

**ENGLISH**

Year 8 aims to broaden the reading and writing experiences of Year 7 by consolidating existing key writing skills including the following writing purposes:

Argue/Persuade/Advise                      Comment/Analyse/Review

**Reading** and **analytical** skills are linked with **writing** through the study of poetry, non-fiction writing such as newspaper and magazine articles, website leaflets and blogs. To provide further challenge, the language of Shakespeare and a variety of fiction genres are also studied. Students are expected to continue to read novels and other fiction independently and will be expected to provide evidence of this throughout the year. The theme of identity is also explored through a combination of poetry, prose and drama.

**Speaking and Listening** skills are developed through the study and assessment of a variety of tasks such as group discussion, individual speaking tasks with purposes such as argument and persuasion.

**Homework**            Twice weekly, at least one of which will be written.

**Marking**              Work is assessed regularly using National Curriculum levels. An end of year examination assesses

**Assessment**        reading and writing skills.

**MATHEMATICS**

Mathematics in Year 8 covers topics from all four attainment targets: Using & Applying, Number & Algebra, Shape & Space, and Handling Data.

**Autumn Term**       Sequences, Fractions, Area, Negative numbers, Properties of numbers, Estimating and checking answers, Rules of algebra, Geometrical reasoning, Construction and locus, Circles.

**Spring Term**       Averages and range, Mental calculations, Using a calculator, Reflection, Formulas and expressions, Rotation and combined transformations, Real-life equations, Handling data, Fractions, Decimals and Percentages.

**Summer Term**      Ratio and proportion, Enlargement, Sequences, the nth term, Drawing graphs, Congruent shapes, Tessellation, Pythagoras' theorem, Mathematical reasoning.

**Homework**           Set twice weekly and might include memorisation.

**Marking**              Each piece of homework corrected and marked out of ten with written comments where appropriate.

**Assessment**        Test at the end of each chapter, marked out of 10. Regular mental arithmetic tests take place approximately once a fortnight. An end of year examination consisting of non-calculator and calculator allowed papers spanning NC levels 5c-7a will test all work covered during the year. Students will be placed in 6 sets in Year 8 according to their ability.

**SCIENCE**

Students will develop scientific thinking skills and experimental skills during the course of the year. Students will cover six units of work.

**Autumn Term**       Elements, Mixtures, Compounds and Reactions, Heat Transfer and Magnetism

**Spring Term**       Digestion, Respiration and Circulation

**Summer Term**      Solutions

**Homework**           Homework is set weekly although occasional projects may cover several weeks.

**Marking**              Exercises are marked as appropriate out of 10 for scientific content. Effort grades are also awarded.

**Assessment**        There are regular assessment activities throughout units of work. These activities assess student's scientific thinking skills, experimental skills and understanding of concepts. These activities are awarded National Curriculum levels where appropriate. At the end of each unit, student's progress is assessed, and they are awarded a National Curriculum level. At the end of the year, students will sit an end of year exam which includes work from Year 7 and Year 8. The exam is also awarded a National Curriculum level. Work covers levels 4 to 7. Post exam students will work on independent investigations to improve their understanding of scientific enquiry and treatment of data in preparation for Year 9.

## FRENCH

Year 8 French builds on the basis provided in Year 7 and extends into more complex structures and grammar.

**Autumn Term** Shops, buying foods, countries, capital cities and nationalities, describing towns, their location and facilities, reading and writing postcards, describing leisure activities.

**Spring Term** School life in France, school day and subjects, preferences of subjects, daily routine and travel to school, introducing people, staying with a family.

**Summer Term** Buying drinks, snacks and ice-cream, describing food and recent meals, expressing likes and dislikes, discussing the menu and ordering meals in a restaurant, understanding of travel information, buying a ticket, describing a recent trip.

New grammatical concepts include:

- Slightly irregular present tense verbs ending in –er;
- Regular present tense verbs ending in –ir and –re;
- More irregular verbs in the present tense;
- Use of aller, pouvoir and vouloir with the infinitive;
- Reflexive verbs in the present tense;
- The perfect tense; with avoir and être;
- Expressions of quantity, negatives, prepositions with towns and cities;

**Homework** One homework a week; usually one written homework and/or one learning of vocabulary / verbs

**Marking** Out of 10 or a higher mark as appropriate. Where appropriate, progress will be assessed in relation to appropriate National Curriculum level descriptions for Modern Foreign Languages.

**Assessment** Regular tests of homework and units of work. End of year examination in May/June. Work covers National Curriculum levels 4 – 6.

## DESIGN AND TECHNOLOGY

Year 8 work covers work done in the four areas of Design and Technology: Systems and Control, Food, Resistant Materials and Textiles. This is done on a carousel system. Each student spends a quarter of the year in each area. The focus is on materials and making skills associated with each area.

**Homework** Technology diaries or project work

**Marking** Diaries marked out of 10.

**Assessment** Projects assessed by National Curriculum level and examinations carried out at the end of the year.

## GEOGRAPHY

Geography in Year 8 includes work on geographical skills, places and themes.

**Autumn Term** Changing coastlines and Antarctica

**Spring Term** Population, migration and earthquakes

**Summer Term** Pupils have the chance to produce a personal project on a natural hazard of their choice

**Homework** will be set weekly with occasional projects lasting several weeks

**Marking** For each piece of work completed students will receive two marks: a grade for attainment A-E and a mark for effort 1-5. **Attainment grades** reflect understanding of the work, accuracy of answers and the level of geographical skills shown. **Effort marks** reflect the effort put into the task, eg use of time, materials, initiative, presentation

**Assessment** There will be end of topic tests as well as an end of year exam. Project work will be marked using National Curriculum levels 3-7

## HISTORY

Pupils will study:

**1 Britain 1750-1900**

Empire, Slavery, Industrial Revolution, Power to the People?

**2 The Indians of North America**

case studies of different tribes; the impact of contact with white traders and settlers.

**Homework** Set weekly

**Marking** A\* – E for attainment, 1\* – 5 for effort

**Assessment** 1 hour examination at the end of the year, with other assessment tasks through the year

## GERMAN

Students will study German (alongside French) as one of their language options. There will be practice in all 4 language skills – speaking, listening, reading and writing.

**Topics covered** Introducing yourself and your family; school; free time and leisure; your house and local area.

**Homework** Set weekly, involving learning or written.

**Marking** Usually out of 10.

**Assessment** Regular vocabulary tests; end of course written assessment.

## SPANISH

Students may study Spanish (alongside French) as their second language option. There will be practice in all 4 language skills – speaking, listening, reading and writing.

**Topics covered** Greeting; countries and nationalities; where you live; alphabet; numbers; dates; classroom objects; family; pets and houses.

**Homework** Set weekly, involving learning or written.

**Marking** Usually out of 10, with targets for improvement.

**Assessment** Regular vocabulary tests; unit tests and levelled assessment tasks. End of year examination.

## LATIN

The first year of Latin (in Year 8) is based on Unit 1 of the Cambridge Latin Course in which vocabulary, grammar, and translation skills are acquired and developed against a backdrop of the daily life of a wealthy family in Pompeii in the months before the eruption of Mount Vesuvius.

### Autumn Term

Stages 1 – 4: word order in Latin sentences; subject and object singular (nominative and accusative); the present tense.

Topics: Caecilius and his family; domestic life; Pompeii; the forum.

### Spring Term

Stages 5 -8: nominative and accusative plural; the perfect and imperfect tenses; superlative forms of adjectives and adverbs. Topics: the baths; elections; education; eruption of Vesuvius.

**Homework** is set weekly

**Marking** translations, comprehension, grammar exercises, and illustrative work are given a grade. Vocabulary tests are marked out of 10.

**Assessment** Regular tests are given each term.

## ART

In Year 8 (as in Years 7 and 9), the essential basic elements of visual language, interpretation and technical skills are established through the study and practice of: observation • composition • lay-outs • arrangements • design • colour • materials • techniques • methods • critical studies • Information and Communication Technology.

**During the Autumn and Spring Terms**, students study:

Knots and ropes (pencil / paint/printing); Gargoyle Faces in Clay; Aboriginal Art (paint); Tile Sets (clay); Fruit cross sections (pencil/paint/collage – including fabric). In the Summer term students will become involved in a lengthy project that will focus on the work of other artists. This research will then be used to influence their own development and final piece. This work can be in any appropriate medium.

**Homework** Set regularly. It covers research, planning, drawing practice and extending and reinforcing lessons.

**Marking** Out of 10

**Assessment** Assessment of the completion of each project. All final pieces from each project are moderated by all members of the Art Department and marked out of 10 and scaled to NC level.

## MUSIC

Music in Year 8 will include

- 1 Programme Music
- 2 Reggae Music
- 3 Classical Music – Introduction to classical forms – ternary, rondo, ground bass, theme and variations
- 4 Gamelan Music
- 5 Musical Theatre
- 6 Rap Music

**All projects will be assessed through performing, composing and appraisal tasks. When appropriate, research and presentation work will also be taken into consideration**

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

### **Year 8**

#### **Introduction**

All students in Year 8 have one lesson of ICT a week. The ICT suites are equipped with 32-networked PC's with fast, but filtered Internet access. ICT in Year 8 follows the National Programme of Study through interesting and engaging department developed projects. Projects include data handling, podcasting, desktop publishing plus basic programming using ActionScript and HTML.

#### **Key Concepts of the ICT Programme of Study**

##### **Capability**

- Using a range of ICT tools in a purposeful way to tackle questions, solve problems and create ideas and solutions of value.
- Exploring and using new ICT tools as they become available.
- Applying ICT learning in a range of contexts and in other areas of learning, work and life.

##### **Communication and collaboration**

- Exploring the ways that ICT can be used to communicate, collaborate and share ideas on a global scale, allowing people to work together in new ways and changing the way in which knowledge is created.

##### **Exploring ideas and manipulating information**

- Solving problems creatively by using ICT to explore ideas and try alternatives.
- Using ICT to model different scenarios, allowing people to identify patterns and test hypotheses.
- Manipulating information and processing large quantities of data efficiently.

##### **Impact of technology**

- Exploring how ICT changes the way we live our lives and has significant social, ethical and cultural implications.
- Recognising issues of risk, safety and responsibility surrounding the use of ICT.

##### **Critical evaluation**

- Recognising that information must not be taken at face value, but must be analysed and evaluated to take account of its purpose, author, currency and context.

- Reviewing and reflecting critically on what they and others produce using ICT.

##### **Assessment**

Project tasks will be assessed using the National Curriculum Level Descriptors. Homework will be closely linked to tasks set in class. There will be a practical exam towards the end of the summer Term. Students in Year 8 should be working between Attainment Level 5 and 7.

##### **Extra Qualification**

If the students can evidence all the work they complete in Year 7 and Year 8 in a suitable portfolio there is the possibility that they can be entered for the OCR Nationals in ICT at the end of Year 8. The OCR Nationals in ICT are a Level 2 qualification.

## **PERSONAL, SOCIAL, CITIZENSHIP, HEALTH and ECONOMIC EDUCATION**

### **Introduction**

Citizenship is a statutory part of the National Curriculum for secondary schools, at both Key Stage 3 and Key Stage 4. As part of Citizenship, students will acquire knowledge about the democratic system in which we live, will be encouraged to think about topical issues, to form ideas and express opinions, and will develop the capacity to take responsibility while actively participating in society. At NHGS, Citizenship education at both key stages will take place within the timetabled programme of PSCHEE, as well as through other subjects of the school's curriculum, where appropriate, and through students' involvement in a range of activities, including School Councils and assemblies.

PSCHEE will be delivered on a rotating cycle in Year 8 and each form will cover the following over the course of the year:

#### **1. Friendships**

- Eating Disorders

#### **2. Sex and Relationship Education (SRE)**

- Stereotypes
- Relationships & Emotions
- Assertiveness & Personal Safety
- Priorities – The Impact of Parenthood
- Peer Group Pressure
- Contraception

#### **3. Careers**

- What is Work
- Careers Information
- Career Paths

#### **4. Citizenship 1**

- The Environment
- The Local Environment
- Environmental Law
- Media in Society
- Consumers and the Law

#### **5. Citizenship 2**

- Human Rights
- Rights and Responsibilities
- Legal Rights
- Capital Punishment

#### **6. Study Skills**

- Target Setting
- Firework Safety

## PHYSICAL EDUCATION

<b>Autumn Term</b>	Football, Hockey, Basketball/Ball Handling Skills
<b>Spring Term</b>	Gymnastics, Dance
<b>Summer Term</b>	Athletics, Rounders/Cricket/Softball

In Year 8 Physical Education, students receive:

- Further instruction in the skills, rules and tactics of each activity. Increasing importance placed on the full game situation.
- Continued highlighting of the importance of a good level of personal fitness and the need for participation in PE and sport.
- Assessment is carried out via: Gymnastic performance and project, athletic grades, Gifted & Talented tests and major games grades. Peer assessment is used widely especially in gymnastics.

Students are taught in mixed and single sex groups that are differentiated by ability.

### Extra-curricular activities

Teams and clubs operated at lunchtime and after school have allowed students to participate in the following sports: Football\*, Athletics\*, Cross Country\*, Rugby League\*, Netball, Hockey\*,Gymnastics\*, Swimming, Biathalons\*, Golf\* and Cricket.

Practices are open to any student irrespective of ability and all students are encouraged to participate.

\*denotes male and female teams

## RELIGIOUS STUDIES

This year students concentrate on the Abrahamic religions of Islam, Judaism and Christianity. A knowledge of these faiths will help students make sense of events in the Middle East and throughout history. In April there will be a visit to the Beth Shalom Holocaust Centre in Nottinghamshire.