



## Friends' School Lisburn



Charlotte Johnston 8B

YEAR 8

**CURRICULUM  
BOOKLET**

**2017 - 2018**



## INTRODUCTION

The purpose of this booklet is to give an overview of the content of the subjects pupils study in Year 8 and the assessment procedures used to reinforce and consolidate classroom teaching.

At the start of the year, pupils are given a timetable, with different teachers for most subjects. Year 8 pupils study all of the subjects listed in the table below. The School week is divided into 45 periods, each lasting 35 minutes. Where appropriate, pupils are timetabled for double periods in their practical subjects. A typical timetable for a pupil in the current 2016-17 Year 8 is shown below.

Subject	Number of Periods each Week
Art and Design*	2
English with Drama	6
French	5
Games	2
Geography	3
History	3
Home Economics	2
Information Technology	2
Learning for Life and Work	2
Mathematics	6
*Music	2
*Physical Education	2
Religious Education	2
*Science	4
*Technology	2

**Sample Timetable for a Year 8 Pupil**

	Monday	Tuesday	Wednesday	Thursday	Friday
	Collect	Collect	Collect	Collect	Collect
1	French	History	French	Technology	Games
2	History	PE			
3	English	Science	Mathematics	French	History
4	Art		English	ICT	English
5			Mathematics		French
6	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
7	Religious Studies	Mathematics	Science	Mathematics	English
8	Geography	LLW		Religious Studies	Geography
9	Home Economics	Geography	Music	English	Mathematics
10		English			



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Pupils are taught in Collects for all subjects with the exception of the asterisked subjects for which they are divided into 6 groups to take account of the practical nature of the subject and the need for smaller teaching groups. Pupils are taught the Northern Ireland Curriculum and are given every encouragement to achieve the highest personal academic standards through challenging and engaging lessons.

Teaching and learning strategies employed in the classroom provide pupils with appropriate opportunities to develop and display their creativity, independence, collaboration and encourage acquisition of the necessary skills for effective learning.

### **SKILLS**

The skill of effective Communication is at the core of all learning and is developed in a progressive way through Reading, Writing, Talking and Listening in English lessons and reinforced across all subjects. Pupils are encouraged to take care with their Spelling, Grammar and Punctuation and to take time to look over their work to ensure it is at all times neat, with legible handwriting and in line with each subject teacher's expectations.

Similarly, pupils' ability in Using Mathematics, taught primarily through Mathematics, is developed and consolidated across the curriculum. Meetings between Friends' School KS3 Co-ordinators of Communication and Using Mathematics and those from our feeder primary schools ensure meaningful transition for pupils to School.

The school has a well-structured programme to ensure pupils consolidate their existing ICT skills and develop their capability to solve problems using various software packages, therefore providing the foundation for cross subject reinforcement and progression. ICT is taught through timetabled ICT classes in Year 8 and each pupil's skill in Using ICT is developed throughout a range of curricular subjects in Key Stage 3.

The Northern Ireland Curriculum has identified the development of Thinking Skills and Personal Capabilities as central to enabling pupils to become effective learners across all subjects. These skills encourage pupils' ability to think both critically and creatively and to develop personal and interpersonal skills and dispositions which help them in their learning. The five skills are:

- Managing Information
- Thinking, Problem-Solving and Decision-Making
- Being Creative



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- Working with Others
  - Self Management

Pupils acquire all five skills through all subjects, but focus on the development of the skills that are most appropriate to the content of each subject.

### **ASSESSMENT AND REPORTING**

Assessment is an integral part of the school curriculum. Teachers assess pupils' progress in Year 8, both in an on-going way, referred to as Assessment for Learning, as well as in a summative way, which is Assessment of Learning. Pupils' progress is also reviewed by pastoral staff to identify both strengths and areas for improvement and to assist pupils in personal target setting and action planning as part of their Progress File development.

### **BASELINE TESTING**

#### **MIDYIS**

At the beginning of the Autumn Term, all pupils in Year 8 are given the opportunity to take the Middle Years Information System (MIDYIS) test. This is an aptitude test administered by the University of Durham, taken by many thousands of pupils each year across the UK with the purpose of helping teachers set targets and monitor pupil performance in the Junior School. It lasts one hour and consists of a number of multiple choice questions based on the areas of Vocabulary, Mathematics and Patterns.

#### **Assessment for Learning**

Assessment for Learning is very much integrated into pupils' everyday learning. It is part of the teaching process used to develop pupils' knowledge and understanding. Teachers use techniques that best suit the nature of the work being assessed and the purpose of the assessment. It may, for example, take the form of independent or group tasks, class discussion, homework, project work, small class or unit tests or teacher observation of pupil participation as an individual or as part of a group. In keeping with the rationale of the Revised NI Curriculum, pupils are also encouraged to be fully involved in their learning, to review their work and set targets for improvement, thereby fostering self-responsibility and independence.

#### **Assessment of Learning**

In most subjects pupils have summative or end of topic/unit tests, many of which are standardised across the whole year group.



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## **School Examinations**

Pupils sit School Examinations in January and again at the end of May when they are off timetable for a week. Copies of the school examination timetable indicating changes to Break, Lunch and end of School times are posted on the website in the Academic, Internal Examination timetable area a few weeks before the start of the examinations.

## **Target Setting and Action Planning**

In keeping with the rationale of the revised NI curriculum, pupils are also encouraged to be fully involved in their learning, to review their work and set targets for improvement, thereby fostering self-responsibility and independence.

Each year, following the Winter and Summer School examinations, pupils take time in their Collects to review their performance in all subjects and set targets for improvement. More details are given in the Homework Planners pupils receive in September.

## **PREPARING FOR SCHOOL EXAMINATIONS**

There are a number of ways in which parents can support school and help pupils prepare for School examinations. In lessons, subject teachers indicate areas on which pupils should focus revision, spend time preparing them for the content, sharing with them the types of questions they might be asked and giving guidance about how to set out answers and the timing of answers. Pupils are also encouraged to use Fronter, the School's Virtual Learning Environment, where they will find activities to help them with the topics they are covering in all subjects as well as exams information, revision guides and activities to assist with their revision. Collect teachers will also spend time discussing ways to revise and assisting pupils with the preparation of a revision timetable.

Parents can also assist with revision in some of the following ways:

- Taking a pupil through their revision timetable and planning what needs to be revised in each subject to ensure all subjects and areas highlighted by subject teachers are covered
- Assisting with the organisation of notes/books required for revision
- Creating a revision notebook in which the pupil can make notes, self-test and highlight areas for further revision
- Talking the pupil through learning, hearing vocabulary/prepared presentations for Speaking Tests in Languages and checking accuracy of notes made from textbooks/learning booklets/class and home works

- Ensuring pupils can work at a table/desk and have a quiet area in which to study
- Encouraging self or parental testing followed by review of all learning and punctuating revision with short but well-earned breaks!
- Remember small rewards can also help motivation!



## **HOMEWORK**

Each pupil is issued with a Homework Planner at the beginning of the school year in which to keep a record of the work set and to organise time at home for completing homework. The Homework Planner should be brought to all subject classes. Collect teachers check the pupils' Homework Planner regularly and parents are also encouraged to check that homework is being done and to initial the Homework Planner each week. In Years 8 – 10 some teachers may make a note in the Homework Planner when a homework has not been done or a pupil is not bringing the correct books or materials to class.

The Homework Planner also asks a pupil to record, on a regular basis, their achievements and involvement in extra-curricular activities, both inside and outside School. It also encourages them to record and reflect on their examination performances. This helps them to complete a Progress File Self Review at the end of the year. Within the Homework Planner there is Study Skills guidance providing tips on personal organisation, homework and revision skills. We encourage parents to work alongside pupils as they move through the guidance contained in this section in their Extended Collects. We value the establishment of good study habits in the junior years so that pupils can take increasing responsibility for their work later on.

In Years 8 – 10 pupils' homework is set according to a homework timetable which is sent to parents in September. Homework given will vary to reflect subject content and the individual subjects in this booklet will give some indication as to what form it will take. Although pupils get homework according to the timetable, there will be times when homework may not arise naturally from class activities and it may not be useful to set a piece of work. There will be occasions, too, when pupils are involved in project work and will be required to complete a short additional task in the evening to ensure on-going progress in the project. Pupils may also be set a larger piece of work which teachers might ask pupils to complete over two or more homework sessions. This will require careful organisation on the part of the pupil who will need to learn to manage his or her time at home in order to ensure they are able to complete all homework on time.



## Home Support

Parents can support their son or daughter's learning at home by encouraging pupils to:

- Check homework for accuracy in spelling, grammar and punctuation and presentation
- Take time each week to revise work, possibly even setting a few weekly targets for improvement
- Manage and organise their books and materials required for lessons each evening
- Read as much and as often as possible including books, newspapers or journals related to personal interests and subject related articles on the Internet; all useful ways to extend general knowledge and literacy skills
- Participate in extra-curricular activities

## REPORTING

Parents receive a report of their son/daughter's performance following both the January and May/June examinations. The Winter Report reports the pupil's own percentage achievement and the year average percentage for each subject. Parents also receive a numerical descriptor (1-5) of their son/daughter's class effort (E), quality of homework (H) and personal organisation (O) for each subject.

In addition to percentage marks reflecting performance, year average and a grade in the May/June exams, the end of year Annual Report provides parents with a comment on pupil progress and achievement over the year in each subject. Your son/daughter's Collect teacher will also write a summative comment which will include a focus for improvement.

As required by the revised Northern Ireland Curriculum, the subject comment in 5 different subjects in the end of year report will include an evaluative reference to pupil progress in each of the 5 Thinking Skills and Personal Capabilities.

The table below indicates which subjects will report on each of the five skills in Year 8.

Problem Solving	History
Being Creative	Drama (through English)
Self-Management	Home Economics
Managing Information	Junior Science
Working with Others	Learning for Life and Work (LLW)

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## Art and Design

In Year 8, pupils study Art and Design for two periods each week.

The programme is organised in a series of units designed to introduce pupils progressively to new skills and experiences with both practical and conceptual elements. Within these units opportunities are provided for pupils to work with a broad range of media and techniques, including: drawing and painting, collage, printmaking and mixed media. Appropriate learning experiences are offered to support all pupils in the development of their creative skills.

Throughout the year, pupils are encouraged to develop their time management and organisational skills to ensure they prepare adequately for class, as work completed at home forms an integral part of units and is assessed regularly to inform winter and summer assessments. The department reports through continuous assessment.

This use of contextual and historical sources supports all units. Pupils research background and related information to increase their understanding of their own work and the cultural contribution which Art and Design makes to their lives. They are encouraged to utilize the school VLE Fronter, by accessing resources which support and extend their learning, in particular to inform the research tasks which are completed at home.

Pupils are encouraged to take part in a range of competitions and subject related activities throughout the year.

The Year 8 programme stimulates and challenges pupils, giving them the opportunity to develop confidence in their creative, intellectual and artistic abilities.

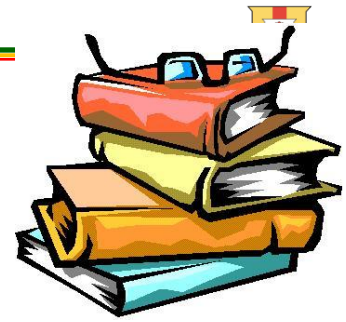


## English

Pupils in Year 8 have six periods of English per week; one of these is a dedicated Library period. Pupils are encouraged to read for pleasure and to develop their curiosity and interest in learning through the use of non-fiction texts, magazines etc. Drama is delivered through the teaching of English; pupils practise the skills of speaking, improvisation and dramatic role play. Pupils also read and study two class novels during the year. Through planned schemes of work for each novel, pupils engage in a range of Reading, Writing and Talking and Listening exercises. Pupils have the opportunity to read a drama text



and to study poetry from a Key Stage 3 Poetry Anthology. Pupils use dedicated workbooks on Spelling, Punctuation and Grammar with spellings set and tested on a weekly basis.



Assessment is embedded in each Unit of work with the emphasis on extending reading, writing and research skills and on accuracy and fluency in written and oral expression. Pupils will be given a booklet containing a year plan, a full outline of tasks and detail about the content of mid and end of year exams – this clearly outlines the homework tasks and success criteria indicates how marks are awarded. The 4 standardised tasks comprise 20% of the marks for the January and June examination. Pupils are guided, through the task sheet, to self-evaluation and target setting. Tasks are marked to a common mark scale.

Pupils should be working to develop a very good vocabulary and be able to read, write and communicate purposefully and with insight exhibiting sophistication in expression, punctuation and language. In order to support and develop this aim, pupils are expected to read at home. A range of fiction and non-fiction book should be read at home each term.

All pupils are encouraged to enter the many competitions the English Department supports including the Lisburn Arts Annual Creative Writing competition. Additionally, pupils will have many opportunities to display and exhibit their work in the classroom and in the school magazine.

Below is an outline of topics and homework tasks for Year 8.  
Tasks marked \* contribute 10% towards school examination.

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<p><b><u>Sept/Oct</u></b>            Novel A            *Unit 1 – Personal Writing            SPGs – weekly Spelling Tests</p> <p><b><u>Nov/Dec</u></b>            Novel A            *Unit 2 – Poetry Task            SPGs- weekly Spelling Tests</p>	<p><b><u>Jan</u></b>            Winter exam consists of            Personal Writing essay &amp; 10 SPGs            for correction.</p> <p><b><u>Feb</u></b>            Novel B            *Unit 3 – <i>Macbeth</i> (Newspaper            report)            SPGs - Spelling Tests</p>	<p><b><u>May</u></b>            Prep for Summer Exam: book            cover analysis            SPGs practice and consolidation            for exams.</p> <p><b><u>June</u></b>            Drama text            Creative Writing</p>

<u>Dec</u>	<u>March - Easter</u>	Talking and Listening (individual speeches)
Start prep for Jan exam	Novel B	
Talking and Listening (group discussion)	*Unit 4 – Literary Response to Novel	
	SPGs - Spelling Tests	
	Talking and Listening (role play)	

N.B. Pupils will read 2 class novels – ‘*Boy*’, Roald Dahl and ‘*The Boy in the Striped Pyjamas*’, John Boyne. They will also be expected to read a range of fiction books at home and in Library classes throughout the year.

**English Department Extra Curricular activities:** Junior Book Club, Public Speaking.

We hope you will enjoy taking part in the English Department activities.

### Languages

All pupils begin studying French at the start of Year 8, and continue with the language in Years 9 and 10. In addition, pupils take either German or Spanish from the beginning of Year 9 and continue with this second language in Year 10. In Year 8, pupils have 5 periods per week of French and cover the following topic areas: family life, pets, where they live, describing their house, classroom objects and commands, weather,



clothes, days of the week, months of the year, sports and other activities. Listening, Speaking, Reading and Writing skills are all developed. They also acquire grammatical concepts such as genders, plurals, adjectives, possessive adjectives, regular –er verbs and some irregular verbs. Thinking Skills and Personal Capabilities are developed through active learning strategies within the classroom. In Year 8 there is specific focus on the skill of Self-Management.

Pupils use *Encore Tricolore*, Book 1. To supplement this course, they use ICT packages such as *Just Click* and a variety of online resources. Our Virtual Learning Environment (Fronter) provides a range of supplementary activities and quizzes, and pupils are encouraged to consult this regularly to consolidate their learning experiences. Revision exercises, as well as guidance for exams, are also available on Fronter. Homework generally involves vocabulary learning and completion of reading and writing tasks. There is generally one formal written homework every week. Parents can help by checking the presentation of their son/daughter’s homework and assisting with vocabulary learning. Pupils are

encouraged to be actively involved in monitoring their own progress and they complete evaluations of their performance after both January and May examinations. Pupils complete Reading and Writing examinations mid-year and again at the end of the year, when they also sit Listening and Speaking tests. We celebrate the European Day of Languages with a Year 8 Food Fest, sampling foods from France, Germany and Spain in September.

## Geography

All pupils in Years 8, 9 and 10 take Geography. Both the Physical and Human aspects of the subject are covered through topics such as Rivers, Glaciers, Africa and Map-skills



Pupils make reference to the Oxford Geog. 1, 2 and 3 textbooks for Key Stage 3, along with a wide variety of other teaching resources. They also work in a quality learning environment, all of which will hopefully foster a lifelong interest in geographical study and the world around us. Pupils can expect at least one written homework per week and are encouraged to maintain high levels of organisation and presentation throughout. Assessment is on going throughout the year in the form of standardised end of unit tests and examinations. Thinking Skills and Personal Capabilities are developed through active learning strategies within the classroom. In Year 8 there is a specific focus on Managing Information and pupils have a range of opportunities to develop further their proficiency in ICT. Fronter, the school VLE is widely used within the department for consolidation and revision purposes.

## Home Economics

Home Economics is compulsory at KS3 and in Year 8 pupils study the following topics: What is Home Economics?; names and uses of the main items of kitchen equipment; the use of measuring equipment in the kitchen; kitchen safety; the importance of good personal hygiene when handling food and how to prevent contamination of food during preparation, cooking, serving and storage; healthy eating; the needs of people through the life cycle; methods of cooking food; and consumer education, to include methods of shopping and impulse and planned spending. The work is divided into six units and cookery practical is an integral part of the course.

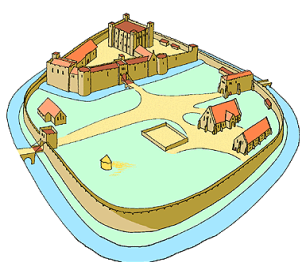
Pupils cook once or twice per unit of work. Worksheets are provided and pupils have the use of text books in School.



Standardised homework is set regularly. Two homework tasks contribute to the winter report and the mark schemes are included with their work sheets. Additional worksheets, PowerPoint presentations and embedded videos will be available on  **Fronter**  to help reinforce learning covered in class.

There is a specific focus on developing the skill of Self-Management. To assess this skill the pupils plan, organise the sequence of activities and manage their resources in the making of Oven Wheaten Bread. An ICT task is also set when the pupils research the value of breakfast; produce a summary sheet to present their findings and research breakfasts eaten around the world.

## History



All pupils begin studying History at the start of Year 8 and continue with the subject in Years 9 and 10. For 3 periods per week in Year 8, pupils cover the following topic areas: Introduction to History, looking specifically at Friends' School; the Norman Conquest of England and the Normans in Ireland. Thinking Skills and Personal Capabilities are developed through active learning strategies within the classroom and there is specific focus on the skill of Problem Solving using primary and secondary sources. Pupils use a variety of school designed workbooks and textbooks to supplement classroom activities. To enhance their learning they make use of ICT facilities for research and presentation and at the end of the year there is an opportunity to visit Norman sites in County Down.

Homework generally involves research, reading and writing tasks. There is one formal written homework per week and parents can help by checking the presentation of this homework. At the end of each unit of work, pupils complete a standardised assessment, record marks and set targets for improvement. In the History Department, pupils are encouraged to be actively involved in monitoring their own progress. Pupils can make use of Fronter for revision/extension activities before examinations.

## Information Communications Technology

### What will I study in Year 8 ICT?

The Year 8 course seeks to provide pupils with a basic understanding of essential skills and knowledge within computing and ICT. This curriculum serves as a foundation from which to develop knowledge, skills and understanding later in their school careers.





Similar to other regions in the UK, Northern Ireland is experiencing a skills shortage in certain areas of the IT industry and our Year 8 curriculum attempts to address this shortage by introducing, pupils to some fundamental concepts within this field.

A very important aspect of the Year 8 programme is to provide pupils with an awareness of eSafety, encompassing areas such as the safe use of social media and cyberbullying. These guidelines are taught at the start of the year to ensure pupils know how to remain safe while online, both inside and outside of school, and to make them aware of the School policy when dealing with those who breach of the School's "Acceptable Use of ICT" policy.

In Year 8, pupils have two periods per week of ICT. During these periods, and in addition to eSafety awareness, pupils develop their skills and knowledge in a range of software and programming applications along with relevant theoretical knowledge. These include:

- Databases using Microsoft Access;
- Spreadsheets using Microsoft Excel;
- 'Computational Thinking Skills' and Programming using Scratch and the BBC Microbit



### How is ICT taught in Year 8?

Students follow and complete a series of class workbooks, specifically developed to deliver key skills and learning within the subject area. Students will also be assessed at end of each topic to gauge the level of understanding they have enjoyed. The majority of these assessments will be computer-based although occasionally a written assessment will be used to help further develop literacy skills.

All the teaching and learning resources used to teach the subject are provided through Fronter, a VLE provided by C2K.

Pupils have the opportunity to further develop their skills and understanding during 'Code Breakers', a programming club, currently held during junior lunch on a Tuesday.

We have a strong track record in successfully competing in a number of IT-related competitions. These include:

- "Bebras" [Computational Thinking Skills]
- "PWC/Google [Entrepreneurial and Teamwork Skills],
- "Beltech App Design" [Technical and Business Awareness Skills]

These competitions provide pupils with priceless opportunities to develop their knowledge, understanding and skills all within a real world context. They also help to develop soft skills including teamwork, creative thinking, leadership and problem-solving skills, not to mention a competitive spirit.

## LLW

All pupils in Key Stage 3 study Learning for Life and Work comprising the contributory strands of Citizenship, Employability and Personal Development. Learning for Life and Work aims to help pupils to develop knowledge and understanding of the challenges and opportunities that they may encounter both inside and out of School; and the different values, attitudes, needs and perspectives of their own and other communities. Additionally, it aims to develop the skills, attitudes and values necessary for independent thinking, informed decision making and responsible actions.

Learning for Life and Work is delivered in both timetabled classes and during special Learning for Life and Work days, at specified times throughout the year, when a range of professional agencies come into School to deliver aspects of the programme. This allows the expertise of external providers to support our curricular provision. In Years 8 and 9 pupils learn through a composite programme of Employability and Personal Development, one period per week, with a separate Citizenship period in Year 8. In Year 10, pupils have three separate periods for Citizenship, Careers Education, Information and Guidance and Personal Development. The skill Working with Others is highlighted in all year groups.



## Mathematics



Pupils in Year 8 have six periods of Mathematics each week and are taught in their Collect group. Teaching aims to both consolidate and develop the work covered in Key Stage 2 and to introduce pupils to some new mathematical concepts. Thinking Skills and Personal Capabilities are developed through active learning strategies within the classroom. In Year 8 there is particular focus on Algebra and Problem Solving. Number, Shape, Space and Measure and Data Handling are also taught.

Pupils use of a pupil workbook as well as STP Mathematics 7A. A maximum of four homeworks may be set per week. A formal homework is completed in the homework book at the end of every topic to prepare for class tests. The results of these formal homeworks are recorded. Pupils are encouraged to be actively involved in monitoring their own progress.

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All Year 8 pupils are entered into the UKMT Junior Mathematics Challenge. Additionally, pupils will have many opportunities to display and exhibit their work in the classroom. Year 8 pupils are encouraged to join the Junior Mathematics Club which aims to extend and enrich the taught curriculum. Revision material as well as links to the interactive website, [www.MyMaths.co.uk](http://www.MyMaths.co.uk), is available on Fronter and pupils are encouraged to make use of this in order to further support their learning and develop their skills of independent study.

### Music

In Year 8, pupils engage in Music in a practical way through singing, keyboard skills, African drumming, listening activities, conducting and music technology. During their double period each week, they have opportunities to improvise, compose and work together in groups. Students begin to read music and practical work caters for all abilities.



A range of instrumental and vocal tuition is available in school and many of our Year 8 musicians participate in orchestra, choir, folk group, brass group and smaller ensembles. The course aims to improve pupils' self esteem, self expression and encourage active and enjoyable music making. Fronter provides information about pupils' homework, their assessment breakdown and also revision guidance, leading up their Summer and Winter exams.

### Physical Education



In Year 8 pupils have two periods of Physical Education and two periods of Games each week. In Physical Education, pupils participate in and learn the value of Health Related Exercise, Swimming, Gymnastics, Fundamental Movement Skills, Dance, Athletics and Softball. During Games lessons boys are given opportunities to play Rugby, Hockey and Cricket and the girls sample Hockey, Netball, Dance, Rounders, Tennis and Badminton. Thinking Skills and Personal Capabilities are developed through active learning strategies, with specific focus on the skills of Thinking, Problem Solving and Decision Making.

Within all Physical Education lessons pupils learn how to work effectively as a team, work independently, work with a partner and to communicate their own knowledge of Physical Education to other pupils.

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## Religious Education

Pupils have 2 periods of Religious Education each week in Year 8. They are encouraged to form and develop their own views and to listen and respect the views of others. In Year 8, pupils cover the following topics: introduction to the Bible; Quakers; Jesus and Other people; Islam and Jackie Pullinger. At all times we seek to make the course relevant to life today. Pupils use a variety of in-house work booklets and online resources. Thinking Skills and Personal Capabilities are developed through active learning strategies and in Year 8 there is specific focus on the skill of Being Creative.



Homework involves research, writing and presentation tasks and parents can help by discussing homework tasks and encouraging pupils to plan and work independently. Pupils complete a variety of standardised assessments and are encouraged to evaluate their work and effort.

## Science

All pupils study a composite Science course in Year 8. Years 9 and 10 focus on the three separate Sciences, Biology, Chemistry and Physics, taught by subject specialist teachers.



In Year 8 pupils have four periods of Junior Science a week and study the following topics: Being a Scientist, Cells and Living Systems, Forces Everywhere, Solutions and Separations, Human Reproduction, Acids and Alkalis and The Universe. All Junior Science topics are delivered using departmental booklets, which pupils complete as they progress through the topic. All laboratory-based skills are developed through these topics and a range of Thinking Skills and Personal Capabilities are developed through the different active learning approaches used in the classroom. Junior Science works with the Mathematics department to deliver a numeracy task within the topic of Being a Scientist. Regular homework tasks give pupils the opportunity to develop some of the key skills that have been the focus of classroom teaching and at the end of each topic there is a standardised assessment. Pupils are encouraged to keep a record of their marks and to set targets for development. Pupils are encouraged to use 'Fronter' to enhance their learning. Here, they can access additional notes/information and links to websites to assist with their preparation for the winter and summer examinations.

## Technology

In Year 8, pupils engage in the following activities; learning to work safely in a workshop, using plastic to manufacture a key ring, using graphic design skills to represent ideas in three-dimensions, designing and



making a desk tidy and using Computer-Aided Design (CAD). The Year 8 course is designed to be fun and engaging and seeks to contribute to the development of Thinking Skills and Personal Capabilities. In particular we focus on the skills of Being Creative, Self-Management and Working with Others.

Pupils use A4 folders to store their work. Booklets are distributed for all topics covered during the year. Pupils are expected to place these safely in their folders which can be stored in the Technology and Design Department when not needed for work at home.

Homework is usually in the form of work sheets or a graphics task and if a major graphics task is set, pupils will usually be given three to four weeks to complete it. Pupil work during term time is assessed and usually includes practical, graphical and written work.

Teaching and learning resources can be accessed on the **Frontier** VLE and it is also used as a means of collecting in pupil work. Development of pupil numeracy and literacy is addressed through various practical and non-practical tasks throughout the year.

