# CLAIRES COURT
SENIORS

Curriculum Statement

Year 8
2024 – 2025

Your place to *excel*

Welcome to Year 8

This booklet is a collection of curriculum statements for each subject and outlines what is being taught, how it will be taught, the resources that are used and how progress will be assessed. The overarching philosophy guiding our work is that of the **Claires Court Essentials**, in which we focus on developing in our young pupils that variety of skills and behaviours that will maximise their strengths to become successful learners in the 21st Century.
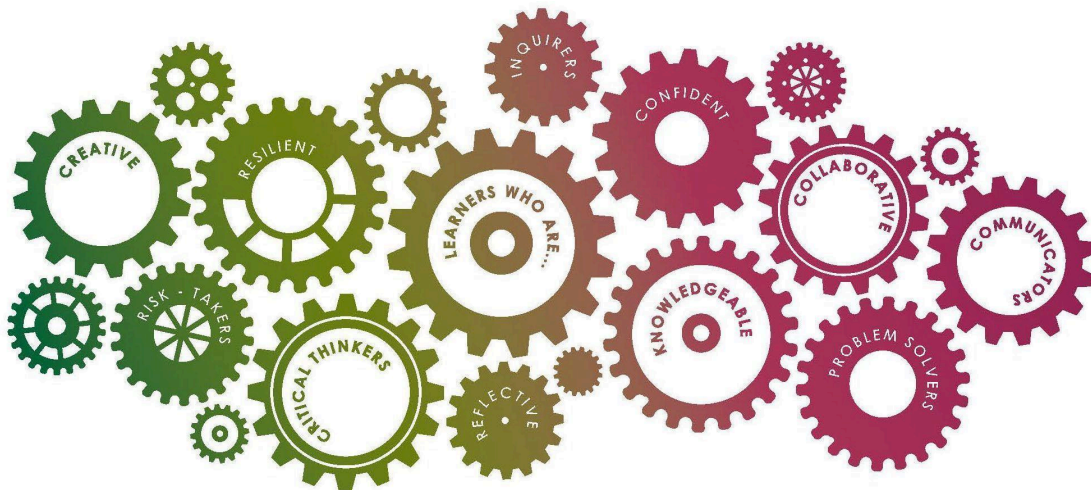
A PROBLEM SOLVING APPROACH

Wherever possible, the curriculum is constructed around a series of questions. This allows each subject to make use of a problem solving approach to teaching and learning, although there will of course be times when skills based work is learned and practised, and things need to be committed to memory. By these means we challenge your child to find the necessary information, select it, decide if it will help them answer the question and then construct a solution. This problem solving approach offers a more challenging and interesting approach to learning than simply requiring our pupils to learn and regurgitate a series of facts. We have recently further enhanced our skills-based training by including the work of the 'Learning Scientists' in our programmes of study to improve pupils' understanding of how to learn, revise and recall ideas and knowledge.

Our assessment and marking processes also reflect this approach. Marks and credit will not only be given for finding the solution or by showing that factual knowledge has been acquired, but how well your child has used the various skills within the 'essentials' approach.

MASTERY

At Claires Court School your child will acquire a deep, long term, secure and adaptable learning for all, with extension of able pupils (more things on the same topic) rather than acceleration (rapidly moving on to new content) which can lead to gaps in knowledge base or understanding. It is teaching and learning so that your child can gain:

- Complete **independence** in using a concept, skills or knowledge

- Fluency in the **application** of a concept, skills or knowledge
- Ability to **apply learning** across subject boundaries
- **Consistency** in application over a period of time
- Ability to **apply without reminders** or pre-teaching
- Ability to **explain connections** with other learning
- Evidence of **resilience in applying** their learning
- Ability to **teach to another.**

A learner has expert knowledge, skills and ability in a subject (or an aspect of that subject) – and they can use and apply it to show a high level of understanding and creativity.

DIGITAL TECHNOLOGY SUPPORTING LEARNING
To support learning and progression we make extensive use of the Claires Court learning environment, the 'Hub'. The Hub makes use of G Suite, Google Classroom and other cloud-based software to allow pupils to work collaboratively, share ideas, and to communicate within our own 'walled garden'. It also provides a 'cloud-based' work storage area known as the 'Drive', the great benefit of which is that work is accessible anywhere in the world.

DISTANCE LEARNING DURING SCHOOL CLOSURE
During any prolonged periods of school closure, pupils will continue to receive teaching and opportunities to learn through our Google Suite online platforms such as Google Calendar, Classroom, Gmail and Meets video conferencing. Pupils are supported by the [Claires Court Handbook for Digital Learning](), remotely by teachers and by parents at home in terms of how to balance work and play.

HOMEWORK
In September a homework timetable is issued for the coming year. Homework will be set via Google classroom and will appear on each pupil's Google calendar as an assignment. All pupils must check their 'To-do' lists for each subject in the relevant classroom where homework due dates will be set.

BASELINE TESTING
Early in year 7, we undertake a series of baseline tests to help us learn more about your child's current capabilities and aptitude for learning against a standardised national background. These are the MidYIS tests that give a measure of capabilities in vocabulary, maths, shape manipulation and a skills test (proof-reading, perceptual speed and accuracy). Pupils take the Accelerated Reading (AR) programme test four times a year to produce a standardised reading score and reading age. The pupils also complete AR reading quizzes when they have completed reading a book to test the comprehension of what they have read. The DASH handwriting test, tests handwriting skills and legibility whilst the Helen Arkell Spelling test helps to provide an overall profile which gives an indication of an individual's current capabilities and any factors that might impact upon progress. What they do not do is override a teacher's knowledge of the pupil, predetermine future success or give a limiting mind-set on what any child can achieve. In terms of learning and progression the single most important factor is the motivation and effort that your child puts into their learning, in all its facets.

ASSESSMENT AND MONITORING
To enable us to monitor the progress of a whole year group, pupils undertake a series

of common tasks (CT) which are identical pieces of work for all pupils in a year group (girls and boys). These are normally taken once a term in each subject, with the summer examinations being the largest. The CT will vary - some will consist of an end of unit test, others will require greater in-depth study and personal research. In addition to identifying how well the whole year group is working, we will be able to identify those pupils who are showing genuine scholarship potential as well as those who may be finding the work too challenging.

SUPPORTING LEARNING AT ALL LEVELS

During your child's Claires Court education, you will see references to our scholars and others identified as able, gifted and enthusiastic. We offer all of our pupils' further opportunities to be challenged and stretched in lessons and beyond the classroom by providing more complex higher level work and challenges. We believe that anyone who shows a real enthusiasm and driving passion in school should be encouraged. Opportunity to win scholarship awards arises by specific scholarship assessment, and scholars are expected to uphold the highest standards and support the learning of others too.

We strive to make learning enjoyable, challenging and stimulating. Progress is not always even and not always linear – we all know the joy of a 'eureka moment'. We also know that sometimes we all need a little extra support and help. If your child experiences any problems in their learning, and understanding and progress seem to elude them no matter how hard they strive, please do not hesitate to contact your child's form tutor who will then pass on any concerns to the appropriate member of staff.

KEY VALUES

Pupils can be awarded a key values badge, bronze to gold, for displaying respect, responsibility, loyalty and integrity over a sustained period of time, a minimum of three terms.

GIRLS ON BOARD

At Senior Girls we understand how important friendships are to girls. We also understand how complex and dynamic girl friendships can be! Girls on Board is an approach which empowers girls to solve their own friendship issues. Traditionally, teachers try hard to get to 'the truth' when girls complain about conflict and upset. However, girls know that when teachers and parents get involved in the details of what happened they don't always understand and can often make the situation worse! Girls on Board sessions look at the dynamics of group sizes, different types of behaviour, managing parent reactions and often include role play.

A session may address a situation head on, but more usually a session will remain at the level of principle. The teacher's role is to remain largely recessive and act as a facilitator in holding up a mirror which reflects the girls' behaviour and attitudes.

WORKING WITH BOYS

The 'Working with Boys' project' is focused on developing a culture of mutual respect which
promotes an environment in which boys are consistently principled, honourable, noble, dignified, trustworthy and upright. This has become increasingly more important due to the
promotion of online misogyny, targeting teenage boys, encouraging them to display toxic attitudes towards girls and women.

FINALLY...
We are passionate about learning in all its forms and manifestations and we know that our parents value the benefits to their child of a broad, stimulating, and challenging education. We know that we are at our most successful when we are working in partnership together, so if you wish to know more, or have any questions at all, either general or specific to your child – our doors are open.

USUAL HIGHLIGHTS OF THE YEAR
Over the course of the year, pupils in Year 8 usually enjoy many trips and experiences that   open up their eyes to the wealth of opportunities around them. Highlights of the year normally
 include:

- The various opportunities to work with the boys as well, through activity days spread through the year;
- English Trips to Norden Farm and The British Museum
- Science Marwell Zoo
- Art Trip
- History Day - Africa and Abolition
- Science, Technology, Engineering and Maths (STEM) events;
- Ski Trip to Austria
- Charity fundraising and activity week;
- Participation in Art, Drama and Music events.
- Workshops on Mental Health and Internet Safety

A full trips brochure 2024-245 is available covering the various residential opportunities throughout the year.

Steven Richards, Head of Seniors

September 2024

The Form Tutor

The form tutor is the first point of contact for you and your child for all pastoral and academic issues. Your child's form tutor will get to know you well during the course of the year, and will be able to assist with any pastoral issues or academic issues which arise in school. Form tutors play an important role in helping raise your child's attainment through monitoring of reports, discussion with subject staff, counselling pupils during any period of difficulty, supporting the delivery of learning skills and of course liaising with parents.

METHODOLOGY
Your child's tutor group meets each morning, for registration, the reading of any notices and of course an opportunity to engage in a range of discussion with her tutor. The tutor also leads the PSHEE programme.

MARKING AND ASSESSMENT
Your child will receive grade cards and school reports over the course of the year. The form tutor will scrutinise these carefully, enabling pupils to see how successful they have been across all their subjects. The tutor will comment, in both academic and pastoral matters, before the Head of Year and Head both do the same. When your child receives their reports they will update their PPPs and fill out a self-assessment sheet during form time, on which they highlight the aspects they are pleased about, as well as those areas they wish to improve.

REPORTING
We report back on how well your child is progressing, their strengths and weaknesses, and how they can improve in a variety of ways.

AUTUMN TERM
• Half term Grade Card
• Parents' Evening
• End of term Grade Card

SPRING TERM
• End of term Grade Card

SUMMER TERM
• Parents' Evening
• End of term full report.

HOW PARENTS CAN HELP
There are many ways in which you can help ensure that your child starts the day each morning positively.

Responsibility
We aim for each pupil to become independent and fully responsible for themselves whilst at the school. Please encourage your child to become completely responsible for their Chromebook, school books, kit and personal belongings. Having every item named is essential.

Organisation

Please assist your child by asking him if they have packed everything they may need for the school day. This is best done the night before, and is a good habit for your child to get into.

Uniform
Please assist us by ensuring that your child comes to school in the specified school uniform each day, and encourage high standards of dress.

Monitoring homework
Your child receives homework on Google Classroom and you can see a summary of work pending or missed. Please encourage them to meet deadlines and to submit assignments promptly.

CONTACT

Your child's form tutor is the first point of contact

Head of Year 8 @ CCSG: Ms Fiona McWilliam – fjm@clairescourt.net

Head of Year 8 @ CCSB: Mr Tom Aggar - tra@clairescourt.net

Art and Design

The Art and Design course in Year 8 provides a thorough grounding of key artistic skills and an understanding of artists and art movements. Each programme of study is thematic, and introduces pupils to an assorted range of media and techniques, with close reference to the work of artists, both past and present. Pupils will become more familiar with the concept of the basic elements of art; 'line', 'shape', 'form', 'tone', 'texture', 'colour', 'pattern' and 'composition' through references to the natural and manmade world with an emphasis on the importance of primary observation to visual references.

Each pupil will be required to carry out research into artists and study examples of their work. The pupils are taught how to appreciate the artistic 'journey' from the conception of an idea to the final realisation of a finished piece and will continue to use sketchbooks to document their work progressively. Pupils will increase their knowledge of artistic terms and learn how to use artistic vocabulary. This year we will be studying the theme of 'Repetition', exploring ideas related to the title, developing work as a creative response to the title and producing final pieces.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2024 *Repetition – Pop Art*	**Learning** • How can I use line, shape and colour creatively? • How can I use editing software to develop my ideas? • How can I develop my drawing, painting and textiles skills? • Can I experiment and take risks with my artwork? • Which artists have used 'Repetition' in their work? • Which artists are considered Pop Artists? • How can I use photography to aid in the production of my work? • How can I use discussion and reflective thinking to increase emotional intelligence, resilience and well-being? **Sources** • Direct Observation • Photography • Trips to galleries **Artist references** • Andy Warhol • Roy Lichtenstein • Robert Rauschenberg • Jasper Johns • Cath Kitson • Laura Ashley

Lent term 2025 *Repetition - Pattern and Perspective*	**Learning** • Which Artists and Designers have used Pattern and Perspective to inspire their work? • How can I explore 'Pattern' creatively in my sketchbook? • Where do I go to research artists' work and find suitable images that inspire me? • How do I communicate my ideas in a sketchbook? • What is documentation? • How can I use discussion and reflective thinking to increase emotional intelligence, resilience and well-being? **Sources** • Direct observation • Ethnic and tribal history • Art history **Artist References** • Bridget Riley • David Hockney • Yinka Shonibare • Friedensreich Hundertwasser • Sonia Delaunay
Summer term 2025 *Personal project*	• How can I get ideas from artists? • Which are the best artists to look at? • How can I mindmap creatively? • What's the best way of gathering personal research? • Which media and effects can I experiment with? • Can I document the journey from the beginning of an idea to a final piece in my sketchbook? • How can I use discussion and reflective thinking to increase emotional intelligence, resilience and well-being?

HOW WILL PUPILS LEARN?

- Working with assorted media such as pencil, colouring pencil, paint, fine line pen, ink, ModRoc and art mache;
- Experimenting with different techniques such as drawing, painting and model- making
- Researching artists and images using a variety of sources such as books, internet and magazines
- Learning how to appreciate and visually analyse a piece of artwork.

MASTERY
In Year 8 pupils will focus on skills relating to design, fonts, painting and pattern. They will attain and demonstrate mastery through the production of final pieces at the end of each project. These will be opportunities for them to bring the taught skills together and link them closely to a chosen theme. They will also have the opportunity to demonstrate their mastery through weekly homework tasks and sketchbook challenges.

HOW WILL HOMEWORK BE ASSIGNED?
 In Art, homework takes the form of an optional sketchbook challenge each week.

pupils will have a different word and are encouraged to be as creative as
 possible when responding to it. Prizes are given at the end of each term for the best
 work
undertaken.

WHAT RESOURCES WILL BE USED?

The school has well-resourced and equipped art rooms and all media and
equipment is available in the art room and will be provided as necessary.
However, the pupils are expected to bring the basic essentials such as pencils,
eraser and pencil sharpener to classes, and sketchbooks must be brought to each
lesson. The school provides individual A2 sized portfolios where the pupils store
their work.

HOW DO WE MEASURE PROGRESS?

Progress is constantly monitored and assessment is ongoing throughout the
projects. Regular written feedback is given on sketchbook work, final pieces and
homework. An effort grade and an attainment grade are given at the end of
each half term and end of term period. Reports are written once a year.

HOW CAN PARENTS HELP?

Many parents take their children on visits to art galleries and museums, both at
home and during foreign holidays. This has proved to be of great benefit to the
pupils' developing interest and understanding of the subject. It is beneficial if
parents can encourage their children to talk about their work, especially as
pupils are always told to show parents their sketchbooks at home.

There are many wonderful programmes on TV about art and artists and
parents should encourage the pupils to sit and watch these wherever
possible.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mrs Rupa Davies - srd@clairescourt.net
Mrs Rina Dharsi - rid@clairescourt.net

Design and Technology (D&T)

Design and Technology (D&T) lessons provide pupils with the opportunity to learn practical skills, foster their creativity and innovation, teach them about the design process, build confidence and self-esteem and promote sustainability.

D&T is a creative and practical subject that allows pupils to use their imagination and problem-solving skills to design and make prototype projects. They will learn about different materials, tools, and processes, and will have the opportunity to design and make a variety of projects.

From Years 7 to 9, they work with different groups of materials which include timbers (woods), polymers (plastics) and metals.

In Year 8, they will revise Health and Safety rules when working with tools and machines and learn how to test for quality in aspects of their work, while doing practical projects. They will use a D&T Notebook (based on Google Slides) to record and capture their theory work and also log their practical work using pictures and text.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2024 and half of Spring Term 2025	**Health and Safety in the workshop – refresher** *(two weeks).* • Can I work safely with all the machines and hand tools in the workshop? • Can I encourage my classmates to work safely with all the machines and hand tools in the workshop? **Media Storage / Trinket Box** *(nine weeks).* • Can I come up with original design decisions to make a box for storing electronic gadgets and trinkets? • Am I able to select the correct tools in order to cut, file, shape, sand and assemble my designed product using timber? • Can I use a range of woodwork joints in putting my storage box together? • Can I apply finishes to the product and test and evaluate my work?
Half of Spring Term and Summer Term 2025	**Module: LED Desk Lamp** *(nine weeks).* • Can I come up with original design decisions to make an LED Desk Lamp? • Am I able to select the correct tools in order to cut, file, shape, sand and assemble my designed product using timber and polymers? • Can I use a range of woodwork joints in putting my LED Desk Lamp together?

| | • Can I use the vacuum former and line bender in order to shape and mould polymers? |
| | • Can I apply finishes to the product and test and evaluate my work? |

HOW WILL PUPILS LEARN?

- To develop **inquiring** minds – through setting creative design tasks, through challenging concepts of designs and production
- To increase **knowledge** of materials and use of tools and equipment, as well as sustainability and our impact on the environment
- To explore the path of **critical thinking,** a core element of our subject. Pupils will be encouraged to produce ideas with reference to materials, process and the environment. Also analysis of their own products and designs, highlighting success and areas to improve on in the future
- To develop pupils as **communicators**, verbally, graphically and practically. Demonstrated through folder work, manufacture of products and classroom discussions. Discussions where pupils are encouraged to present and justify their ideas and concepts
- To become more confident as **risk-takers.** Design is very much a personal thing, and the pupils will be shown and will research new ideas and concepts to challenge their understanding of what can be achieved, to allow them to 'think outside of the box'
- To be more **reflective,** both during and after a project. Producing evaluations, testing and listing modifications. Terms such as what went well (WWW) and even better if (EBI) will be used
- To join in **collaborative** work with group discussions on design tasks and challenges
- Our expectations are high in D&T and the **creative** elements of work will be nurtured and rewarded. Our aim is to produce **creative learners,** and the journey starts in Year 7.
- From the initial brief through to the finished product, pupils will be tested as a **problem solver.**

MASTERY

To achieve mastery in Design and Technology, pupils should demonstrate a deep understanding of the design process, from researching and developing ideas to creating detailed design plans and prototypes. They should also be able to select appropriate materials and tools for their projects, and use these effectively to create products that meet specific criteria for quality, functionality, and aesthetics.

Finally, pupils who have achieved mastery in Design and Technology should be able to evaluate their own work critically, reflecting on their design choices and identifying areas for improvement. This involves being able to analyse the strengths and weaknesses of their designs and identify opportunities for further development and refinement.

HOW WILL HOMEWORK BE ASSIGNED?

This is to be set once a week and to be handed in at the next lesson. The duration of which should take approximately 20 to 30 minutes. An example of homework

could be to reflect on skills and knowledge learned from a practical lesson and to plan the next steps to take.

WHAT RESOURCES WILL BE USED?

The workshop is well equipped and includes the following facilities which are available to pupils once they have been fully trained in their use:-
- eighteen wood benches with vices, pillar drill, vertical sander, two scroll saws, wood lathe, vacuum bag press, portable drills hand sanders and jig-saws
- a brazing hearth, centre lathe, milling machine, small kiln; metal folding machine, guillotine and a variety of hand tools
- a strip heater, vacuum former, 3D printer and a vinyl cutter

For theory work, in addition to Google Classroom shared resources, we may use the *technologystudent.com* website and Focus Education resources (link on the D&T hub page). When designing using software can use, but are not limited to, Tinkercad and Focus Designer.

HOW DO WE MEASURE PROGRESS?

Progress is measured through the assessment of classwork, homework and other projects. Developmental feedback is given to each pupil both verbally and through the marking of work. Progress is tracked within the department to ensure they are making the expected amount of progress.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mr Adrian Wootton – abw@clairescourt.net

Drama

WHY DO WE STUDY DRAMA? WHY IS IT IMPORTANT?

Drama skills are at the heart of our daily lives. We use them continuously as we interact with others, to communicate and be heard, to understand the world around us and those within it. The skills we develop as we explore Drama allow us to communicate more effectively and completely - learning how to express ourselves more accurately and to notice the nuances as others communicate with us, building empathy. Exploring a range of characters and situations different to our own helps develop self-awareness and gives us an insight into the lives and problems of others.

Drama builds creative thinking, innovation and problem solving, key skills no matter what your intended career. Regularly experimenting with performance skills and sharing the results in a friendly and supportive environment help to build confidence and presentation skills. The process of creation and rehearsal develops essential life skills of collaboration, negotiation, compromise and leadership. Drama reflects and explores life in a safe and playful manner, giving Drama pupils a head start in navigating their futures.

What will I gain from doing Drama?

You will:

• Develop Drama techniques to explore in role a variety of situations and texts or respond to stimuli.
• Work collaboratively to devise and present scripted and unscripted pieces which maintain the attention of an audience.
• Extend your spoken repertoire by experimenting with language and physicality in a variety of different roles and dramatic contexts, which will in turn continue to lead you on a path to mastering the craft of drama.
• Develop Drama techniques and strategies for anticipating, visualising and problem-solving in different learning contexts.
• Reflect on and evaluate your presentations and those of others.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2024	*Body and movement skills – status, caricature, sculpting a character and physical comedy* • How can I use my body to communicate with an audience? • How can I use my body to express myself? • How do I use my body to create a character? • Why is teamwork so important in Drama?
Spring term 2025	• How can I develop my vocal skills? • How do I create a character through my voice? • Research for the Drama Festival.

Summer term 2025	*Scripts and beyond – character, body language, projection and movement.* Rehearse and perform for the Drama Festival.

HOW WILL I LEARN?

MASTERY

You will:

● Continue to explore key performance skills which shall be continually developed throughout KS3, working towards mastery of these skills - a lifelong challenge!

● Research, discuss and use drama techniques to explore character and situations.

● Devise and present scripted and improvised performances in response to a range of stimuli, demonstrating an ability to investigate ideas, situations and events, and an understanding of how theatre can communicate in innovative, challenging ways.

● Convey meaning through action, character, atmosphere and tension when scripting and performing plays.

● Make critical evaluations of performances they have seen or in which they have participated, identifying the contributions of each of the participants.

● Experiment with sound, voice, silence, movement, stillness, light and darkness to enhance dramatic action, and use theatre technology creatively.

● Every lesson will start with a warm up exercise. This will enable the pupils to get used to working together in groups. It also teaches them to take direction and to listen to others. Pupils are expected to keep a record of the work created and skill or techniques used.

HOW WILL I BE TAUGHT?

You are taught in your form group for one lesson a week.

HOW WILL HOMEWORK BE ASSIGNED?

Homework is not set on a regular basis in Drama.

DO WE DO ANY TECHNICAL THEATRE?

Each pupil is offered opportunities to use the technical equipment such as lighting and sound facilities and is encouraged to use the internet for targeted research. The more committed become adept at producing digital resources, such as movie shorts', sound effects and clips, and projections that bring atmosphere and effect to the scene.

WHAT RESOURCES WILL BE USED?

You will use the internet, books, plays and the theatre but most of all their own creativity, enthusiasm, and acting and design skills.

HOW DO WE MEASURE PROGRESS?

Assessments are made throughout the year on each pupil's ability to apply performance and/or other production skills through the creation and realisation of drama. The pupils are regularly assessed on their ability to sensitively and confidently work with others to create and perform a variety of performances. Assessment for learning takes place through teacher and pupil discussions which include self and peer evaluation and verbal feedback from the teacher. Each pupil is assessed in accordance with the Drama department's mark scheme, A* (Excellent) A (Very Good) B (Good) C (Reasonable) and D (Basic).

HOW CAN PARENTS HELP?

Family theatre trips engage, inspire and expose the pupils to a wide range of theatrical experiences. When planning or preparing for Drama at school, pupils are encouraged to discuss with their family what ideas or resources they could bring in to enhance those ideas.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mr Chris Bennett - cmb@clairescourt.net
Mrs Maggie Olivier - mco@clairescourt.net
Mr Rob Bowen - rjb@clairescourt.net

English

The English course pupils will study in Year 8 underpins the entire academic curriculum, not just that of English. We will cover all the key skills of reading, writing, speaking and listening each half term. In addition they will practise writing for a variety of purposes and in a number of registers, for example creative writing, letters, poems, leaflets, adverts and reports. Focus is also given to the traditional and essential language skills of grammar, vocabulary, punctuation and spelling. Pupils will practise comprehension of both prose and poetry, and will be exposed to texts by a range of diverse British voices. They will take part in speaking and listening activities individually as well as in groups.

WHAT WILL PUPILS STUDY AND LEARN?

| **Autumn term 2024**

Major theme: 'Difficult Circumstances' pupils will study one of the following texts, depending on ability:
Lord of the Flies/The Curious Incident of the Dog in the Night-time /Wilderness/ You Must be Layla | **Reading**
• How can language be used in a text to create atmosphere?
• How can you use evidence from the text to back up points about characters / themes / ideas?
Writing
• What different techniques can we use to link our ideas within and between paragraphs?
• How can I capture a character's 'voice' when writing as them?
Speaking and listening
• How can we effectively discuss key themes and ideas in texts we have studied?
• How can we work effectively as a group to solve a problem?
Assessment
• Baseline Writing Assessment at the start of term.
• End of unit Reading Assessment based on text studied. |

Spring term 2025 *Major theme: 'Print Media and Writing to Persuade'*	**Reading** • How and why do magazines use language and presentational devices in unison? • How is magazine content shaped by the society and culture during which the piece was published? **Writing** • What is a magazine feature and how do you write one? • What different ways are there of presenting an interview in a magazine? • What decisions need to be made to make sure your magazine appeals to the reader? **Speaking and listening** • How can you persuade an audience to agree with your opinion? • What is an open question and why are they important to Speaking and Listening presentations? **Assessment** • The magazine produced will be the assessed piece.
Summer term 2025 *Major theme: 'Classic and Contemporary Drama' pupils will study either Sparkleshark, Noughts and Crosses, or another drama text.*	**Reading** • What are the key differences between prose and drama? • How do writers create character through dialogue? **Writing** • How can I use stage directions to good effect? • What forms and conventions are there in Drama? • What vocabulary is appropriate for my audience? **Speaking and listening** • How can we use rhetorical devices to make our scripts more engaging? • Why and how should we consider the audience when acting/presenting a play? **Assessment** • CT3 Reading Comprehension and Writing Task

HOW WILL PUPILS LEARN?
Year 8 are taught in streamed sets. Work is completed online and in exercise books.

MASTERY
In Year 8, pupils will regularly be reminded of the core skills and techniques that underpin the English curriculum throughout their time at the school. Worked examples, teacher modelling and exemplar answers will be employed in order to ensure they become more confident about what a good answer

should look like at this key stage, so that they can apply this knowledge in their own writing. A particular example of this will be the question styles for the Common Tasks, which are geared towards gradually preparing them for the eventual styles they encounter at GCSE level.

HOW WILL HOMEWORK BE ASSIGNED?
Homework is set once a week. The nature of the tasks pupils will encounter will depend on the text or skill being taught at the time, but the homework tasks should take in the region of 30 minutes.

WHAT RESOURCES WILL BE USED?
Text choice in the novel unit will depend on the teacher's judgement of what is appropriate for the set. In the Print Media Unit, pupils will be asked to bring in old magazines and newspapers, although some will be provided.
The school provides each pupil with textbooks, exercise books, spelling books and vocabulary books. It is their responsibility to keep these in good condition. As well as the usual equipment, pupils are expected to have a personal reading book with them at school.

HOW DO WE MEASURE PROGRESS?
Progress is monitored by the use of classwork and homework assignments, and through termly assessments. We have individual assessment criteria for the three different strands of English, reading, writing and speaking and listening. Details of the assessment criteria will be provided, along with information about how this translates to report grading. The STAR reading test will be repeated to assess progress over the year.

HOW CAN PARENTS HELP?
Parents can assist by encouraging reading on a regular basis, particularly fiction. It would help enormously if your child would read to you regularly, which allows parents to see how their reading is developing. Reading of quality newspapers and magazines on a regular basis is also to be encouraged. It would be very beneficial to enter into discussions at home with your family about topical issues, perhaps using the daily news, television and print media as a starting point for debate. Trips to the theatre to watch productions would be both beneficial and enjoyable as family outings, and help build an understanding about 'public performance.'

FOR FURTHER INFORMATION PLEASE CONTACT:

Mr Luke Wespieser – law@clairescourt.net

Food Studies

We eat with our eyes, feasting on colours and aromas, anticipating the flavours that follow. The joy of eating is one of life's great rituals; a time to pause, to allow our senses to indulge. But as cooks it is a chance for us to tempt, to tantalise, to show off before giving the greatest gift of satisfaction, food to wow. Good food invites us to taste relaxation, to leave the baggage of the day behind, to forget our troubles and hassles, to lift our spirits and enjoy. As much of the course as possible is taught through practical work so that pupils will enjoy creating innovative, tasty and exciting dishes as part of their investigative work. Our vision is for our pupils to develop enthusiasm and passion for cooking as they learn to make great tasting healthy food.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2024	- Why do we need to understand the nutritional properties of food? - What are the key principles of the Eatwell Guide? - How do we recognise the effects of healthy eating to our wellbeing? - Hygiene four health - How do we demonstrate good hygiene practices? - How do we keep our food safe? **Classy classics** We will develop confidence in using a range of practical skills. - What are your traditional family favourites and why? - Can you use your skills to add your own twist? **'It is the season to be jolly'** How to be frivolous with festive favourites!
Spring term 2025	**Get saucy** Investigate methods of sauce making - Why is viscosity important? - How do we add flavours? - How do you devise menus and keep to time restrictions? - Why is it important to expand your ability to evaluate your work? - How do we use the variety of staple foods from around the world? **Dressing up** - Creative style and food presentation secrets.
Summer term 2025	**Use your loaf** - Which bread making techniques work well and why? **Exploring cooking terminology** - What does it mean? **Food Science** - Why and how do ingredients in food work? - Is it sustainable? - What are the effects on the environment?

HOW WILL PUPILS LEARN?
Our aim is to provide our pupils with a rich and varied learning experience so that they develop the ability to work skilfully and knowledgeably with food.

MASTERY
Through a wide range of practical activities we want the pupils to experiment and be innovative with food, developing the confidence to learn independently. They will carry out practical tasks on their own and work together in mixed ability teams, giving pupils the opportunity to learn and practise skills and build a range of techniques. Developing skills in product analysis and sensory evaluation will show that pupils can critically assess their own creations and those produced by others, suggesting ideas for improvement, and use spreadsheets to map the results. By taking photographs of work, pupils will be able to keep a record of what they have made to show progress. If a recipe is unsuccessful then we want pupils to stick at it, be resilient, carefully consider why it didn't work and then try cooking it again. Food preparation assignments will give the pupils the opportunity to problem solve and understand how food products are conceived, researched and developed. These tasks will enable pupils to demonstrate imagination, inventiveness, critical thinking and problem solving skills. If a pupil finds they have a talent for this subject it means that they can set themself a more rigorous challenge.

HOW WILL HOMEWORK BE ASSIGNED?
Homework will typically consist of the preparation and weighing of ingredients for practical lessons.

WHAT RESOURCES WILL BE USED?
- Named container to take home practical work
- A4 folder, subject dividers and plastic wallets
- Ingredients as required (most weeks).

HOW DO WE MEASURE PROGRESS?
Progress is monitored and assessed by folder work, written exercises, reports of practical investigations and evaluation exercises. During practical lessons, progress and attainment will be observed and marked by the teacher. In the summer term pupils will also sit a short exam assessing all of the topics that they have studied since September.

HOW CAN PARENTS HELP?
- Taking an active interest in promoting healthy eating and an active lifestyle
- Assisting with weighing out ingredients accurately but not doing it for your child.
- Encouraging cooking at home
- Collecting information that might be useful for a project such as photos, magazines, recipes and books
- Organise a first-hand experience of a food related visit, such as a museum, in- store bakery, restaurant and specialist food market or to meet with a professional who works in the food industry
- Watching food related programmes such as Masterchef and Great British Bake Off.

FOR FURTHER INFORMATION PLEASE CONTACT:

Ms Heather Frost - haf@clairescourt.net

Geography

"Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me geography is a great adventure with a purpose." ~ Michael Palin

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2024	**First half of term - Weather and Climate** ● What is the difference between weather and climate? ● How do we measure elements of the weather? ● What are low pressure and high pressure systems and what weather do they bring? ● How to interpret a weather forecast and write your own. *Pupils will have a formal test at the end of this unit.* **Second half of term - Weather Investigation & Climate Change** ● This is a more practical extension of the theory learnt before half term. ● Pupils will make some of their own weather monitoring equipment and learn how to collect primary and secondary qualitative and quantitative data. *Pupils will produce a formally written up (but fully guided) enquiry project.* ● An introduction to climate change; causes and potential consequences.
Spring term 2025	**First half of term - The Geography of Crime** ● What does geography have to do with crime? ● How to spot patterns and describe them on maps ● What are crime hotspots and how can they be tackled? ● International crime on the seas - maritime chokepoints and piracy hotspots. *Pupils will complete a short summative test.* **Second half of term - Coastal Landscapes** ● What processes are at work on our coasts? ● Which processes work together to create our coastlines? ● How are coastal landscapes used and managed? ● Pupils will learn to identify physical and human features along coastlines.

Summer term 2025	**First half of term -An introduction to tectonic hazards** ● Where are the Earth's tectonic plates? ● What processes occur at plate boundaries? ● What are volcanoes and how are they created? *Volcano model - house competition!* **Second half of term - Settlements:** ● Why do settlements grow and change over time? ● How can we identify settlement shape and function using digital maps? ● How can we assess the environmental quality of a place? *Pupils will complete a piece of local fieldwork comparing two small settlements.*

HOW WILL PUPILS LEARN?

In Year 8 Geography is studied once each week and is taught in form groups. Pupils will work individually, in pairs and in groups on various tasks, enabling them to develop the essentials of collaborative and creative working. They will take part in class debates and conduct presentations, developing their communication skills and have opportunities to be reflective learners through peer and self-assessment. Local fieldwork will take place in the summer term to compare two settlements in terms of their shape, function and environmental quality.

MASTERY

From the very beginning, the core geographical skills required for interpreting the world around us are integrated into lessons. These include asking the "5 W's" when faced with photographs, maps and other information about our planet; who, what, where, why and when? Every topic taught will have an element of this as well as essential map skills, ensuring that throughout Key Stage 3 these skills are embedded. Theory and content are carefully chosen to be the building blocks of future GCSE required knowledge and exemplars are always used to ensure pupils know what is expected to be a successful geographer.

HOW WILL HOMEWORK BE ASSIGNED?

Topics vary in their delivery of homework, some topics will require pupils to answer a number of extended questions in their exercise book whilst other tasks will be set and completed via Google Classroom. Other topics will expect pupils to be reflective learners, or undertake independent research. There will usually be one piece of homework set per week but it will be set when appropriate.

WHAT RESOURCES WILL BE USED?

Google Classroom will be used to organise lessons, homework and revision materials for CommonTasks and tests. Pupils will be expected to use their "Geog.atlas" (provided in Year 7). Pupils will be taught to use basic GIS software, including websites such as Digimaps and the Ordnance Survey mapzone.

HOW DO WE MEASURE YOUR PROGRESS?

Work is marked according to attainment from A to D and effort from one to four, where one is outstanding and four is poor. Pupils will receive a common task or assessment each half term which will comprise either a test or a piece of project work.

HOW CAN PARENTS HELP?
Geography is everywhere; therefore all trips abroad and within the UK are of benefit. Pupils should be encouraged to look around them and identify both physical and human elements of the landscapes they visit. Pupils should watch the many documentaries available on the BBC iPlayer and other providers including Netflix and Disney+ for the National Geographic channel. Regular reading of the newspaper and the watching of news programmes is also beneficial. Parents can test their child regularly on key words and their definitions and help them prepare for the termly tests.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mr Damian Gray (Head of Department) –drg@clairescourt.net

History

Slavery, Empire and War

This year you will be studying how the British Empire developed. In particular we explore the subject of slavery and Britain's involvement in this organised world trade by studying the transatlantic slave trade. We will study Britain's involvement in the Indian subcontinent and Africa and the consequences of British intervention on those places. Lastly we will explore the causes, participants, events and consequences of WWI. This year will give you a broad view of the trends and developments that created the society we live in today.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2024	**1 Empire and Slavery:** ● What is an Empire? ● When did Britain begin to build an Empire? ● Slavery: a Human failing? ● What part did Britain play in the Transatlantic Slave Trade? ● Why was the Middle Passage so horrific? ● What was life like for an enslaved African on a Plantation? ● **Common Task: Middle Passage** ● Slave Resistance ● How significant were the Maroon Rebellions? ● How was slavery abolished? ● Why do Americans speak English? ● How did Britain Dominate North America? **2. Development of the British Empire** ● Why did Britain lose her North American Colonies? ● What was the allure of India for the Europeans? ● How did the Europeans take over India? ● Indian War of Independence or Mutiny? ● What was the impact of British rule in India? ● ***Test on British rule in India*** ● What was West Africa like in the 16th Century? (2 lessons) ● What was the Scramble for Africa? ● Why was Wednesday 22 January 1879 such a momentous day in British History? ● How did a War in Africa change British schools?

Spring term 2025	**3. WWI** ● What were the causes of WWI? ● What triggered the start of WWI? ● Why did people join-up? ● Overview of WWI ● What was the effect of the new weapons? ● Why was Harry Farr killed?(pp 40-43) ● How did the First World War change medicine? ● Who were the soldiers of the Empire? ● What was it like on the Homefront? ● **CT WWI- knowledge and skills based test** **4.** ● What went wrong in Gallipoli in 1915? ● Does Haig deserve to be called the Butcher of the Somme? ● What happened in Russia in 1917? ● Why did America join the War on the side of Britain and France? ● How did Poppy Day start? ● How did countries try to avoid more wars? ● What was the League of Nations? (pp 56-57)
Summer term 2025	**5. And now for something completely different - Medicine in Ancient Greece and Rome** ● What happened at an Asclepion? ● What new ideas did the Greeks have about Medicine? ● Who treated the sick in Ancient Greece? ● Who was Hippocrates? (significant individual) ● How was the Roman Empire different from ancient Greece? ● What was a Roman Army hospital like? ● Were Roman Medical ideas the same as those of the Greeks? ● What was the Romans 'big idea'?

HOW WILL PUPILS LEARN?
Individual, pairs and group work as appropriate, 1 x 1 hour lesson a week, which includes investigative tasks, re-enactments and role-play. You work in form groups.

You will be expected to work online using Google Classroom, supported by the Claires Court 'Hub'. This will provide you with access to tools, tasks and support materials to enable you to undertake individual or collaborative work when appropriate, both in class by means of chromebooks, and at home on your own devices.

Your work is supported by a comprehensive google slides presentation which can be

found on your form History classroom This has an enquiry-based approach which accords well with our philosophy of how History is best learned. You will also have an exercise book; you'll need to be well equipped for every lesson.

Our primary textbooks are Revolution, Industry and Empire, Britain 1558-1901 and Technology, War and Independence 1901-Present Day Student Book (KS3 History 4th Edition) by Aaron Wilkes, Oxford, copies of which are available in our history classrooms.

MASTERY

In Year 8 pupils will be taught core skills and concepts together with the knowledge that will underpin the study of History. These include an in depth understanding of cause and consequence, change, significance and similarity and difference. We will also focus on developing source analysis and interpretation skills. Recall exercises are employed throughout the Curriculum to ensure understanding and mastery of knowledge, which will assist them to understand and make sense of key debates that they encounter in current affairs and the world around them. Worked examples, teacher modelling and exemplar answers will be employed in order to ensure they develop confidence about how to think and write analytically and evaluatively at this key stage. This will enable them to apply this knowledge in their own writing and to demonstrate a deeper understanding of and participation in the world around them. We will use the question styles for the Common Tasks, which will gradually prepare them for the eventual styles they encounter at GCSE level.

HOW WILL HOMEWORK BE ASSIGNED?

This will take the form of either a written exercise or reading task , probably done online, to last approx 20 minutes. Please note if a reading task is set you will be tested on the reading in the next lesson! From time to time a computer-based task may be set, or a learning task if there is to be a test.

WHAT RESOURCES WILL BE USED?

Work is supported by our textbook, 'Revolution, Industry and Empire'. This text has an enquiry-based approach which accords well with our philosophy of how History is best learned. Pupils will also have an exercise book and will need to be well equipped for every lesson so they will need to keep work in a plastic wallet. If pupils joined in Year 7 then they can use the one they were given then.

HOW DO WE MEASURE PROGRESS?

There will be common tasks, one in each term, with the last one taking the form of an exam on the whole year's work.

HOW CAN PARENTS HELP?

If you want to develop your interest in History further, encourage your parents to visit appropriate sites with you. Get ahead with your reading such as 'Horrible Histories', watch appropriate TV programmes, discuss what you have seen and the past in general; all this encourages you to see that History is still all around us, part of what we are. Ask your parents to test learning homework, especially before exams.

FOR FURTHER INFORMATION PLEASE CONTACT:

Ms Camilla Bullough- crb@clairescourt.net- Head of Department, SB and SG
Ms Catherine Tookey - cbt@clairescourt.net - SB History lead
Mr Pádraic Flynn ppf@clairescourt.net - SB and SG History teacher
Ms Lisa Quéré - lmq@clairescourt.net - SG History teacher

Information and Communication Technology (ICT)

In Year 8, pupils will continue to develop their understanding and creative use of a range of information and communication technology systems. We will go beyond identifying the main functions and features to extend skills and techniques in order to make effective and imaginative use of these resources. The focus on further developing an understanding of the technical, moral and legal issues when using ICT systems continues, as does the increased expectation that pupils will refine their solutions to reflect different viewpoints as well as the needs and interests of a specified audience.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2024	**Programming Control systems** ● What is a Control System? ● What are algorithms, programs and code? ● Why are these important and how are they used? ● Can I create programmes to control various technology systems? ● How do I test and verify my results? **Layers of Computer Systems** • What is the difference between a general-purpose computer and a purpose built machine? • What is under the bonnet of a computer? • What hardware components are required to execute programs? • What is the connection between hardware and logic? • Can machines think?
Spring term 2025	**Photo Editing** • How do I capture and edit photographic images? • How are images used to improve documents and presentations? • What is the difference between a raster and vector image? • Can images be used to inform and mislead? • Are there technical, moral and legal issues I should be aware of when using photographic images? **Back to the Future** • Who is Alan Turing and what is Code breaking? • Who is Sir Tim Berners Lee and how did he invent the World Wide Web? • Who is George Boole and what are Logic gates? • Who was Charles Babbage and Ada Lovelace? What is problem solving and how are algorithms written?

Summer term 2025	**Developing for the Web** • How is a webpage constructed? • What is HTML and how can I use tags to create my first webpage? • How does CSS improve my webpage? • What is a search engine? • How can I use Search techniques to improve my search? **Mobile App Development** • How to decompose a problem to create an App? • How do events control the flow of a program? • What is event-driven programming? • What do common coding errors look like and how can I fix them? • How is user input captured and processed?

HOW WILL PUPILS LEARN?

Pupils will work through a variety of projects and practical tasks which will allow them to develop theory knowledge but also apply this in a practical way. Each pupil will record their learning in an 'ICT Learning Blog' through the use of Google Workspaces, Google's suite of online tools, including using Google Classroom and Google Slides. Further learning resources can be gained from the many Internet based resources that are also available.

MASTERY

A pupil who has mastered ICT will also be able to think critically about the use of technology. They will be able to identify the strengths and weaknesses of different technologies, and they will be able to use technology in a responsible and ethical way. They will be able to use technology to communicate, create, and solve problems. They will also be able to think critically about the use of technology.

HOW WILL HOMEWORK BE ASSIGNED?

Homework is not set in ICT although pupils typically use ICT skills in other homework tasks.

WHAT RESOURCES WILL BE USED?

Continuous use of ICT and access to the Internet are automatically an essential part of the course. The Chrome web browser is recommended when using Google Apps for Education and completing work online. Other hardware may be used during the course such as tablets.

HOW DO WE MEASURE PROGRESS?

Progress is measured through the assessment of classwork. Developmental feedback is given to pupils both verbally and through the marking of work. Progress is tracked within the department to ensure each pupil is making the expected amount of progress.

HOW CAN PARENTS HELP?

Parents can assist by encouraging their child to share with them the work they complete in class and at home. In particular, your child should always know what they need to do in order to improve his work. Since the majority of work

completed is online, access should never be a problem.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mr André Boulton - anb@clairescourt.net

Information Skills

The aim of the Information Skills lessons is to show our pupils how to find, evaluate and use information sources in the school library and beyond, to promote independent learning and to encourage and develop reading for pleasure.

WHAT WILL PUPILS STUDY AND LEARN?

Introduction: *How do I use my school library and its resources?*
- Library orientation, procedures and expectations
- How to search the library database 'Access-It', manage borrowing records and higher search functions
- How to use the Library Services website and its resources

Non-fiction: *How can the library support my learning?*
- Appreciating academic honesty, avoiding plagiarism and using the Harvard Referencing System
- Understanding copyright and what it means in research

Fiction: *What shall I read?*
- How to become a better reader and increase your reading level
- Using the Accelerated Reader reading development programme and its resources and how to earn Book Point Stars
- Reviewing annual book awards and their winners

Beyond the school library:
- Public Library enrolment and using online information sources
- How to find free ebooks and audiobooks
- World Book Day activities and competitions
- Book Award shadowing challenges

HOW WILL PUPILS LEARN?
Pupils will attend lessons on a rotational basis in the school libraries, learning through practical activities, discussion and project work.

MASTERY
Independent learning requires a mastery of information skills, including the implications of academic integrity and the discipline of project management. Year 8 pupils will be able to recognise quality information resources and efficiently search databases and digital platforms. They will understand the key principles of academic honesty, including copyright issues and plagiarism, and have the skills required to develop and manage research projects.

WHAT RESOURCES WILL BE USED?
Pupils will access the Accelerated Reader reading development programme and associated resources, along with school library resources both in print and online.

HOW DO WE MEASURE PROGRESS?
Progress is monitored through the completion of class work and reading practice quizzes. Pupils will take termly reading assessments using the Accelerated Reader Star reading assessment programme to monitor reading age and development.

HOW CAN PARENTS HELP?
Please help your child make the time to read for at least 20 to 30 minutes every day, creating a regular, daily reading habit. Please encourage them to discuss their reading and share experiences of books and authors. On at least a once a week basis please listen to your child reading out loud, ideally for 20 minutes.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mrs Paula Copeman, Head Librarian - pac@clairescourt.net

Mathematics

Mathematics is an interconnected subject in which our pupils need to be able to move fluently between representations of mathematical ideas. Pupils should build on the knowledge from Year 7 and establish links across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

In Year 8, we will continue to learn topics for KS3. Those who grasp the concepts rapidly will be challenged through being offered rich and sophisticated problems to boost attainment levels. Those who are not sufficiently fluent will be given opportunities to consolidate their understanding, including additional practice, before moving on.

There will be a common task each term where attainment will be assessed in order to monitor progress and we will act accordingly. We review setting at the end of each common task to ensure that progress is on track and suggest the correct set where we think each pupil will flourish best.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2024	**Indices, Factors, Multiples**
	• Factors and prime numbers • Prime factors • Index notation • HCF and LCM. Question: Express 60 and 105 as a product of prime factors, and hence deduce the HCF and LCM of 60 and 105. **Algebra** • Simplifying algebraic expressions • Forming expressions Question: Can you give an algebraic expression which would simplify to an answer of 5x? What about $6y^2$? **Angles** • Angle facts • Angles in a quadrilateral. • Angles on parallel lines Question: If two of the angles in a quadrilateral are 100 and 160 degrees, and both the other angles are the same, what must they be? **Fractions** • Revision of operations with fractions • Fractions in context Question: 3 friends share 3 pizzas between them. One eats $1\frac{1}{4}$, the second eats $1\frac{1}{5}$. How much is left for the third friend?

Probability

- Experimental probability
- Finding simple probabilities
- Expectation

Percentages

- Finding percentages
- Increasing and decreasing quantities by a percentage.
- Simple interest

Question: The population of a town is 120,000. What is the total population after a 5% increase?

Rounding and estimation

- Order of operations
- Problems in context
- Rounding
- Estimating

Question: Estimate the cost of 5 boxes of Christmas cards at £3.99 per box.

Straight line graphs

- Coordinates
- Plotting points on a straight line
- Horizontal and vertical lines.

Question: Can you convince me that x=1 is a vertical line?

Triangles, Parallelograms, Trapezia

- Areas and perimeters of 2D shapes
- Area and perimeter of compound shapes

Question: A trapezium has parallel sides of 6 and 4, and a height of 4. A parallelogram has a base of 8 and the same area. What must its height be?

Spring term 2025	**Numbers & their properties**

Numbers & their properties

- Calculating with decimals
- Order of operations
- Converting between fractions, decimals and percentages
- Operations with negative numbers

Question: Can you put brackets in this statement to make the calculation correct? What alternative answers could you get?

0.3 x 0.4 + 0.5 = 0.27

Brackets, Equations and substitution

- Brackets
- Expansion of single brackets
- Linear equations

- Common factors
- Substitute values into expressions and formulae

Question: Solve 5(x+3)=23.

Data analysis

- Displaying data
- Frequency tables
- Discrete ungrouped data
- Mean, median, mode and range.

Question: Construct a frequency table for the results of a Maths test and illustrate the data with a line graph.

Ratio and proportion

- Equivalent ratios
- Direct proportion; proportional division
- Linear conversion.
- Using map scales

Question: Divide £20 in the ratio 2:3:5.

Sequences

- Finding the nth term of a linear sequence.

Question: What makes 4, 7, 10, 13 a linear sequence? What is its formula?

Summer term 2025

Circles

- Introduction to circles
- Formulae for circumference and area
- Problems in context.

Question: How many times will a wheel of diameter 30cm revolve when travelling 500m?

Pythagoras' theorem
- Finding the length of the hypotenuse
- Finding the length of the other sides
- Problems in context.

Question: A ladder of length 8m is placed against a wall, 2m from its base. What is the height of the ladder?

Statistics & Probability

- Drawing and interpreting pie charts
- Outcomes with two events
- Probability using listings

Question: What is the probability of obtaining two '6s' when throwing a fair dice twice?

Metric Units

- Convert between metric units for length, capacity and volume
- Use approximate conversions for metric and imperial units

Question: A large jug has a capacity of 2l. 3 smaller jugs contain 450ml, 930ml and 0.6l respectively. Will the amounts from the 3 smaller jugs fit into the large one?

	Volume • Calculate the volume of a cuboid • Calculate the volume of a range of prisms, including triangular and trapezoid Question: A large metal cuboid with dimensions 6cm by 3cm by 4cm is melted down and made into 2 smaller objects, a cube with side 2cm, and another cuboid which has a cross-sectional area of 3cm. What must the depth of the cuboid be? **Bearings, scale drawing & constructions** • Calculate bearings • Scale drawings which could include bearings. • Construct triangles Question: What angle have you turned through from N to SW? **Transformations** • Use scale factors to enlarge shapes • Use vector notation to translate shapes Question: How would a vector of 3 left and 2 up differ from a vector of 3 right and 2 down?

HOW WILL PUPILS LEARN?

As Mathematics is a developmental subject, we revisit the same topics at several points in the curriculum. This spiral approach to teaching and learning allows our pupils to develop mastery of key mathematical concepts, as well as how to recognise and use these in problem solving contexts.

MASTERY

Throughout the year pupils study components of Number, Geometry, Algebra and Statistics. Our main focus in Year 8 is on developing confidence in algebra and meeting two key ideas in geometry: calculations with circles and Pythagoras' Theorem. Our 60 minute lessons with our pupils are key to mastery. We aim to provide the 'goldilocks' level of challenge through daily, weekly and fortnightly review, careful questioning, modelling and scaffolding and guided and independent practice. We also teach our pupils how to work on Maths outside of lessons in order to help them build good study habits, essential for future success.

HOW WILL HOMEWORK BE ASSIGNED?

There is 1 homework per week set for Maths, using the Sparx Maths website. Sparx homework is tailored to your child, and should offer them just the right level of challenge, based on the topics that their teacher has set. Homework contains 3 elements: Compulsory, XP Boost and Target. All questions in the Compulsory section must be answered correctly for the homework to be marked as complete. XP Boost and Target sections are optional, XP Boost questions are at a similar level to Compulsory, and offer extra practice. Target questions have been designed to challenge your child.

WHAT RESOURCES WILL BE USED?

Pupils are issued with a copy of Essential Mathematics by Michael White at the

beginning of the year. They are required to bring this to every lesson along with a pen, pencil, ruler, protractor, a pair of compasses and a scientific calculator (Casio fx-83GTCW).

HOW DO WE MEASURE PROGRESS?
We informally monitor progress and understanding through questioning and classwork in each lesson. Formally, in order to monitor performance, each pupil will sit a common task each term and will have the chance to go over their test papers, in order to assess what went well and to help them develop a strategy for improvement. Test scripts are then sent home so that parents are kept informed of progress. If we feel a pupil is falling short of their expected grades we will inform parents so we can plan and implement a course of action for support.

HOW CAN PARENTS HELP?
We would ask parents to encourage constant revision to ensure pupils don't forget what they have learned. This could be through the use of online resources such as Dr Frost where pupils have access to a Year 8 course section which is specific to this curriculum statement. Family outings to encourage some awe and wonder of all things mathematical, scientific and technological would be a huge bonus – the National Science Museum, Bletchley Park and the National Space Centre are a few you might consider.

FOR FURTHER INFORMATION PLEASE CONTACT:
Mrs Rachel Barnes - rlb@clairescourt.net

Modern Foreign Languages: French

In Year 8, pupils will build upon the skills introduced in Year 7, learning how to give and understand information about themselves and others, and to express a range of opinions. They will continue to develop their grammar skills, learning how to use the present tense of regular and irregular verbs, as well as the near future tense. Pupils will also enhance speaking skills to enable them to sustain a longer conversation about themselves.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2024	**C'est perso** ● Describing yourself & other people ● Likes and dislikes ● Present tense of avoir & être ● Adjectival agreement ● Present tense of regular –er verbs **Mon collège** ● School subjects ● Telling the time ● Food ● Asking questions ● The partitive article
Spring term 2025	**Mes passe-temps** ● Technology ● Free-time activities ● Sport ● Opinion phrases followed by an infinitive ● Jouer à and faire de (present tense) **Ma zone** ● Talking about where you live ● Giving directions ● Making plans ● Aller à (present tense) ● Present tense of pouvoir and vouloir
Summer term 2025	**Partez!** ● Holiday destinations and activities ● Reflexive verbs ● The near future tense ● Je voudrais + infinitive

HOW WILL PUPILS LEARN?
Pupils will have two one-hour lessons each week. The language is taught through the four key skill areas of listening, speaking, reading and writing, using a highly

communicative approach. Pupils are encouraged to use as much French as possible in class in order to improve speaking and listening skills.

Lessons will often incorporate a variety of interactive and digital media and we will also use online learning resources to reinforce vocabulary. The websites we use in school are made available to pupils so that they can continue or extend their own learning at home. Video clips and songs in French are also frequently used in lessons for a more genuine and varied learning experience.

MASTERY

In language mastery, teachers use diverse methods. Pupils connect with the language, explore cultures, show curiosity, and resilience. Mistakes are embraced, and relevance to pupils' lives is highlighted. Teachers use questioning, activities, and authentic resources to deepen understanding and motivation. The curriculum revisits themes, consolidating grammar and vocabulary for continual growth in pupils' language journey.

HOW WILL HOMEWORK BE ASSIGNED?

Pupils will receive one piece of homework per week of 20-30 minutes. Homework will often take the form of vocabulary learning, a comprehension or consolidation exercise or dedicated time using one of the language-learning websites. In addition, pupils are encouraged to extend and refresh their vocabulary in-between lessons. Little and often is the key to success here!

WHAT RESOURCES WILL BE USED?

Each pupil will be lent a copy of 'Studio 1'. This contains all the vocabulary covered throughout the year as well as multiple exercises to practise the four key skills. Pupils will also receive an exercise book in which to complete work and to keep additional worksheets. They should bring their Chromebook and all their books to every lesson along with the usual stationery. We use Google Classroom to share classwork and homework materials. The teachers will provide login details for linguascope.com, an online vocabulary resource, and may also direct pupils to a number of other websites to enhance learning and Quizlet.

HOW DO WE MEASURE PROGRESS?

Progress is monitored by the use of classwork and homework assignments, and through termly assessments. At the end of the year there is an examination which tests all four key skills on all the topics covered. We have individual assessment criteria for the four different strands of the language, listening, reading, writing and speaking. Exercise books are checked regularly by the teacher for accuracy in written work.

HOW CAN PARENTS HELP?

Parents can assist by encouraging pupils to learn vocabulary regularly. Parents could help by testing their children, by playing some of the online games with them or even trying to keep up and learn the language as well!

A trip to a French-speaking country, when possible, would be of enormous benefit. The Channel ports of Calais and Boulogne are accessible for a day trip if a longer trip is not possible, and a trip to one of the occasional French markets locally, where the stallholders are often happy to speak to customers in French, would be a good experience!

FOR FURTHER INFORMATION PLEASE CONTACT:

Ms Eva Urzaiz- emu@clairescourt.net

Modern Foreign Languages: German

In Year 8 pupils will build on the skills introduced in Year 7, learning to give and understand basic information about themselves and express a range of opinions. This will include talking about family, hobbies, school and where they live. Pupils will learn new vocabulary and some basic grammar through the topics covered.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2024	**Was machst du in deiner Freizeit?** • Free time – sports, hobbies, time phrases and making arrangements. • Using regular and irregular verbs, possessive adjectives and frequency words **Wo wohnst du?** • Life at home - Where you live, rooms in a house, describing your bedroom • Using pronouns, the accusative and dative case and modal verbs, expressing opinions
Spring term 2025	**Wie ist deine Stadt?** • Town and country - Learning about German towns and cities, places in town, directions, snack food and drink and summer holiday plans • Using plural forms and the future tense
Summer term 2025	**Was machst du im Urlaub?** • Holidays - Learning about seasons, a past holiday, places to stay, saying what you did on the weekend. • Practising the imperfect and the perfect tense

HOW WILL PUPILS LEARN?
Pupils will have two lessons of one hour each week. The language is taught through the four key skill areas of speaking, listening, reading and writing, using a highly communicative approach. There is a big focus on communication so pair work, group work and games are commonplace during lessons.
Lessons will often incorporate a variety of interactive and digital media and we will also use online learning resources to reinforce vocabulary. The websites we use in school are made available to pupils so that they can continue or extend their own learning at home. Video clips and songs in German are also frequently used in lessons for a more genuine and varied learning experience.

MASTERY

In language mastery, teachers use diverse methods. Pupils connect with the language, explore cultures, show curiosity, and resilience. Mistakes are embraced, and relevance to pupils' lives is highlighted. Teachers use questioning, activities, and authentic resources to deepen understanding and motivation. The curriculum revisits themes, consolidating grammar and vocabulary for continual growth in pupils' language journey.

HOW WILL HOMEWORK BE ASSIGNED?

Pupils will receive one piece of homework of approximately 30 minutes. This can be to learn for a vocabulary test the following week, a reading or writing consolidation exercise in workbook or exercise books or dedicated time using one of the language learning websites. In addition to the work set, pupils are encouraged to extend and refresh vocabulary in between lessons by visiting one of the websites mentioned above. It is a good idea to try and do ten minutes of German practice a day, little and often is the key to success!

WHAT RESOURCES WILL BE USED?

Each pupil will be lent a copy of *Echo Express 1*. This has listening, reading, speaking and writing exercises and all the vocabulary covered throughout the year. Pupils will also receive a workbook (*Übungsheft)* which has additional reading and writing exercises to extend their learning and an exercise book. They should bring their Chromebook to every lesson along with the usual stationery, including scissors, glue and colouring pencils. In terms of digital resources, pupils will need to be familiar with Google Classroom and the teacher will provide a login for Linguascope*,* an online vocabulary resource. Revision material will be posted on google classroom so that pupils can review the lessons or catch up easily if they have been absent.

HOW DO WE MEASURE PROGRESS?

Progress is monitored by the use of classwork and homework assignments, and through termly assessments. At the end of the year there is an examination which tests all four key skills on all the topics covered. We have individual assessment criteria for the four different strands of the language, listening, reading, writing and speaking. Exercise books are checked regularly by the teacher for accuracy in written work.

HOW CAN PARENTS HELP?

Parents can support the learning of German by ensuring that all homework is completed on time and to a good standard. They could also get involved in the learning of vocabulary by testing or going through the list of new words. A trip to a German speaking country, even for a couple of days, would be of enormous benefit. The German Christmas Markets in Aachen or Cologne, for example, can be reached in a day and make for a lovely weekend trip.

FOR FURTHER INFORMATION PLEASE CONTACT: Mrs Annette Denton -

ahd@clairescourt.net

Modern Foreign Languages: Spanish

In Year 8, pupils will build upon the skills introduced in Year 7, learning how to give and understand information about themselves and others, and to express a range of opinions. They will continue to develop their grammar skills, learning how to use the present tense of regular and irregular verbs, as well as the near future tense. Pupils will also enhance speaking skills to enable them to sustain a longer conversation about themselves.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2024	**Mi familia y amigos** • Talking about myself • My family • What do your friends look like? • What are they like? • Present tense of 'tener' and 'ser' • Adjectival agreement **Mi tiempo libre** • Free time – sports, hobbies, time phrases, and what you like to do and why. • using regular and irregular verbs in the present tense.
Spring term 2025	**Mi casa** • Life at Home - describing your house • using a range of adverbs and verbs in the present tense to talk about household tasks. • What is the weather like? • Talking about places in town. • describing what you do in town. • Using the conditional tense to describe your dream house and ideal town.
Summer term 2025	**Mi pueblo** • Town and Country - learning about Spanish towns and cities, places in a town and directions. • *Using the near future to talk about* what you and others are going to do on the weekend. **Mi instituto** • School – subjects, timetable and describing teachers. • Describing your school environment. • Talking about school rules and extracurricular activities. • Using the near future and other future expressions to discuss future plans. • Using the conditional tense to describe your ideal school.

HOW WILL PUPILS LEARN?

Pupils will have two one hour lessons each week. The language is taught through the four key skill areas of speaking, listening, reading and writing, using a highly communicative approach. There is a big focus on communication so pair work, group work and games are commonplace during lessons.

Lessons will often incorporate a variety of interactive and digital media and we will also use online learning resources to reinforce vocabulary. The websites we use in school are made available to pupils so that they can continue or extend their own learning at home. Video clips and songs in Spanish are also frequently used in lessons for a more genuine and varied learning experience.

MASTERY

In language mastery, teachers use diverse methods. Pupils connect with the language, explore cultures, show curiosity, and resilience. Mistakes are embraced, and relevance to pupils' lives is highlighted. Teachers use questioning, activities, and authentic resources to deepen understanding and motivation. The curriculum revisits themes, consolidating grammar and vocabulary for continual growth in pupils' language journey.

HOW WILL HOMEWORK BE ASSIGNED?

Pupils will receive one piece of homework of approximately 30 minutes. This will normally be to learn for a vocabulary test the following lesson, though on occasion it might be a simple consolidation exercise in workbooks or exercise books or dedicated time using one of the language learning websites.

In addition to the work set, pupils are encouraged to extend and refresh vocabulary in between lessons by visiting one of the websites mentioned below. It is a good idea to try and do ten minutes of Spanish practice a day, little and often is the key to success!

WHAT RESOURCES WILL BE USED?

Each pupil will be lent a copy of 'Claro 1'. Additionally, they will have access to the textbook online. This has listening, reading, speaking and writing exercises and all the vocabulary covered throughout the year. Pupils will also receive an exercise book in which to complete work and to keep additional worksheets. Pupils should bring all three books to every lesson along with the usual stationary. We use Google Classroom and the teacher will provide pupils with a login for Claro 1 online. We also use many other websites to enhance learning, such as Linguascope, Languagesonline, Memrise, and Quizlet.

HOW DO WE MEASURE PROGRESS?

Progress is monitored by the use of classwork and homework assignments, and through termly assessments. At the end of the year there is an examination which tests all four key skills on all the topics covered. We have individual assessment criteria for the four different strands of the language, listening, reading, writing and speaking. Exercise books are checked regularly by the teacher for accuracy in written work.

HOW CAN PARENTS HELP?

Parents can assist by encouraging pupils to learn vocabulary regularly. Parents could help by testing their children, by playing some of the online games with them or even trying to keep up and learn the language as well!
A trip to a Spanish-speaking country, when possible, would be of enormous benefit. The experience would immerse pupils in the language, fostering authentic communication and cultural understanding. Through daily interactions, from ordering food to exploring landmarks, they could absorb vocabulary and gain confidence in speaking Spanish naturally.

FOR FURTHER INFORMATION PLEASE CONTACT:

Ms Eva Urzaiz - emu@clairescourt.net

Music

In Year 8, pupils continue to explore the three key components of musical study; Listening & Appraisal, Performance, and Composition. Units of work are wholly devised around tasks that enable practical, 'hands-on' exploration of musical concepts.

Working as individuals, pairs, small groups, or as a whole-class ensemble, pupils will:

- Broaden their musical knowledge and awareness
- Develop their practical instrumental capabilities
- Grow their awareness of, and responsiveness to, relevant notations
- Refine analytical and creative skills
- Evaluate their own and each other's work critically as part of the learning process
- Build 'an understanding of music's place in their own life and in the world' (Bunting, 2010)

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2024 and Spring first half term 2025	**A Journey Through Musical Traditions**
	During year 8, context-specific exploration of the musical elements will help to answer questions such as the following exemplars:
	● What is the context of Blues music (place, time, function, audience)?
	● How does the context of the genre affect the way the music is organised?
	● What does it mean to play a shuffle bass line?
	● What is a chord sequence and what are the chords of the 12 bar blues?
	● How can I learn to improvise melodies appropriately in this style?
	● How do swing/shuffle rhythms help to characterise the music?
	● Why is 'call and response' a common texture in the blues?
	● Who were/are some of this genre's most influential figures?
	● How does this music compare to that of other genres?
	● What can we learn through looking at music from different countries?
	● Why is structure an important element in music?
	● What are some of the main structural elements in music, and how are they applied?
	● What are some of the connections between structure in music and structure in written language?
	● What are the main differences between Symphony and Concerto
	● In what ways are structural elements notated and followed?
	● What is meant by 'fusion' in music?

Spring term second half 2025 and Summer term 2025	**Programme music** During this topic, context-specific exploration of the musical elements will help to answer questions such as the following exemplars: ● Where and when did programme music become popular with audiences and composers? ● How did historical associations contribute to the way in which programme music was understood? ● What was the role of folklore in programme music? ● What was the role of programme music in nationalism? ● How might different instrumental timbres be used singly and in combination to convey a musical narrative? ● How can the different musical elements combine most effectively to create music in this genre?

HOW WILL PUPILS LEARN?

Classes are taught Music in mixed-ability groupings for one hour-long lesson per week throughout the year. Working as individuals, pairs, small groups, or as a whole-class ensemble, pupils undertake tasks based around a curriculum of listening, performance and composition skills applied in a topic-based curriculum. Practical work generally involves the use of voices or keyboards in promotion of skills development and creative application of musical concepts relevant to the scheme of work. Increasingly, online resources are integrated into the programme of study, enabling pupils to engage with technology and explore creatively.

MASTERY

Musical mastery is the constant pursuit of creativity and brilliance derived from a combination of passion, persistence, determination and a desire to learn and improve. Linking very closely with Claires Court Essentials, learning from mistakes, drawing satisfaction from incremental improvements and marginal gains are highly desirable traits in an inclusive practical context. While starting points and learning goals for tasks may be very much tangible, outcomes are often highly dependent upon prior experience, personal interpretation and individual motivation. This open-endedness leads to a great variety of outcomes and vast opportunities for peer- and individually-led learning and appraisal.

HOW WILL HOMEWORK BE ASSIGNED?

While classroom-based homework is not set for Music at Key Stage 3, pupils are encouraged to supplement their learning through wider exploration of music and musical contexts. This may involve taking advantage of access to online music software packages Focus on Sound and Soundtrap via the school's subscription, taking the form of any of the following:
● Applying, consolidating, and refining instrumental skills at home
● Embarking independently on wider exploration of musical genres and styles
● Seeking to increase their knowledge of musical elements and the various

ways in which music can be organised
- Creating their own music to share with others
- Joining an instrumental or vocal ensemble, either at school or outside
- Exposure to live music by attending (and performing in) concerts either locally or in London

WHAT RESOURCES WILL BE USED?

Our 'hands-on' approach necessitates the use of myriad physical resources including voices, body percussion and MIDI keyboards, since practical music-making is very much at the forefront of lessons at KS3. Instructional resources are commonly shared via Google Classroom, enabling pupils to work independently at a level of challenge consummate with their own level of experience. Integrated use of online platforms such as Chrome Music Lab and Soundtrap further support wider application of practical learning, while wide-ranging software Focus on Sound Pro is often used to address theoretical content and promote the development of active listening and aural skills.

HOW DO WE MEASURE PROGRESS?

Assessment of learning will take place through a combination of:
- Continuous, cyclical application of formative assessment and feedback
- Opportunities for pupils to share their work in class time (and other contexts), often as a summative culmination of a unit of work
- Application of summative measures used in the wider context of musical learning (formative use of summative assessment) throughout the PoS

Taking meaningful steps to enact feedback received from the teacher is central to each pupil's progress on an individual level, and helps to enable an evolving and informed self-awareness of 'what went well' and 'even better if'.

HOW CAN PARENTS HELP?

We ask that parents actively encourage their sons and daughters to participate in musical activity. As well as a significant and varied extracurricular offer, lessons on a range of instruments (including voice) are provided on-site by a committed team of peripatetic music teachers. Musical progress is best supported through encouraging a positive attitude to learning and commitment to a regular practice routine. Maintaining an open dialogue with instrumental teachers can also be key to maximising the effectiveness of this provision.

Rise to the challenge to perform at every available opportunity; whether at school in assembly, in a music centre, at church, in a local group, or just in front of family and friends.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mr Nicholas Wolstencroft (Head of Music, Senior Boys) - niw@clairescourt.net
Mr Dan Gravett (Head of Music, Senior Girls - dng@clairescourt.net

Personal, Social, Health and Economic Education (PSHEE)

Pupils will follow the Jigsaw PSHEE programme which is a whole school approach to PSHEE/Health and Well-Being, including statutory RSE (England DfE 2019). Every year group studies the same learning theme at the same time, spiralling the learning up through the age groups.

There are 6 half-term units in Year 7:

- Being Me In My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Each unit has a Big Question, encouraging a philosophical approach as well as providing a focus to be reflected upon as the topic progresses.

Claires Court also uses Unifrog to support pupils with their careers choices. Unifrog is a one-stop-shop where pupils can easily explore their interests, then find and successfully apply for their next best step after school.

WHAT WILL PUPILS STUDY AND LEARN?

AUTUMN TERM 2024	**Being Me In My World** • Can I choose how I fit into the world? **Celebrating Difference** • How different are we really?
SPRING TERM 2025	**Careers - Unifrog** • What does success mean to me? How do I make informed GCSE option choices? **Healthy Me** • Can I become more responsible for my health and happiness?
SUMMER TERM 2025	**Relationships** • Because I am worth it...or am I? **Changing Me** • What factors can make an intimate relationship happy and healthy?

Working with Boys

Working with Boys is a programme designed to promote a culture of 'Gentle Masculinity' among the boys. It is designed to support boys in being the best that they can be and create a culture of mutual respect in school.

Alongside their PSHE programme Year 8 boys are also guided by their form tutors to consider, explore and reflect upon ideas such as:

- Banter
- Hierarchies in school/influencers
- Understanding what causes anger in boys
- Humiliation / Fear of Failure
- Masculinity - Gentle/Sour

HOW WILL PUPILS LEARN?
Pupils are taught in their tutor groups. Tutors will follow the Jigsaw scheme that covers all the outcomes in the DfE statutory Relationships, Sex and Health Education (England 2019) and all the outcomes in the PSHE Association Programmes of Study (2020). The approach starts from the assumption that young people want to know this information and are keen to have the opportunity to explore it and their own thoughts and feelings about it in a safe environment.

The programme expects pupil engagement and takes an inclusive and mature approach to the subject. We do not skirt around the issues young people need to know about in order to keep themselves safe and make well-informed choices. Some issues could be considered sensitive, so teachers will be vigilant to signs of any pupil needing pastoral support should any of the lessons be particularly pertinent or raw for anyone.

HOW WILL HOMEWORK BE ASSIGNED?
No homework is set in this subject however pupils are encouraged to discuss topics at home to further their understanding.

WHAT RESOURCES WILL BE USED?
- Presentations, worksheets and videos will be used by the form tutor
- External speakers are also invited in to support some of the topics covered.

HOW DO WE MEASURE PROGRESS?
Starting points are observed and the programme encourages self-reflection towards the end of each unit and includes a 'workbook' of summative assessment tasks in lesson 6 of each unit.

HOW CAN PARENTS HELP?
Please read the Jigsaw 'A brief guide' leaflet

Please take time to discuss social, political and other issues in the news. Encourage your child to use a variety of media to make herself aware of the issues in the world such as newspapers, TV and radio news and blogs.

The school's major events are listed in the school calendar. Parents are invited to take part in the corporate life of the school as much as possible, by attending these functions. By encouraging your child to take part in events you are helping to foster loyalty and respect among the pupils in their school. You would also be supporting the school's sense of community.

FOR FURTHER INFORMATION PLEASE CONTACT:
Your child's form tutor is the first point of contact

Head of Year 8 @ CCSG: Ms Fiona McWilliam – fjm@clairescourt.net

Head of Year 8 @ CCSB: Mr Tom Aggar - tra@clairescourt.net

Physical Education

Our primary aims are to inspire the development of 'intelligent performers' and to encourage our pupils to understand the importance of a balanced, active, healthy lifestyle. Pupils will have the opportunity to build on skills learnt in previous years, increasing your level of precision and performing with greater refinement, clarity and fluency. The girls will continue to develop physical competence and confidence and be encouraged to make sound decisions, selecting appropriate skills and strategies and applying these effectively and safely in challenging situations.

Throughout the year pupils will be encouraged to show an increasing sensitivity when working collaboratively with others, to improve performance and use appropriate technical terms to describe activities. Pupils should understand and recognise the importance of rules, safety procedures and take the initiative to plan for safe exercise. This in turn should encourage choices that will contribute to healthy living through understanding the long term effects of exercise on physical, mental and social health.

WHAT WILL PUPILS STUDY AND LEARN?

Skills	Boys	Girls
Invasion Games	- Rugby - Autumn Term Games - Football - Spring Term Games - Basketball - Spring Term PE	- Netball - Spring Term Games - Hockey - Autumn Term Games
Swimming	Swimming Autumn Term PE	Swimming Autumn and Spring Term PE
Net & Wall Games	Badminton - Winter term	Tennis - Summer term PE
Health & Fitness, Gymnastics & Dance	Strength & Conditioning Winter Term PE	- Dance - Spring Term PE - Gymnastics - Autumn Term PE
Striking and Fielding Games	Cricket - Summer Term Games	- Rounders - Summer Term PE - Cricket - Summer Term Games
Athletics	Athletics Summer Term	Athletics Summer Term Games

HOW WILL PUPILS LEARN?
The staff within the PE department have high expectations in terms of your

achievement, behaviour, appearance, sportsmanship, fair play and most importantly enjoyment. We expect all pupils to uphold these values.

As a department we aim to meet the needs of all our pupils and enable them to enjoy success and learn through disappointment. Success will be relative to the ability of the individual. In lessons we use a variety of teaching methods to target the different types of learner. We use ICT and media as well as pupil and teacher demonstrations to meet the needs of our visual learners. For auditory learners we use verbal instructions and reciprocal sheets. Kinaesthetic learners are given lots of opportunity to learn through movement. In summary, we differentiate through our resources, by supporting in various ways, by setting tasks and observing our pupils' responses.

MASTERY

We aim for our pupils to become confident learners who are encouraged to be critical of their own and other's performances. When things do not go to plan pupils are encouraged to show resilience and try again. Pupils will also show mastery through planning their own tactics and playing in a variety of competitive situations.

Our more able pupils lead sessions through taking the warm ups and cool downs, recording, umpiring and officiating. The use of video analysis is used to support areas of the curriculum. On occasions pupils may be asked to source specific items for different activities or research specific topics linked to learning.

HOW WILL HOMEWORK BE ASSIGNED?
Whilst there is no homework set, throughout the year in addition to the core programme each pupil has the opportunity to attend additional co-curricular activities to extend their sporting endeavours beyond curriculum time. Pupils have the opportunity to play for school teams and compete in inter-house events at the end of each unit of work in the following activities: cross country, netball, hockey, athletics and swimming. The school offers similar competitions to other schools within the county and invests and focuses more specifically on netball, hockey, tennis and athletics. In these specific sports we have regularly won national gold medals both historically and in recent years.

WHAT RESOURCES WILL BE USED?
The work is approached practically with the emphasis being on performance. Pupils will require the need for extra items of kit alongside sports clothing requirements such as a hockey stick, gum shield and shin-pads are also strongly recommended, and tennis racket. Team wear is also available for the netball, hockey, athletics or cross country squads and pupils would like to purchase these items.

HOW DO WE MEASURE PROGRESS?
Throughout KS3 pupils should develop knowledge of activities, develop the ability to think critically and reflect constructively on their own and others performances. Pupils will take more responsibility for their learning and improve their interpersonal and self- motivational skills.

Our more able pupils lead sessions through taking the warm up and cool down, recording, umpiring and officiating. The use of video analysis is used to support areas of the curriculum. On occasions pupils may be asked to source specific

items for different activities or research specific topics linked to learning.

HOW CAN PARENTS HELP?
We appreciate all parental support in ensuring the pupils have named their kit and that they are encouraged to take part in a balanced, active and healthy lifestyle through the enrichment of co-curricular activities, which may lead to them joining local clubs and teams. Support at fixtures is also greatly appreciated and something the PE department tries to encourage.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mrs Niomi Lee - nil@clairescourt.net (Girls)
Mr Simon Carter - sic@clairescourt.net (Boys)

Religious Studies (RS)

In RS we consider both religion and philosophy. All humans are naturally curious about life, so during KS3 we will study some of the major questions that humans have asked since the human race began and look at how different religions have responded to these questions. In each lesson pupils will need to use their own experience of the world to help them understand some very tricky problems. To get the most out of this subject, pupils should work hard to listen to others and to express their own ideas. For a lot of the questions that we will think about, there are no right or wrong answers. What is important is that our pupils think!

Each pupil will be pushed to question and challenge things that they would normally simply accept, and helped to explore issues that have both global and local significance. Over the course of Years 7 to 9 pupils will develop a range of skills and abilities, to be able to think critically about important questions, to be good communicators of their own views and able to reflect on other views; to see connections between beliefs and actions; and, to be able to deal with philosophical and ethical problems. Pupils will also be expected to demonstrate their skills by writing in a range of contexts.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2024	**Buddhism** • Who was the Buddha? • What did he teach? • What is Enlightenment? • How does mediation work? An introduction to Buddhism will allow pupils to reflect on the Buddha's teachings and how they compare with other religions. By attempting to create mandalas and experiencing meditation, pupils may also learn calming techniques that could help in everyday life.
Spring term 2025	**Hinduism** • How many gods are there in Hinduism? • What is the Caste System? • What is karma? • Who was Gandhi? This unit allows pupils to question whether Hinduism is monotheistic or polytheistic. Pupils will learn about the major Hindu gods and their role in the world. Pupils will also use a study of the varnas and Gandhi to reflect on fairness in society.

Summer term 2025	**Islam** • Who was Muhammad? • Why is Makkah so important to Muslims? • Why do women have to cover up? • Why is there Islamic extremism? Pupils will gain a basic knowledge of the origins of Islam and its key beliefs. At a time when Islam is one of the most important issues in world affairs, we will also investigate the origins of extremism and Islam in the media.

HOW WILL PUPILS LEARN?

RS follows a pedagogy known as critical realism. Pupils are introduced to key philosophical questions through a study of different religions, and through these introductions are encouraged to develop their own views, thoughts and ideas. The very nature of the subject involves critical thinking. Moral, philosophical and ethical dilemmas requiring such thinking are considered in all schemes of work. Pupils are encouraged to be reflective about their personal views as well as thinking about and evaluating other points of view. In order to do this well, they need to become knowledgeable about different religious responses through personal research as much as through classroom teaching: in essence our pupils are guided to become enquirers.

Much of the work is done in groups and pairs, and several pieces of work are completed collaboratively. Pupils will learn how to communicate their findings and views through group work, discussion and in assessed presentations. Problem-solving takes place in a number of ways, for example when applying their knowledge of a religious view and working out how they might respond to an ethical or philosophical quandary. Pupils have one lesson each week.

Mastery

Religious Studies equips pupils with a heightened level of empathy for different beliefs and cultures. They use this knowledge to compare and contrast the views of others with their own world view.

HOW WILL HOMEWORK BE ASSIGNED?

Homework is given out once a week and can take many forms including research and revision about the topic studied that day. A common homework task will be to summarise the day's learning in an artistic form such as a collage or poem. Google Classroom is a powerful tool that will be used often for homework tasks such as collaborative research projects.

WHAT RESOURCES WILL BE USED?

Pupils work in exercise books, with stimulus sheets given out during lessons to provide support. There are no textbooks, although pupils can access information on the BBC website.

HOW DO WE MEASURE PROGRESS?

In each lesson pupils will need to do some serious thinking and in most lessons, or as part of the homework, they will produce a piece of writing that demonstrates their thinking skills. Over the year we will complete three Common Tasks which will take the form of exam style questions. Marks for each assessment, effort and presentation will be entered into the mark sheets contained at the back of each pupil's exercise book which parents will be able to see. There is also an assessment grid at the back of each exercise book which explains what each grade means and gives guidance on how to move up a grade.

HOW CAN PARENTS HELP?
The news is full of stories that are linked to the topics studied and the types of questions that pupils will be asked to consider. Parents can support their daughter by discussing global events around the dinner table, such as "What do you think about…?"; "What are your views on…?" are just the sort of questions that allow pupils to develop both their oracy and subject knowledge. The BBC website has a number of excellent links for religious, ethical and moral exploration.

FOR FURTHER INFORMATION PLEASE CONTACT:

Ms Mandy Davis - mcd@clairescourt.net
 Mr Richard Hogg - rih@clairescourt.net

Science

Science is everywhere, from the training of the most successful sportsman to the food we eat, the clothes we wear, and the software that allows us to text our friends and use our mobile phone. We aim to introduce our pupils to the impact Science has on the world today, whilst developing the skills required of an independent learner.

Our two year programme is tailored towards posing questions and allowing pupils to construct their own meaning through various learning activities, both inside and outside the Science laboratory. This will give a sound base for starting the GCSE Science courses in Year 9.

The way we study the Sciences at Claires Court is one of our great strengths, with abundant opportunities to conduct practical experiments, and develop sound knowledge, led by expert teachers in well-equipped laboratories. Here are some examples of the questions you will be studying:

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2024	**Metals and their uses** ● Why are metals useful? ● Why does rust cost the UK £50 billion each year? **Light** ● How does light travel? ● What similarities are there between a camera and your eyes? ● How does a filter make blue light? **Food and nutrition** ● How do you know what is in your food? ● Could we survive on a diet of insects? ● What makes us fart? **Periodic table** ● How would you group the elements? ● How can we write a chemical reaction? ● Why are some elements so dangerous?

Spring term 2025	**Earth and Space** ● Do you think that money should be spent on finding out more about the planets and stars? ● How did we find our way around before satellite navigation? ● What changes happen to an astronaut when in space? **Breathing and respiration** ● How does training change the body's systems? ● Why do we breathe? ● Why do we get tired when exercising? **Combustion** ● How can we reduce pollution from our cars? ● What caused the Hindenburg disaster? ● Can sugar be used to power our cars? ●
Summer term 2025	**Energy transfers** ● How does thermal energy change temperatures? ● How does heating transfer energy? ● How do we control energy transfers? **Working Scientifically** ● We will spend this term developing mathematical, analytical and scientific skills ready for the start of the GCSE course ● We will use our skills to overcome scientific challenges and produce successful outcomes.

HOW WILL PUPILS LEARN?

Pupils are taught all three sciences by the same teacher in their form groups, with two lessons a week. The questions above are translated into exciting learning opportunities which allow pupils to work together in groups to find their own route to an answer. Laboratory and field work are incorporated in the year of study and the girls will learn the importance of problem solving in a creative and critical way whilst collaborating with their fellow pupils. Differentiation happens as they delve deeper and deeper into the solution under the watchful eye of their teacher. Safe scientific practice is always at the forefront.

MASTERY

Pupils will continue to consolidate previous knowledge from Year 7 using practical sessions focussed on scientific method. An additional layer of deeper understanding is nurtured through the bigger pictures in science such as Exchange and Transport for Energy, Applications of Energy Transfers, and Reactions of Oxygen. Regular formative assessments are embedded to identify areas for support in learning.

HOW WILL HOMEWORK BE ASSIGNED?

There will be one piece of homework set each week. This will be varied in nature and will be aimed at further consolidation and/or further development of taught topics.

This is a time to complete exciting projects and to show off knowledge and expertise, often in a creative way.

WHAT RESOURCES WILL BE USED?

Chromebooks, together with well-equipped laboratories and the great outdoors, provide opportunities to produce work which varies in nature and to research the latest developments in the scientific world. Pupils will use various ICT skills to present findings to their peers which also helps the teachers to assess each pupils' learning skills. Pupils will receive a course textbook for the duration of the academic year, and have access to the online platform, 'ActiveLearn'. The teachers will share work on Google Classroom which gives each pupil the opportunity to work independently throughout the year.

HOW DO WE MEASURE PROGRESS?

Learning skills are assessed during each learning activity. Formative assessments in the classroom take place through questions posed, peer assessment and various other independent learning activities. We aim to ensure each pupil develops those learning skills which they naturally find more challenging. Work is marked regularly and this takes the form of verbal, written, or online marking. Google documents are commented on online. Progress is monitored by use of weekly homework assignments and common tasks every term. Progress is carefully tracked in terms of correlations between benchmarks and what each pupil is actually achieving. Discussions between teacher and parents will be made as soon as the teacher feels a pupil is making insufficient progress. During the summer term, each pupil will sit an end of year examination which tests the understanding of Science they have developed during the year.

HOW CAN PARENTS HELP?

Parents can support learning by insisting on well organised notes and a quiet work space at home, as well as monitoring revision programs. Taking an interest in topics they are studying will allow them to consolidate what they are learning in class. Watching scientific documentary programmes and discussing Science topics in the news offers opportunities to reflect on possible career options as well. Our 'Science in the news' notice board should evoke discussion around the dinner table as well. An outing to the various Science museums from a young age evokes an interest in the subject and is strongly recommended.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mrs Helen Williams - haw@clairescourt.net
Miss Lydia Lowry - lil@clairescourt.net

Study Skills

The aim of the Study Skills is to enable our pupils to find out how to study and learn efficiently and effectively. Study skills are an important set of transferable life skills.

Key points about study skills:

Will enable a pupil to develop their **own personal approach** to study and learning in a way that meets their own individual needs. As you develop your study skills you will discover what works for you, and what doesn't.

Study skills are **not subject specific** - they are generic and can be used when

studying any subject area.

You need to **practise and develop your study skills**. This will increase your awareness of how you study and you'll become more confident. Once mastered, study skills will be beneficial throughout your life.

Study skills are transferable - you will take them with you beyond your education into new contexts. For example, organisational skills, time management, prioritising, learning how to analyse, problem solving, and the self-discipline that is required to remain motivated. These are the types of skills employers look for.

Year 8:
WHAT WILL PUPILS STUDY AND LEARN?

Memory, flashcards, linear notes & highlighting
- Using curriculum material to produce flashcards & linear notes
- Creating vocabulary foldables

Mind maps
- Producing a topic mind map for a Common Task

Point Questions and self Quizzing
- How can you get the most out of your revision time
- How to self quiz using a knowledge organiser

How best to study
- What kind of student are you?
- How to make productive use of a revision checklist

Reflection (learn how you learn - metacognition)
- Reflection on assessment - what can you learn and take forward to build on.
- Reflection on how to work best
- Reflection on progress made

HOW WILL PUPILS LEARN?
Pupils will attend lessons throughout the academic year and learn through practical tasks, collaborative and independent activities, discussions and worked examples.

MASTERY
Independent learners require a mastery of study through discussion, modelling and practice. Pupils will learn the key skills to be confident and discriminatory learners who can effectively navigate and implement study skills to suit their individual requirements . Pupils will also become experts learning about how they learn by encouraging self-evaluation and reflection both in the study skill techniques they use and subsequent internal and external assessments.

WHAT RESOURCES WILL BE USED?

Pupils will be taught study skills techniques and learn what methods are the most effective for them to use across the curriculum.

HOW DO WE MEASURE PROGRESS?
Progress is monitored through the completion of study skills tasks and tracking of their internal and external assessments.

HOW CAN PARENTS HELP?
Please help your child to make the time to reflect and learn how they learn. Please encourage them to talk about the study skill methods that best support their learning and acquisition of knowledge. Please get involved in helping them to learn actively by asking them how they are revising, going over any resources they have made with them, encouraging them to get organised, plan and timetable for assessments and by testing them.

FOR FURTHER INFORMATION PLEASE CONTACT:

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