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Pupils will also be taught:

- To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas
To use a range of techniques and media, including painting
To increase their proficiency in the handling of different materials
To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work
About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day.

TEXT BOOKS/MATERIALS/VISITS
All students will be given a work journal/sketchbook to record and develop their ideas, experiences and experimentations. This will also be used to develop their knowledge and understanding of a range of other artists through creating responses/studies and analysis of their work.

Students will have the opportunity to work with a range of media and materials in Art and Design. They will be encouraged to be creative and experiment. Students will be taught to understand how to develop different styles and techniques and how they are able to refine their skills.

Throughout Key Stage 3 students will have the opportunity to attend visits to galleries and museums, which link with their work. They will also experience artist in residence projects where they are able to work as part of a creative extended project.

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<tr>
<td>DANCE</td>
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<td>Ms. A Hargreaves</td>
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AIMS OF THE DANCE DEPARTMENT
- To develop imagination and equip students with the tools to express themselves creatively through dance.
- To develop self-confidence and raise self-esteem through dance.
- To foster the love of dance as an activity for life, both as audience and creator.
- To enable students to understand the educational, historical, social and cultural purposes of dance.

COURSE DESCRIPTION UNITS/MODULES

**Autumn – ‘Around the World’**.
Students look at the historical, social and geographic context of three dance styles from different countries; Gumboot, Capoeira and Jazz Dance. They study the features; music, costumes and origins and analyse the skills needed for each. Students develop appreciation of each style through observation of performances and application of the style through group compositions. Students focus on developing performance skills through learning short phrases from each style to then select and combine their own interpretation of all three.

**Spring – Year 8 arts project.**
Students choreograph, rehearse and refine a 3 minute dance in response to their given area of study. Students take inspiration from female choreographers/ famous dance works and an area of study. Teachers facilitate tasks which encourage the use of dance choreographic devices. The project allows for students to develop creativity, leadership and performance skills.
**Summer – GCSE Preparation.**

Students apply skills learnt from the year 8 arts project and further acquire skills required for the GCSE Dance course. Students focus on choreographing in response to a professional dance work and develop advanced performance skills.

**STUDENT GROUPING**
Mixed ability groups.

**HOW IT WILL BE ASSESSED**
Students’ progress will be assessed throughout the units of study by their teacher. Students are then formally assessed once at the end of every unit of study on appreciation, choreography and performance in dance.

**HOMEWORK**
Homework will be set in accordance with the School Homework Policy.

**HOW IS THE COURSE TAUGHT**
Students are taught through learning sequences that include appreciation, choreography and performance tasks.

**TEXT BOOKS/MATERIALS/VISITS**
All students are provided with an exercise book to support their learning in each unit of study. All Year 8 students have the opportunity to participate in a theatre visit to view professional dance work in the academic year.

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<tr>
<td>DRAMA</td>
<td>8</td>
<td>Ms. A. Hargreaves</td>
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**AIMS OF THE DRAMA DEPARTMENT**
- To develop imagination and equip students with the skills and techniques to express themselves creatively through Drama.
- To develop self-confidence and raise self-esteem through Drama.
- To foster the love of Drama and Theatre as an activity for life, both as creator and audience.
- To enable students to understand the educational, historical, social and cultural purposes of Drama and Theatre.

**COURSE DESCRIPTION UNITS/MODULES**

Autumn Term – ‘The Lottie Project’. Students will learn drama skills and techniques through the study of a published play text. Decisions around directing and performing a play text are learnt through a practical and written exploration of the play. This unit of work links to Component 3 of GCSE Drama.

Spring Term – Y8 Arts Project. A devising scheme of learning based on a theme/story. Students will learn research and devising skills to create their own piece of drama in preparation for their form group’s performance at the end of the academic year. A written rehearsal log is kept throughout the process, justifying dramatic choices made. This unit of work links to Component 1 of GCSE Drama.

Summer Term – Y8 Project. Students further develop their devised script created in the Spring Term and refine performance and directing choices. Their final piece of drama is performed at the end of the academic year in front of the school. A written rehearsal log is
kept throughout the process, justifying dramatic choices made. This unit of work links to Component 1 & 2 of GCSE Drama.

**STUDENT GROUPING**
Mixed ability groups

**HOW IT WILL BE ASSESSED**
Students’ progress will be assessed throughout the year by the teacher. Students are assessed on creating, performing and evaluating drama.

**HOMEWORK**
Homework will be set in accordance with the School Homework Policy.

**HOW IS THE COURSE TAUGHT**
The course is taught so students develop their drama performance skills as well as their written analytical and evaluative skills based on the drama created and seen.

**TEXT BOOKS/MATERIALS/VISITS**
Exercise books and all relevant resources are provided.

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<tr>
<td>MUSIC</td>
<td>8</td>
<td>MsA.Hargreaves</td>
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**AIMS OF THE MUSIC DEPARTMENT**
- To develop imagination and equip students with the tools to express themselves creatively through Music.
- To develop self-confidence and raise self-esteem through Music.
- To foster the love of Music as an activity for life, both as audience and creator.
- To enable students to understand the educational, historical, social and cultural purposes of Music.

**COURSE DESCRIPTION UNITS/MODULES**
Musical Futures (Band skills) - students will develop ensemble and listening skills as well as an understanding of musical structure and of the learning process of ‘real’ musicians.

**Year 8 project** - Students will work together in an ensemble to compose, arrange and rehearse for their year project performance. Students will explore this project through the use of various instruments and music technology software.

**Year 8 project – See above**

**STUDENT GROUPING**
Mixed ability groups

**HOW IT WILL BE ASSESSED**
Performance: students will be assessed on how they practise, rehearse and perform with awareness of different parts and the roles and contribution of the different members of the group.

Composition: students will be assessed on how they improvise, exploring and developing musical ideas when performing and on how they produce, develop and extend musical ideas.

Listening: students will be assessed on how they listen and identify the expressive use of musical elements, devices, tonalities and structures. How they identify the resources,
conventions, processes and procedures, including use of ICT, staff notation and other relevant notations. Students will also be expected to be able to identify the contextual influences that affect the way music is created, performed and heard.

**HOMEWORK**
Homework will be set in line with the school homework policy.

**HOW IS THE COURSE TAUGHT**
This course will be taught through performance, composition and the appraisal of different types of music.

**TEXT BOOKS/MATERIALS/VISITS**
Students will listen and watch a range of performances throughout this course. All musical instruments are provided.

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<tr>
<td>PHYSICAL EDUCATION</td>
<td>8</td>
<td>MS. T. Doyle</td>
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**COURSE DESCRIPTION UNITS/MODULES**
A broad based curriculum offering a range of experiences in PE with health related fitness as a component within each activity. Students participate in a range of activities from the following:

- Gymnastics
- Football
- Netball
- Athletics
- Basketball
- Badminton
- Fitness/SAQ
- Rounders
- Cricket
- Tennis

Focus of units will be acquiring and developing and evaluating and improving performance. Students will look at how to test and monitor their own fitness while developing strategies to maintain or improve aspects of their fitness. They will develop leadership & officiating skills which build on what they have learned in Year 7 PE.

**STUDENT GROUPING**
Mixed ability groups

**HOW IT WILL BE ASSESSED**
At the end of each activity, students will undertake an assessment.

**HOMEWORK**
Homework will be set in line with the school homework policy.

**HOW IS THE COURSE TAUGHT**
Students are taught at least six activities throughout the year – one activity each half-term.

**TEXT BOOKS/MATERIALS/VISITS**
Department generated worksheets and resources. Enrichment sports clubs
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<tr>
<td>COMPUTING</td>
<td>8</td>
<td>Ms. Y. Khanom</td>
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### AIMS OF THE COMPUTING DEPARTMENT
- To develop, maintain and stimulate an interest and enjoyment in the use of ICT software and equipment;
- To develop students with appropriate ICT skills, principles, methods and terminology and the ability to communicate and interpret information and concepts relevant to computing;
- To assess and monitor students’ progress and ensure progression and continuity in the acquisition of ICT skills;
- To enable all pupils to have equal access to ICT and experience success in their work;
- To use ICT to improve the learning experiences of all students, including those with learning difficulties or disabilities;
- To encourage and allow students to adapt to the rapid technological changes in society;
- To develop an awareness of social, economic and political consequences of the use of ICT for individuals and society;

### COURSE DESCRIPTION UNITS/MODULES
Pupils in Year 8 will continue to develop their knowledge of Computing, building on the skills and knowledge from Year 7. They will have 1 lesson per week and will cover the fundamental aspects of this discipline including; programming, digital literacy, and information technology. Students will combine their creativity and ability to produce digital products and computer programs using a range of different software and devices.

Pupils in year 8 will learn about algorithms and boolean logic and further enhance their spreadsheet modelling abilities. In addition to this, pupils will also learn programming using Scratch software as well as developing their basic knowledge of programming syntax by completing a programming unit using Python programming language.

### STUDENT GROUPING
Mixed ability groups

### HOW IT WILL BE ASSESSED
Students will be assessed based on their classwork and homework. Students will also have a formal assessment at the end of each term which will vary depending on the unit of work and may consist of either a written assessment, a computer based assessment or a combination of both written and computer based assessment.

### HOMEWORK
Homework will be set in accordance with the School Homework Policy.

### HOW IS THE COURSE TAUGHT
The course is taught using a range of different strategies including student led activities, group work, paired work and whole class interactive activities.

A range of practical activities will be undertaken by the pupils in order to develop their computational thinking ability as well as developing their skills and understanding of the units they learn in Year 8 Computing. The tasks are designed to engage pupils and ensure that all pupils’ needs are met whilst ensuring the content of the specification is also covered.
TEXT BOOKS/MATERIALS/VISITS
Visits will happen throughout the year.

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<tr>
<td>GRAPHICS</td>
<td>8</td>
<td>Ms. G. Waller</td>
<td>2 (1 double)</td>
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AIMS OF the Graphics DEPARTMENT
In Design and Technology Graphics pupils combine practical and technological skills with creative thinking to design and make products that meet human needs.

- They learn to use current technologies and consider the impact of future technological developments. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team.
- Working in stimulating contexts that provide a range of opportunities and draw on the local ethos, community and wider world, pupils identify needs and opportunities. They respond with ideas, products and systems, challenging expectations where appropriate.
- They combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues. As they do so, they evaluate present and past design and technology, and its uses and effects.
- Through Design and Technology pupils develop confidence in using practical skills and become discriminating users of products. They apply their creative thinking and learn to innovate.

COURSE DESCRIPTION UNITS/MODULES
In this project pupils will develop their understanding of designing and making and expand their graphics skills. They will use a range of graphic tools, font designs, images and mechanisms as part of their design. The main aim of this project is to develop pupils’ understanding of designing and manufacture.

Students are set a realistic design problem that a card manufacturer have asked students to design and make a prototype kinetic card engineering product. The card must be no larger than A5 in size. The card is targeted to celebratory occasions, which give opportunities to research cultural celebrations, be eye-catching and interesting to capture imaginations. It must contain one mechanism from a range of card mechanisms such as rotary, v-fold, internal stand, mouth and slide. The colour scheme will be chosen carefully to reflect the mood of the occasion. Students will need to consider the images that are used, colours and fonts. The project allows pupils to understand basic principles of fonts, colour styles and semantics. The project builds upon design and making skills previously learnt to be used in a graphics based project.

STUDENT GROUPING
Mixed ability groups

HOW IT WILL BE ASSESSED
Formative Assessment
Throughout this unit pupils will be formatively assessed. This will track and monitor individual progress of pupils’ ability to analyse, design, make and evaluate. Assessment will take the form of discussion, one to one written and verbal feedback and monitoring of homework and classwork.
- Using effective questioning techniques.
- Sharing learning goals.
- Peer and self-assessment.

**Summative Assessment**

Summative assessment will also take place at the end of the unit. This will be presented as a grade and will take into consideration the project as a whole as well as the final outcome. Summative assessment will be based on pupils’ booklet research to include:

- Research, analysis and diary of making.
- Design ideas and Development.
- Evaluations, testing and modifications/improvements.
- Production of effectiveness of outcome (level of accuracy and finish)
- Creativity

**HOMEWORK**

Homework will be set in line with the school homework policy. Homework has been designed to support students in their understanding of the unit. It will allow them to explore the theme in more depth and will develop their research skills.

**HOW IS THE COURSE TAUGHT**

The Graphics course is taught over 9 weeks in a carousel with Food, Resistant Materials and Textiles. Pupils will be taught a variety of different skills and processes which they will use to create an individual response to a design brief. This will enable students to:

- Develop their graphics skills.
- Progress students’ drawing, sketching and presentation skills
- To develop knowledge and understanding of materials including paper, card and printing processes.
- Select and use a range of tools, equipment and processes safely and accurately.
- Understand how to take account of working characteristics of materials and restrictions imposed by tools and equipment.
- Accurately measure, mark out, cut, fold and waste material. High quality finishes produced.
- Effectively join a range of materials using a range of techniques.
- Evaluate work throughout the manufacturing process.
- Develop knowledge/skills to enable achievement of a high quality finish in practical work.
- Creatively design a celebratory card to be presented along with the images.
- Develop skills in a range of shading and rendering skills.

**Knowledge and understanding that will be needed or acquired:**

- Marking out techniques, the use of templates and accuracy.
- Understanding of style of writing, paper sizes and mechanisms.
- Research into famous designers of pop up books.
- Collection of a range of images that can be used as a base from which to start ideas

**TEXT BOOKS/MATERIALS/VISITS**

Pupils will use their Graphics booklet which has been designed to both record their self-assessment, research and to support them in their understanding of the unit. Pupils will explore a range of specialist materials and techniques to support their research.
AIMS OF THE DESIGN AND TECHNOLOGY DEPARTMENT

In Design and Technology pupils combine practical and technological skills with creative thinking to design and make products and systems that meet human needs.

- They learn to use current technologies and consider the impact of future technological developments. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team.
- Working in stimulating contexts that provide a range of opportunities and draw on the local ethos, community and wider world, pupils identify needs and opportunities. They respond with ideas, products and systems, challenging expectations where appropriate.
- They combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues. As they do so, they evaluate present and past design and technology, and its uses and effects.

Through Design and Technology pupils develop confidence in using practical skills and become discriminating users of products. They apply their creative thinking and learn to innovate.

COURSE DESCRIPTION UNITS/MODULES

Pupils will consolidate and build on the skills they acquired in Year 7 and then will be taught new skills and methods of cookery. They will work independently and will also have the opportunity to work in groups. They will continue to have the importance of healthy eating reinforced with the emphasis on the role of fibre. The focus of this unit is on adolescents and healthier methods of cooking. They will also learn about the function of ingredients in recipes and how these can be changed to make a healthier product.

STUDENT GROUPING

Mixed ability groups

HOW IT WILL BE ASSESSED

Students will be assessed on how they apply their knowledge and understanding of a range of ingredients and technologies to make products.

Formative Assessment

Throughout this unit pupils will be formatively assessed. This will track and monitor individual progress of pupil’s ability to analyse, design, make and evaluate. Assessment will take the form of discussion, questioning, peer assessment, one to one written and verbal feedback and in the monitoring of homework and class work.

Summative Assessment

Summative assessment will also take place at the end of the unit. This will be presented as a grade and will take into consideration the project as a whole as well as the final outcome. Summative assessment will be based on pupils’ booklet research to include:

- Project investigating the dietary needs of adolescents
- Evaluation of practicals
- Design ideas
- Final design/time plan
- Practical skills/products made
- Final product
HOMEWORK
Homework will be set in line with the school homework policy. Homework has been designed to support students in their understanding of the unit. It will allow them to explore the theme in more depth and will develop their research skills.

HOW IS THE COURSE TAUGHT
The Food course is taught over 9 weeks in a carousel with Textiles, Graphics and RMG. Pupils will be taught a range of different cooking methods and skills to design and make their own ‘healthier main meal dish for adolescents’. Pupils will develop their knowledge and understanding of:

- Healthy eating/the importance of fibre in the diet/the eat well plate
- Analysing a food product/sensory analysis
- Function of ingredients/Modification of ingredients in a recipe
- Starchy carbohydrates/fibre/ mini carrot cakes
- The importance of breakfast/ cheese and courgette muffins
- Healthier methods of cooking/fish fingers/potato wedges/ Chicken nuggets/ bean burgers
- What’s on a food label/? Spaghetti bolognaise
- How to analyse a design brief
- Designing products to a given brief/ ‘healthier option main meal’
- Using skills acquired to make final design
- Evaluating practicals and products made
- Peer and self-assessment

Students will combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues.

TEXT BOOKS/MATERIALS/VISITS
Pupils will use their Food booklet which has been designed to both record their research and to support them in their understanding of the unit. Pupils will explore a range of ingredients and skills to support their research.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>YEAR GROUP</th>
<th>HEAD OF FACULTY</th>
<th>LESSONS PER WEEK</th>
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<tr>
<td>RESISTANT MATERIALS</td>
<td>8</td>
<td>Ms. G. Waller</td>
<td>2 (1 double)</td>
</tr>
</tbody>
</table>

AIMS OF THE Resistant Materials DEPARTMENT
In Design and Technology Resistant Materials pupils combine practical and technological skills with creative thinking to design and make products that meet human needs.

- They learn to use current technologies and consider the impact of future technological developments. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team.
- Working in stimulating contexts that provide a range of opportunities and draw on the local ethos, community and wider world, pupils identify needs and opportunities. They respond with ideas, products and systems, challenging expectations where appropriate.
- They combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues. As they do so, they evaluate present and past design and technology, and its uses and effects.
- Through Design and Technology pupils develop confidence in using practical skills and become discriminating users of products. They apply their creative thinking and learn to innovate.
**COURSE DESCRIPTION UNITS/MODULES**

In this project pupils will plot their ideas in 2D design, taking into account how products will be used, who will use them, the casting process and their appearance. They will develop their understanding of designing and making and expand their Resistant Materials skills. They will use a range of hand tools, CAD software, images and research into Art Deco. The main aim of this project is to develop pupils’ understanding of designing and manufacture. Students are set a realistic design problem that asks students to design and make a prototype piece of jewellery. The jewellery piece can be no larger than 40 x 40 mm and could use acrylic to add colour. Students will use a laser cutter to produce their moulds and cast the piece in MDF. The jewellery is targeted to young professionals who enjoy the Arts, which afford opportunities to research lifestyles, like/dislikes in a profiling of their customer. The jewellery piece will need to be finished well and have no sharp edges as well as cheap to produce. The abstract shape will be chosen carefully to reflect the mood of the occasion. Students will need to consider the shapes that are used to facilitate the casting process. The project allows pupils to understand basic principles of batch production, CAD software and CAM processes. The project builds upon design and making skills previously learnt in the clock project in year 7 based project.

**STUDENT GROUPING**

Mixed ability groups

**HOW IT WILL BE ASSESSED**

**Formative Assessment**

Throughout this unit pupils will be formatively assessed. This will track and monitor individual progress of pupils’ ability to analyse, design, make and evaluate. Assessment will take the form of discussion, one to one written and verbal feedback and monitoring of homework and classwork.

- Using effective questioning techniques.
- Sharing learning goals.
- Peer and self-assessment.
- **Summative Assessment**

Summative assessment will also take place at the end of the unit. This will be presented as a grade and will take into consideration the project as a whole as well as the final outcome. Summative assessment will be based on pupils’ booklet research to include:

- Research, analysis and planning of making.
- Design ideas and Development.
- Evaluations, testing and modifications/ improvements.
- Production of effectiveness of outcome (level of accuracy and finish)
- Creativity

**HOMEWORK**

Homework will be set in line with the school homework policy. Homework has been designed to support students in their understanding of the unit. It will allow them to explore the theme in more depth and will develop their research skills.
HOW IS THE COURSE TAUGHT
The Resistant Materials course is taught over 9 weeks in a carousel with Food, Graphics and Textiles. Pupils will be taught a variety of different skills and processes which they will use to create an individual response to a design brief. This will enable students to:

- Develop their Resistant Materials skills.
- Progress students drawing and design development skills using CAD software.
- Develop knowledge and understanding of materials including low melt alloy, metals, acrylic and CAM and casting processes.
- Select and use a range of tools, equipment and processes safely and accurately.
- Understand how to take account of working characteristics of materials and restrictions imposed by tools and equipment.
- Accurately measure and dimension their work and avoid waste material. High quality finishes produced.
- Evaluate work throughout the manufacturing process.
- Develop knowledge/skills to enable achievement of a high quality finish in practical work.
- Creatively design and make a piece of cast jewellery.
- Develop metalworking skills and a range of finishing skills.

Knowledge and understanding that will be needed or acquired:

- Manage the laser cutter. Students will be taught how to nest their work to minimise wastage and use templates to ensure accuracy.
- Research into Art and Craft movements.

TEXT BOOKS/MATERIALS/VISITS
Pupils will use their Resistant Materials booklet which has been designed to both record their self-assessment, research and to support them in their understanding of the unit. Pupils will explore a range of specialist materials and techniques to support their research.

SUBJECT  YEAR GROUP  HEAD OF FACULTY  LESSONS PER WEEK
TEXTILES  8  Ms. G. Waller  2 (1 double)

AIMS OF THE TEXTILES DEPARTMENT
In Design and Technology pupils combine practical and technological skills with creative thinking to design and make products and systems that meet human needs.

- They learn to use current technologies and consider the impact of future technological developments. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team.
- Working in stimulating contexts that provide a range of opportunities and draw on the local ethos, community and wider world, pupils identify needs and opportunities. They respond with ideas, products and systems, challenging expectations where appropriate.
- They combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues. As they do so, they evaluate present and past design and technology, and its uses and effects.
- Through Design and Technology pupils develop confidence in using practical skills and become discriminating users of products. They apply their creative thinking and learn to innovate.

### COURSE DESCRIPTION UNITS/MODULES

Pupils will be introduced to analysing a design brief to create a fabric lantern for the Year 8 Project which explores E-Textiles and Soft Circuits. They will be introduced to a range of fabric construction methods and will develop their skills in the use of specialist machinery, tools, techniques, processes and equipment.

### STUDENT GROUPING

Mixed ability groups

### HOW IT WILL BE ASSESSED

**Formative Assessment**

Throughout this unit pupils will be formatively assessed. This will track and monitor individual progress of pupils’ ability to research, design, make and evaluate. Assessment will take the form of discussion, questioning, peer assessment, one to one written and verbal feedback and monitoring of homework and classwork.

**Summative Assessment**

Summative assessment will also take place at the end of the unit. This will be presented as a grade and will take into consideration the project as a whole as well as each pupil’s final outcome. Summative assessment will be based on pupils’ booklet research to include:

- Analysis of brief
- Annotated design ideas (2D Design)
- Final design (CAD CAM)
- Final fabric lantern product

### HOMEWORK

Homework will be set in line with the school homework policy. Homework has been designed to support students in their understanding of the unit. It will allow them to explore the theme in more depth and will develop their research skills.

### HOW IS THE COURSE TAUGHT

The Textiles course is taught over 9 weeks in a carousel with Food, Graphics and RM. Pupils will be taught a variety of different techniques which they will use to create a fabric lantern. Pupils will develop their knowledge and understanding of:

- Health and safety
- The analysis of a design brief and an understanding of target markets
- Fabrics and Fibres
- Mood boards and design ideas
- Surface pattern to include transfer printing (use of sublimation printer)
- Modelling of ideas
- Use of CAD
- Understanding of E-Textiles
- Peer and self-assessment and evaluation
TEXT BOOKS/MATERIALS/VISITS
Pupils will use their Textile booklet which has been designed to both record their research and to support them in their understanding of the unit. Pupils will explore a range of specialist materials and techniques to support their research.