

**SOMERVALE SCHOOL**  
**YEAR 8 COURSE BOOKLET**

## INTRODUCTION

This booklet has been compiled to give parents and carers an indication of what pupils study in each subject throughout the year and to suggest ways children can be helped to make progress through support at home.

### **Each subject is set out in the same way:**

- The content of the course, term by term (this may vary, depending on the teacher and available resources)
- What pupils have to do to achieve particular levels or grades
- Ways in which parents can help their children with this particular subject
- Recommended websites for each subject – these will soon be accessible from the school's website on [www.somervale.bathnes.sch.uk](http://www.somervale.bathnes.sch.uk).

### **The key ways in which parents can help children with learning are:**

1. Providing a space at home where homework can be done quietly and without interruption
2. Making sure all the right equipment is made available, such as pens, pencils, colours and calculators
3. Making sure children have access to books and – where possible – a computer and the internet
4. Showing that you value learning, for example by asking them about that they have learned at school in a given subject
5. Get them to teach you something, for example some holiday French or how to do percentages (even if you know it already!)
6. Watch educational TV together such as a good documentary; watch and discuss the news too
7. Look at some good websites together - the BBC website is excellent
8. Check their diaries at least weekly, ideally daily and help them organise their time so that they can do their homework and enjoy their spare time too
9. Rewards them for working well – a few small rewards given regularly are more effective than the promise of one big rewards in the distant future
10. Visit educationally interesting places such as museums and libraries

### **Websites**

We have recommended a number of subject specific websites throughout this booklet and there are a very large number of general websites aimed at parents. The best place to start is the Department for education's website for parents which gives advice and guidance on all key stages as well as numerous links to other useful sites. The address is:

[www.parentcentre.gov.uk/](http://www.parentcentre.gov.uk/)

## Homework

Each pupil has a homework timetable in their diaries – this is also available on the Somervale School website at [www.somervale.bathnes.sch.uk](http://www.somervale.bathnes.sch.uk). Pupils are set homework as follows in Key Stage 3:

- English, Maths, Science and Languages
- Pupils will also be expected to undertake:
  - At least an hour's **independent reading** each week – this will be monitored by the English department
  - An **independent research enquiry** each term in one of History, Geography, RE, Music and ICT– see the chart below to see which subjects will be setting these enquiries each term. Teachers may sometimes set additional homework tasks in these subjects if necessary.
- There will be homework most weeks in Design & Technology and in Art, depending on what is being covered in lessons

This is when each subject will be setting **independent research enquiries** for homework:

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 7</b>	No enquiry	<b>RE</b> <i>Mohammed</i>	<b>Geography</b> <i>My dangerous world</i>		<b>Music</b> <i>Musicals</i>	<b>ICT</b> <i>Creating a school newspaper</i>
<b>Year 8</b>		<b>Music</b> <i>The Blues</i>	<b>ICT</b> <i>Designing a website</i>	<b>Geography</b> <i>Energy</i>	<b>RE</b> <i>Jerusalem</i>	<b>History</b> <i>The Titanic</i>
<b>Year 9</b>	<b>ICT</b> <i>Create a theme park ride</i>		<b>RE</b> <i>The Environment</i>	<b>SATS revision</b>	<b>Music</b> <i>Popular music</i>	<b>History</b> <i>The slave trade</i>
		<b>Geography</b> <i>World health</i>				

Teachers set homework according to the timetable on a weekly basis, although some homework tasks will run over two or more weeks. Teachers

give homework to help pupils consolidate their learning and will set work they judge will take the appropriate amount of time. Homework should take up this amount of time each week:

- Year 7 – 4 hours (about 30 minutes per subject – enquiries may take longer)
- Year 8 – 5 hours (about 40 minutes per subject – enquiries may take longer)
- Year 9 – 6 hours (about 50 minutes per subject – enquiries may take longer)

Of course, teachers have no control over how long pupils actually do spend on their homework and so we do depend on parents to make sure that homework is not rushed or unduly burdensome. Parents can help by insisting that homework is carried out carefully – do insist your child repeats it if you think it is not good enough. On the other hand, do make sure your child isn't spending too much time on homework – they should be enjoying being young as well!

Revision for tests and exams is an especially important skill, one which can be seen as a homework task to miss for some, a frightening prospect for others. Parents have a very important role in overseeing their child's work habits here, taking over where teachers leave off.

### **Organisation of the booklet**

This booklet is organised as follows:

- Core subjects: English, Maths, Science, ICT
- Foundation subjects: Languages, Geography, History, RE, Art, Music, Design Technology, PE, Learning for Life

We hope you find this booklet useful– let us know if we can improve it at all!

Michael Gorman  
Headteacher

## ENGLISH

### In Year 8 we will be studying

Term 1	Gothic horror – pupils will analyse this fascinating genre through a range of texts from the 18 <sup>th</sup> century to the present day
Term 2	Class novel – an in depth analysis of how the world of a full length novel is created
Term 3	America – the exploration of a range of texts and writing styles on the theme of the USA
Term 4	Around the World in 80 Days – using Jules Verne’s novel as the starting point for a study of travel writing
Term 5	Poetry – an exploration of three poetic forms: ballads, limericks and sonnets.
Term 6	Advertising – creating and trying to sell an advertising campaign

### This is what is required for each level

Level 3	Use some full stops and begin to match writing style to task.
Level 4	Use capital letters and full stops correctly; back up points made with evidence.
Level 5	Use paragraphs and describe; back up opinions with the use of quotation.
Level 6	Use a range of sentence types; link paragraphs together; use a wide descriptive vocabulary.
Level 7	Use a range of punctuation and sentence structure with an effective and imaginative vocabulary.
Level 8	Use sentence structure for clarity and emphasis; analyse complete texts with a clear understanding of a writer’s style.

### Here are five ways parents can support their child’s learning in this subject

Encourage your child to read their work aloud and make corrections.
Encourage an interest in the news and in newspaper reading.
Encourage your child to analyse their own work using the targets in the front of exercise books.
Read aloud to and with your children.
Encourage the revision of work during redrafting and not ‘copying out in neat’.

### Here are some good websites:

[www.samlearning.com](http://www.samlearning.com)

[www.teachit.co.uk](http://www.teachit.co.uk)

[www.bbc.co.uk](http://www.bbc.co.uk)

## MATHS

In Key Stage 3 (years 7-9) we will be studying:

Term 1	Pupils in KS3 will study four key areas of Mathematics, Number, Algebra, Shape, Space Measures and Handling Data. Throughout the three years pupils will be constantly revisiting these areas and building upon their skills. Each unit of work lasts about 5 lessons. Teaching methods include Problem Solving and Investigations as well as the more traditional approach.
Term 2	
Term 3	
Term 4	
Term 5	
Term 6	

This is what is required for each level:

Level 3	It is very difficult to give a simple breakdown of requirements at each level for each Key area, Detailed information can found at <a href="http://www.qca.org.uk">www.qca.org.uk</a> .
Level 4	
Level 5	
Level 6	Pupils will be tested at the end of each term.
Level 7	
Level 8	

Here are five ways parents can support their child's learning in this subject:

Talk about the Mathematics learnt. Ask pupils about the level they are working at and what their target is.
Help pupils with homework.
Encourage pupils to practise basic skills in everyday life.
Help pupils review work on a regular basis.
Encourage pupils to calculate mentally.

Here are some good websites:

[www.bbc.co.uk/education/mathsfile](http://www.bbc.co.uk/education/mathsfile)

[www.ex.ac.uk/cimt/puzzles/puzzindx.htm](http://www.ex.ac.uk/cimt/puzzles/puzzindx.htm)

[www.mathsnet.net](http://www.mathsnet.net)

[www.learn.co.uk](http://www.learn.co.uk)

[www.bbc.co.uk/education/ks3bitesize](http://www.bbc.co.uk/education/ks3bitesize)

[www.mathslessons.co.uk](http://www.mathslessons.co.uk)

## SCIENCE

In Year 8 we will be studying:

Term 1	Year 8 topics are done on a rotation system: Heating and Cooling, Food and Digestion, Atoms and Elements, Magnets, Compounds and Mixtures, Respiration
Term 2	
Term 3	
Term 4	Year 8 topics are done on a rotation system: Light, Microbes, Rock Cycle, Sound and Hearing, Fit and Healthy, Ecological Relationships
Term 5	
Term 6	

This is what is required for each level:

Level 3	Describe processes with limited science vocabulary
Level 4	Explain using science, make predictions
Level 5	Explain science processes, apply skills
Level 6	Use scientific theories, identify variations and patterns
Level 7	Link different ideas, make detailed predictions
Level 8	Use and understand symbols and formulae, analyse results

Here are some ways parents can support their child's learning in this subject:

Ensure homework is completed to the best of the child's ability
Use the websites listed below to aid learning and revision for topic tests

Here are some good websites:

[www.skool.co.uk](http://www.skool.co.uk) – Has Key Stage 3 Interactive Science lessons covering many topics

[www.bbc.co.uk/schools/ks3bitesize/](http://www.bbc.co.uk/schools/ks3bitesize/) - Website has interactive lessons, revision games etc

[www.sciencepages.co.uk/index.php](http://www.sciencepages.co.uk/index.php) - Has a key stage 3 section with a Year 8 modules section which has links to other websites with resources for several Year 8 topics

## Information Communications Technology

### In Year 8 we will be studying

Term 1	Internet research skills Using Internet research and desk top publishing to create a newsletter
Term 2	Modelling and presenting numerical data
Term 3	Publishing on the Web
Term 4	Data handling
Term 5	Control Technology
Term 6	Integrating technologies - project

Level 3	Use ICT to complete a task effectively
Level 4	Use ICT to complete a task, be able to interpret their findings and question plausibility and question poor-quality information
Level 5	Use ICT to structure and refine their work, be able to present information for a different audience and purpose
Level 6	Pupils develop and refine their work to enhance its quality, using information from a range of sources. Where necessary, they use complex lines of enquiry to test hypotheses.
Level 7	Pupils combine information from a variety of ICT-based and other sources for presentation to different audiences. They identify the advantages and limitations of different information-handling applications. They select and use information systems suited to their work in a variety of contexts, translating enquiries expressed in ordinary language into the form required by the system. They use ICT to measure, record and analyse physical variables and control events. They design ICT-based models and procedures with variables to meet particular needs.
Level 8	Pupils independently select appropriate information sources and ICT tools for specific tasks, taking into account ease of use and suitability. They design successful ways to collect and prepare information for processing. They design and implement systems for others to use.

### Here are ways parents can support their child's learning in this subject

Encourage your child to analyse and evaluate their own work critically
Encourage your child to design their work taking into account it's purpose and audience for what they are creating
Encourage your child to understand where ICT is used in everyday life and how it affects them

### Here are some good websites:

[www.teachit.co.uk](http://www.teachit.co.uk)

[www.bbc.co.uk/schools/11\\_16/](http://www.bbc.co.uk/schools/11_16/)

## FRENCH

In Year 8 we will be studying:

Term 1	Classroom vocabulary / Talking about yourself and others
Term 2	Sport and freetime
Term 3	Family life
Term 4	Past tense – last weekend
Term 5	Going out / shopping
Term 6	Eating and Drinking

This is what is required for each level:

Level 3	Can understand short paragraphs/ answer 2 or 3 questions in a row / write 3 or 4 sentences and give opinions
Level 4	Can understand longer passages / answer 3 or 4 questions in a conversation / write in paragraphs and give opinions
Level 5	Can understand / use the past <b>or</b> future tense
Level 6	Can understand / use the past <b>and</b> future tenses
Level 7	Can produce different styles of work, link sentences and structure ideas, use a dictionary correctly and can edit and redraft
Level 8	Can express and justify ideas and opinions and ask opinions of others – spelling and grammar generally accurate. Can use a range of vocabulary, structures and tenses – can deal with unprepared situations

Here are five ways parents can support their child's learning in this subject:

Help your child to learn meanings and French vocabulary by using the Look, Cover, Write, Check method which pupils are taught in class
Ask your child to teach you what they've learnt today
Go through any revision sheets they are given, checking that they have all the necessary information
Check that they are writing in their homework every week, take an interest in the homework. Help your child to present their work neatly, not to rush it and encourage them to read through their work
Encourage them to take part in Cologne trip in July

Here are some good websites:

[www.bonjour.org.uk](http://www.bonjour.org.uk)

[www.zut.org.uk](http://www.zut.org.uk)

[www.wildfrench.org.uk](http://www.wildfrench.org.uk)

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

## GERMAN

In Year 8 we will be studying:

Term 1	Talking about yourself / Numbers / Classroom vocabulary
Term 2	School
Term 3	Talking about your family and friends
Term 4	Sport and Free time
Term 5	Talking about your home
Term 6	Going to town / shopping

This is what is required for each level:

Level 3	Can understand short paragraphs/ answer 2 or 3 questions in a row / write 3 or 4 sentences and give opinions
Level 4	Can understand longer passages / answer 3 or 4 questions in a conversation / write in paragraphs and give opinions
Level 5	Can understand / use the past <b>or</b> future tense
Level 6	Can understand / use the past <b>and</b> future tenses
Level 7	Can produce different styles of work, link sentences and structure ideas, use a dictionary correctly and can edit and redraft
Level 8	Can express and justify ideas and opinions and ask opinions of others – spelling and grammar generally accurate. Can use a range of vocabulary, structures and tenses – can deal with unprepared situations

Here are five ways parents can support their child's learning in this subject:

Help your child to learn meanings and German vocabulary by using the Look, Cover, Write, Check method which pupils are taught in class
Ask your child to teach you what they've learnt today
Go through any revision sheets they are given, checking that they have all the necessary information
Check that they are writing in their homework every week, take an interest in the homework. Help your child to present their work neatly, not to rush it and encourage them to read through their work
Encourage them to take part in Cologne trip in July

Here are some good websites:

[www.languagesonline.org.uk](http://www.languagesonline.org.uk)

[www.linguascope.com](http://www.linguascope.com)

[www.gutlanguageskills.co.uk](http://www.gutlanguageskills.co.uk)

[www.webgerman.com/german/webexercises/](http://www.webgerman.com/german/webexercises/)

## GEOGRAPHY

In Year 8 we will be studying:

Terms 1 & 2	Water, water everywhere! – The Geography of rivers and flooding.
Terms 3 & 4	My Future World – The Geography of energy resources and climate change.
Terms 5 & 6	My Fragile World – The Geography of ecosystems, with a focus on Rainforests.

This is what is required for each level:

Level 3	<ul style="list-style-type: none"> <li>• Students begin to describe places, features, and processes.</li> <li>• Students attempt to use geographical vocabulary.</li> <li>• Students use ICT at a simple level e.g. word processing homework/projects.</li> <li>• Students are able to carry out simple fieldwork such as traffic counts.</li> </ul>
Level 4	<ul style="list-style-type: none"> <li>• Students can recognise and describe physical and human processes.</li> <li>• Students can use a range of geographical vocabulary.</li> <li>• Students make use of ICT to research topics.</li> <li>• Students can carry out a range of fieldwork techniques e.g. field sketches and drawing simple maps.</li> </ul>
Level 5	<ul style="list-style-type: none"> <li>• Students are able to describe in detail features, processes, and patterns and begin to explain them.</li> <li>• Students can explain their own views about geographical issues.</li> <li>• Students can suggest ways of carrying out fieldwork.</li> </ul>
Level 6	<ul style="list-style-type: none"> <li>• Students can describe ways in which physical and humans interact and lead to change.</li> <li>• Students can demonstrate decision-making skills.</li> </ul>
Level 7	<ul style="list-style-type: none"> <li>• Students understand the concept of sustainability.</li> <li>• Students start to plan their own fieldwork and investigations.</li> </ul>
Level 8	<ul style="list-style-type: none"> <li>• Students can assess the merits of different views and justify their own views.</li> <li>• Students can evaluate their fieldwork investigations and suggest improvements.</li> </ul>

Here are five ways parents can support their child's learning in this subject:

Discuss with students their class and homework topics.
Encourage them to watch topical television programmes relating to geography.
Support them with their coursework topic activities.
Allow them access to atlases and reference material.
Encourage them to be inquisitive about their surroundings and environment.

Here are some good websites:

- [www.georesources.co.uk](http://www.georesources.co.uk)
- [www.bbc.co.uk/news](http://www.bbc.co.uk/news)
- [www.bbc.co.uk/cbbc](http://www.bbc.co.uk/cbbc)
- [www.juicygeography.co.uk](http://www.juicygeography.co.uk)
- [www.radicalgeography.co.uk](http://www.radicalgeography.co.uk)

## HISTORY

In Year 8 we will be studying:

Term 1	'The Stuarts': An overview and introduction to the key themes.
Term 2	The causes of the Civil War and the execution of the King.
Term 3	The Interregnum and the role of Cromwell.
Term 4	Stuart Life and the Glorious Revolution.
Term 5	The French Revolution : Pre revolutionary French society.
Term 6	Causes of the Revolution, The Terror and The Legacy.

This is what is required for each level:

Level 4	<ul style="list-style-type: none"> <li>· Describe the events and people in the past accurately</li> <li>· Give some reasons for changes happening in the past</li> <li>· Show you know that people have different opinions about the past</li> <li>· Use information from different sources in class</li> <li>· Produce work with help from the teacher</li> <li>· Use some historical words and dates</li> </ul>
Level 5	<ul style="list-style-type: none"> <li>· Describe the events and people in the past in some detail</li> <li>· Give some reasons for changes happening in the past and show how they are linked</li> <li>· Show you know that people have different opinions about the past and why this is the case</li> <li>· Use information from several different sources in class and choose parts to help you in your writing</li> <li>· Produce work with some help from the teacher</li> <li>· Use several historical words and dates</li> </ul>
Level 6	<ul style="list-style-type: none"> <li>· Describe and explain the events and people in the past in detail</li> <li>· Give several reasons for changes happening in the past and show how they are linked</li> <li>· Explain accurately different opinions about the past</li> <li>· Use information from several different sources in class and ones you have researched yourself to help you in your writing</li> <li>· Produce carefully structured work with some suggestions from the teacher</li> <li>· Use historical words and dates frequently and accurately</li> </ul>
Level 7	<ul style="list-style-type: none"> <li>· Describe and analyse events and people in the past in detail</li> <li>· Analyse several reasons for changes happening in the past and show how they are linked</li> <li>· Explain accurately how and Why different opinions about the past have been produced</li> <li>· Use information from several different Sources in class and from several you have researched yourself to help you in your writing</li> <li>· Produce carefully structured work based on suggestions from the Teacher. You read your own conclusions</li> <li>· Use historical words and dates frequent and accurate</li> </ul>
Level 8	<ul style="list-style-type: none"> <li>· Describe and analyse events and people in the past in detail and set them in a wider historical context</li> <li>· Analyse several reasons for changes happening in the past and show how they are linked</li> <li>· Explain and evaluate different opinions about the past</li> <li>· Carry out independent historical enquiries and reach conclusions independently.</li> <li>· Produce carefully structured work independently</li> </ul>

Here are five ways parents can support their child's learning in this subject:

Encourage students to use Library to begin researching independently.
Encourage students to use local Libraries when doing independent research.
Encourage students to examine sources in greater detail.
Encourage students to watch relevant history programmes on television.
Make use of websites to support research and learning at home.

Here are some good websites:

<http://www.royal.gov.uk/output/page74.asp>

<http://www.britainexpress.com/history/stuarts>

[http://www.wikipedia.org/wikifrench revolution](http://www.wikipedia.org/wikifrench%20revolution)

<http://chnm.gmu.edu/revolution/>

**RE@CT**  
**(Religion, Ethics and Critical Thinking)**

In Year 8 we will be studying:

Term 1	Animal Issues
Term 2	Animal Issues
Term 3	Life after Death
Term 4	Life after Death
Term 5	Places of Worship
Term 6	Places of Worship

This is what is required for each level:

Level 3	Recognise beliefs and values influence attitudes to life and behaviour.
Level 4	Ask questions about people, life and choices and suggest answers.
Level 5	Identify religious beliefs and practices, places and objects and why they are important to people and the communities they live.
Level 6	Begin to evaluate religious ideas about moral issues.
Level 7	Explain and compare religious and non-religious views about life, using evidence to support you views.
Level 8	Evaluate religious and non-religious views on life and different interpretations of religious texts, language and symbolism.

Here are five ways parents can support their child's learning in this subject:

Look at pupils work and discuss what they have been learning in RE.
Watch news and current affairs programmes with pupils.
Ask pupils for their views and reasons for these views on issues such as animal rights.
Give pupils regular spelling and revision tests, ensuring that homework is of a good standard.
Encourage pupils to read books about religion or moral issues.

Here are some good websites:

www.theresite.co.uk  
www.ciwf.org  
[www.bbc.co.uk/religion](http://www.bbc.co.uk/religion)  
[www.reonline.org.uk](http://www.reonline.org.uk)  
www.culham.ac.uk

## ART

In Key Stage 3 the Art department follows a thematic approach allowing students a broad based experience of Art. This enables students develop a range of skills and techniques and study a wide variety of Artists and Designers.

Students in all years follow the same theme for 2 terms to enable research development, analysis and completion of a final outcome.

In Year 8 we will be studying:

Term 1	Portraiture
Term 2	Portraiture – paint techniques
Term 3	Multicultural Art
Term 4	Multicultural Art
Term 5	Creative Book Making
Term 6	Creative Book Making

This is what is required for each level:

Level 3	Develop ideas with help, select and use materials with help
Level 4	Develop ideas with some help, use different materials
Level 5	Develop ideas, use different materials, discuss your ideas, improve your work following advice
Level 6	Develop ideas using information you have found yourself, create work using a range of materials, discuss your ideas and analyse the work of Artists.
Level 7	Develop ideas showing the influence of other artists, select from a range of materials and show good technical skill. You are able to work independently
Level 8	Develop ideas independently, select and use a range of techniques and media with a high level of skill. Influence from other Artists is clear and considered. You work independently

Here are five ways parents can support their child's learning in this subject:

Ensure they have the correct basic equipment.
Encourage students to spend 30 minutes on homework.
Encourage students to watch Art related programmes on the TV
Try to provide them with some Art equipment e.g. coloured pencils, 4B pencil
Complete artist research in own words not just down loads from the internet

Here are some good websites:

[www.tate.org](http://www.tate.org); [www.artchive.com](http://www.artchive.com) [www.artcyclopedia.com](http://www.artcyclopedia.com)

## MUSIC

In Year 8 we will be studying:

Term 1	Ostinato- Baroque music
Term 2	Blues
Term 3	Ragtime
Term 4	Modes and Scales, Indian music
Term 5	Dance Music
Term 6	Rondo Form

This is what is required for each level:

Level 3	Sing and perform in tune, recognise the musical elements Make improvements to your own work
Level 4	Perform a <b>solo</b> part by ear or notation, use correct musical terms to describe music, suggest improvements to your work and that of others
Level 5	Perform <b>significant</b> parts from memory taking a solo part, improvise using a structure, compose music for different occasions, analyse and compare musical features, refine and improve your work
Level 6	Make <b>expressive</b> use of tempo, dynamics, phrasing and timbre in performance, compose in different styles using harmony and developing musical ideas, use notation to refine work, analyse, compare and evaluate how music reflects it's context
Level 7	Perform in different styles making <b>significant</b> contributions to ensemble playing, create coherent compositions, extending musical ideas, evaluate and make critical judgements about musical styles
Level 8	Perform, improvise and compose <b>extended</b> compositions using melodic and rhythmic phrases, explore different styles and traditions making accurate use of appropriate notations, discriminate between musical styles and traditions, placing music in it's cultural context

Here are five ways parents can support their child's learning in this subject:

Encourage your child to listen to a variety of music at home and discuss it with them
Encourage your child to practice their performance on their instrument/voice, either at home or in school breaks.
Take your child to live performances/concerts/gigs.
Check your child's music workbook regularly and initial any performance pieces you have heard them practice
Encourage your child to attend an extra curricular activity in music- the more music they do the better they achieve in other subjects!

Here are some good websites:

BBC is very good for composers and background information on musicians

BBC bitesize revision for music is excellent for GCSE

Use [www.google](http://www.google.com) .com to search for a piece of music you would like to hear

Use [www.musicrobot.co.uk](http://www.musicrobot.co.uk) to download midi files of your favourite songs

## DESIGN TECHNOLOGY

In Year 8 we will be studying

<p>In Year 8, pupils will work in all of the four specialist areas. They will build upon existing knowledge and develop new approaches to their work.</p>	<p><u>Textiles:</u> Here pupils' will make a drawstring bag for an application of their choice. They will consider different types of pockets and various ways of adding decoration to their work.</p> <p><u>Food:</u> Pupils' will extend their practical skills by developing a range of party food that will include pizza, pastry and sponge based products.</p> <p><u>Resistant Materials:</u> Pupils will refine their designing and making skills by making a clock for a specific room or place in the home.</p> <p><u>Graphics:</u> Pupils' will design and make a carrier bag for the clock made in the previous project. The bag will include a motif/logo that will use a variety of graphical processes.</p>
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This is what is required for each level

Level 3	Pupils design a limited range of ideas, using drawings and some words to describe their thoughts. They use simple tools accurately.
Level 4	Pupils collect information and use this to produce a range of ideas. They label their designs to explain what they are, how they work and what materials/ingredients will be needed to make them. They say what is good and bad about their work and how it might be improved. They produce step-by-step making plans.
Level 5	Pupils collect information from more than one source and investigate similar products to help with the designing of their own products. Making plans are more detailed and will include information on equipment and materials needed for each stage. Pupils' practical work shows more accuracy and flair. A wider variety of tools, materials and processes will be used
Level 6	Pupils evaluate a range of similar products to see how they have been designed and work. They make reference to their research in the annotation and evaluation of their design ideas. They write a detailed design specification and during making, they show that they understand the differences between materials. Pupils check their work as it progresses and pre-empt potential problems.
Level 7	Pupils will use a range of different drawing, colouring and presentation techniques. They will investigate how similar products have been made and use this to influence their own ideas. Pupils can predict how long each manufacturing stage will take and justify any changes. They will ask others to test their items and use this information to say how the item could be improved.
Level 8	Pupils' design work and planning shows that decisions are made as a direct result of their knowledge and understanding of materials being used. They appreciate the conflicting demands of designer, maker and client. They use processes accurately and consistently. Practical work is finished to a standard that would be comparable to a shop bought equivalent.

Here are five ways parents can support their child's learning in this subject

Check that pupils are organised for practical activities e.g. have correct food ingredients.
Provide ICT and Web facilities at home.
Provide good colouring and drawing equipment
Check over homework tasks and help with spellings
Provide folders for the safe carrying of technology work

Here are some good websites

[www.onevillage.co.uk](http://www.onevillage.co.uk); [www.marksandspencer.com](http://www.marksandspencer.com); [www.bbc/food.co.uk](http://www.bbc/food.co.uk)

## **PHYSICAL EDUCATION**

### **Year 7 and 8 PE:**

Pupils will develop their learning from KS2 by using their refined skills in ever more complex situations. There should be an emphasis at this stage on children learning about the concepts of all the activities undertaken. They will need to learn about the principles which will allow for successful performance, and they must be able to apply these principles in a variety of different sports and activities, ranging from football, rugby, basketball, netball, to gymnastics, athletics, cricket, and rounders. All pupils are given a level at the end of every module, in line with the national curriculum guidelines.

### **Extra Curricular Activities**

Extra curricular activities take the form of clubs, inter-tutor competitions and inter-school competitions. These are organized by the PE staff and are sometimes assisted by other members in the school. Parents are encouraged to help and have been involved in football, cricket and netball coaching.

These extra curricular activities are an important and vital part of school life. It must also be stressed that many extra hours go into this aspect of work, and this is done through the goodwill and enthusiasm of the staff involved.

We believe that these activities provide:

1. Healthy competition - both within the school and with other schools.
2. A chance for talented and enthusiastic pupils to test their skills against those from different schools.
3. A chance to socialize and compete with pupils from neighboring schools or districts.
4. A wider scope and opportunity of activities at different age levels.

An example of the clubs available are:

WINTER: Football, Basketball, Rugby, Gymnastics, Netball, Dance, Table Tennis, and Trampolining.

SUMMER: Athletics, Striking & Fielding, and Rounders.

**CLUBS ARE OPEN TO ALL PUPILS REGARDLESS OF ABILITY.**

## LEARNING FOR LIFE

Learning for Life lessons also include Personal, Health, and Social Education as well as Careers and Guidance and Study Skills.

### In Year 8 we will be studying

Term 1	Children's Rights
Term 2	Britain – a diverse society
Term 3	Drugs Awareness
Term 4	Study Skills
Term 5	Careers education – the Real Game
Term 6	Alcohol education

### Assessment

There are no levels for Learning for Life but pupils will complete a series of assessments over the year which are compiled in their Learning for Life assessment portfolio. We are looking for:

- Awareness of issues that affect our everyday lives
- Ability to listen to others and accept –if not agree with – their point of view
- Research relevant topics
- Ability to express views in writing and orally

### Here are five ways parents can support their child's learning in this subject

Discuss topics of national and international interest
Encourage critical reading of newspapers
Watch interesting documentary programmes
Encourage the good use of the internet for research around topics
Visit places of interest

### Here are some good websites

[www.bbc.co.uk](http://www.bbc.co.uk) (especially the Newsround site)

[www.connexions.com](http://www.connexions.com)