



**YEAR 8**

**COURSE GUIDE**

**2024 – 2025**

## Year 8: Subject Leaders / Teachers

Subject	Subject Leader	Teachers
English	Mr R Garry	Mr R Garry Mr R Hollands Mrs E Jebb Miss B Sadler Mrs A Watkins
Mathematics	Mrs E Griffiths	Mrs E Griffiths Mr M Osmond Mrs R Morris Miss S Parveen Mrs E Kitcher Dr G Ward
Science	Mrs C Jones	Mrs V Lee Mrs R Richards Dr G Ward Miss Goodier Mrs C Jones Mrs P Wildblood
Art & Design	Ms S Keeling	Ms S Keeling Ms G Oakley Miss E Howells
Computing	Mrs C Jones	Mrs V Pound
Design & Technology	Mr A Walker	Mr A Walker Mr P South Mrs I Chorr
Drama	Mr B Seager	Mr B Seager
Geography	Mr P Lee	Mr P Lee Mr B Finch Mr J Bird
History	Mr P Lee	Mr B Finch Mr J Bird Mr P Lee
Modern Foreign Languages	Ms J Thompson	Ms J Thompson Mrs L Shuker Mrs S Manders
Music	Mrs V Jevons	Mr G Sassano
PSHCE	Miss S Pugh Mrs S Hamner	Form Tutors
Physical Education	Mrs V Jevons	Mrs V Jevons Mr D White Mr J Seager
Religious Education	Mr P Lee	Miss A Watkins Mr R Hollands

# English

**Subject Leader: Mr R Garry**

Students receive three lessons of specialist teaching per week during which they develop their literacy skills through opportunities that include media and drama and by studying fiction and non-fiction, language, and poetry. All units are designed to build on skills from previous years, as well as prepare them for the demands of their GCSE courses in English Language and English Literature in the future.

## **Autumn Term**

- Students start the year by exploring Literary Genres. Through a study of extracts from genres ranging from crime fiction to gothic horror, they explore the linguistic and stylistic components that make up the genres.
- Students explore the genre of 'The Gothic' in greater detail, exploring the central themes and development of gothic literature from medievalism to 19<sup>th</sup> Century Gothic horror and its influence on 20<sup>th</sup> century literature, media, and culture.
- This theme is picked up in GCSE with the study of 'A Christmas Carol' and 'Macbeth.'

## **Spring Term**

- Students study a History of the English Language Course, through which they investigate the origins and development of English vocabulary and grammar.
- Students then move on to consider the 'Literature of Revenge' and complete the course on the History of the English Language.
- Students then study a range of dramatic monologues and explore a range of practical dramatic approaches.

## **Summer Term**

- Students move on to explore 'Media Bias and Fake News' as well as studying 'A Curious Incident of the Dog in the Night-time' playscript.

## **Assessment**

- Students' progress is assessed at the mid-point of each term's work
- A formal assessment is undertaken once per term in which all of the learning content and skills for the term's work is assessed
- Students' work receives regular feedback from the class teacher, with key targets noted after extended written responses.

## **Student Work and Homework**

Work is completed in exercise books which are regularly checked. One homework task is normally set each week and should take approximately 30 minutes to complete.

## **Helping at Home**

- Talk about the work students are doing in lessons and for homework.
- Encourage students to proofread their work to self-correct errors with a red pen.
- Encourage students to maintain a regular personal reading habit – at least 10 -15 minutes of reading per night.
- Do not hesitate to contact the school and talk to the English department.
- All Year 8 students have a copy of the 'Writing Wall' in their planner which helps them to identify what they do well and what they need to work on.

## **Useful Websites**

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

[www.grammar-monster.com](http://www.grammar-monster.com)

# Mathematics

**Subject Leader: Mrs E Griffiths**

Mathematics is a statutory subject at Key Stage 3. All topics from Year 7 and Key Stage 2 are revisited over the year. The main themes of number, algebra, geometry and measures and statistics are taught through the following topics:

## **Autumn Term**

- Area and Perimeter
- Decimals
- Equations

## **Spring Term**

- Transformations
- Fractions
- Angles

## **Summer Term**

- Sequences
- Percentages
- Probability

## **Student Work**

All mathematics work is completed in exercise books. In addition to the ongoing review of these books by students to consolidate knowledge, homework is set using a variety of resources including online revision.

## **Assessment**

Students are assessed at regular intervals throughout the Key Stage. Some assessments are divided into a calculator and non-calculator section where appropriate.

## **Helping at Home**

- Utilising the Corbettmaths website.
- Purchase and use revision guides.
- Regularly review work covered.
- Contact the school and talk to the Mathematics department if you have any queries.

## **Useful Websites**

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

[www.nrich.maths.org/public](http://www.nrich.maths.org/public)

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

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

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

# Science

## Subject Leader: Mrs C Jones

In Year 8 we aim to develop a sense of excitement and curiosity about natural phenomena. Students are encouraged to make predictions, design their own tests, analyse results and evaluate their methods.

We also build upon and expand the use of specialist vocabulary by focusing on key words and their correct use in simple sentences and extended writing.

Students are taught in broadly mixed ability groups. Students study six units throughout the year as outlined below:

### Autumn Term

Students begin Rotation 1 which is made up of two units:

- It's rocket science - the solar system and forces in action
- Zooming in - the periodic table, elements and compounds

### Spring Term

Students complete Rotation 2 which is made up from two units:

- Survival systems - the digestive and respiratory systems
- Explosions and extractions - the reactivity series of metals and properties of materials

### Summer Term

Students complete Rotation 3 which is made up from two units:

- Thunder and lightning - sound and light
- Leaf it out! - plants, photosynthesis and food webs.

### Student Work

Work is completed in exercise books which are regularly checked. In Science, all exercise books are seen as a means for developing knowledge and understanding, students are encouraged to check through their work and make corrections. Homework will be set weekly where the work will relate to the unit being studied.

### Assessment

Within each unit there are two main assessments, one is the end of unit test and the other assess class work and application of skills. The results are collected and used to monitor progress. Student progress is monitored from their own Key Stage 2 starting point and against age related standards. Each student has a progress tracker sheet in their books to help them see how they are progressing and brief notes on how to improve.

Exam week – one 60-minute paper covering aspects of work completed throughout Year 8.

### Helping at Home

- Talk to your child about the work.
- Encourage your child to log on to 'Educake' and 'Seneca learning' online homework and revision packages.
- Help students to use the road maps designed to support each unit.
- Encourage students to seek help from the Science staff.
- Don't hesitate to contact the school and talk to the Science team.

### Useful Websites

<https://www.bbc.co.uk/bitesize/subjects/zng4d2p>

<https://app.senecalearning.com/login>

<https://www.educake.co.uk/my-educake>

# Art and Design

## Teacher in charge: Ms S Keeling

Art education at Mary Webb School is intended to engage, inspire and challenge pupils. Through thematic schemes of work students will develop their knowledge, practical skills and creative thinking. Art students will experiment with confidence, invent and create their own works of art.

As pupils progress through the curriculum, they will develop a more rigorous understanding of Art and Design, including how creativity shapes our history, and contributes to the culture and wealth of our nation.

Students will build on the experiences of Year 7 by developing thematic projects which give time and opportunity to in-depth study. Sustained development of drawing, and a focus on painting techniques challenge students to produce observational work which is accurate and impactful.

Students will investigate artwork and artefacts, engaging with the function and aesthetic qualities of contemporary and historical creative endeavour.

## Autumn Term - Cultures (12-week project)

Students develop a project based on masks. They make visual investigations with a particular focus on colour and pattern and investigate traditions of mask wearing. Students have the opportunity to develop their explorations and to make masks based on their research. They will broaden their experience of diversity through sustained study and response to their chosen culture.

## Spring Term - Structures (12-week project)

Students investigate landmark structures. They participate in team activities to create stable, strong structures using paper. Students use a range of drawing, printmaking, and 3D construction techniques to produce a portfolio of work which will culminate in a mixed media outcome. They develop team-working skills by adopting specific roles in order to make a positive contribution to collaborative work.

## Summer Term – Natural Forms (12-week project)

Students use natural objects to complete a series of observational drawings in which they focus on development of good quality line, mark making and tone to describe three-dimensional shapes. Students will use the work of Andy Goldsworthy to inform the development of their own pop-up book based on explorations of natural forms.

## Student Work

Sketchbooks are used to plan and explore ideas as well as a means of practising skills and for homework assignments. Homework is set as an extended homework task over two or more weeks. Students can expect to receive an extended homework task in each project.

## Helping at Home

- Encourage students to look at a range of artists' work around studied topics - look at art books, visit art galleries and use the internet for research.
- Talk to your child about their work.
- Allow them access to their own art materials.

# Computing

**Subject Leader: Mrs V Pound**

Computing in Year 8 continues to develop students' digital citizenship, digital creativity and programming skills.

## Autumn Term

### Media – Vector Graphics

- This unit offers learners the opportunity to design graphics using vector graphic editing software. By the end of the unit learners will have produced an illustration, a logo, or some icons using vector graphics. The lessons are tailored to Inkscape (inkscape.org), which is open source and cross-platform

### Layers of Computing Systems

- In this half term, pupils will start by joining in with the Bebras Challenge, an international challenge that puts their computational thinking and problem-solving skills to the test. After the Bebras Challenge pupils will learn about the layers of Computing Systems. This unit takes learners on a tour through the different layers of computing systems: from programs and the operating system, to the physical components that store and execute these programs, to the fundamental binary building blocks that these components consist of.

## Spring Term

### Developing for the web

- Learners will explore the technologies that make up the internet and World Wide Web. Starting with an exploration of the building blocks of the World Wide Web, HTML, and CSS, learners will investigate how websites are catalogued and organised for effective retrieval using search engines. By the end of the unit, learners will have a functioning website.

### Data Representations - Introduction

- This unit conveys essential knowledge relating to binary representations. The activities gradually introduce learners to binary digits and how they can be used to represent text and numbers. The concepts are linked to practical applications and problems.

## Summer Term

### Mobile app development

- Today, there's an app for every possible need. With this unit learners will work through the entire process of creating their own mobile app, using App Lab from code.org. Building on the programming concepts learners used in previous units, they will carry out research, design their app, write the code for it, before finally evaluating and publishing it.

### Introduction to Python programming

- This unit introduces learners to text-based programming with Python. The lessons form a journey that starts with simple programs involving input and output, and gradually moves on through arithmetic operations, randomness, selection, and iteration.

## Student Work

Work is completed using project-based activities to enable progress at all levels of ability. Students are also encouraged to continue working towards achieving their iDEA (Inspiring Digital Enterprise Award) bronze or silver certificate by completing tasks aimed to develop their digital, enterprise and employability skills.

## Assessment

Modules are assessed in a range of ways including both project-based assessment and end of module assessment tests.

## Helping at Home

In computing we use a wide range of different software applications, some of which are free to download. Where relevant, a list of these open source software titles will be made available at the start of each module of study. Students are able to access the school network and their documents from home providing they have a suitable broadband connection. Students are also able to have a free download of Microsoft Office which they can install on up to 5 devices.

## Useful Websites

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk) (e-safety)

[www.scratch.mit.edu](http://www.scratch.mit.edu) (Block editor)

<https://idea.org.uk/> (challenges to work towards bronze and silver awards)

<https://groklearning.com> (online programming website)

<https://learn.code.org>

<https://www.bebbras.uk/>



# Design and Technology /Food Preparation & Nutrition

Subject Leader: Mr A Walker

In Year 8 Design and Technology is delivered through a series of projects designed to give students a breadth of experience. These include the opportunity to design and make in a number of different materials in an increasingly independent manner. Work builds on the Year 7 modules.

As students' progress through this phase, they may be given the opportunity to focus on specific aspects of the subject such as product design, food preparation and nutrition, engineering, systems and control, electronics, textiles and graphics. However, at its core, technology is about creativity and imagination. Students design and make products that solve genuine, relevant problems within different contexts with consideration for their own and others' needs, wants and values. To do this effectively, they will acquire a broad range of subject knowledge and draw on additional disciplines such as mathematics, science, engineering, computing and art.

In Food, the focus is on the development of culinary skills and understanding the nutritional and functional properties of nutrients.

## The Projects

- **Core skills, communication** - developing design communication skills which include sketching, drawing controlled lines, 3D sketching, annotation and orthographic drawing.
- **Mechanisms** - solve a series of mechanisms tasks through 'hands on' problem solving. Students have experience of levers, linkages, gears, pulleys, ratios, cranks and cams. They go on to design and make a mechanical toy.
- **Nutrition and Food and the environment** - Focusing on the further development of skills and looking more closely at nutrition. They will learn how to use sensory analysis to evaluate different foods and their practical work will involve developing skills in making a variety of products. Later on in the year they will focusing on where food comes from and environmental issues.
- **Pewter casting project** - students investigate metals and their sources. They use Computer Aided Design (CAD) to create a mould, which is used to cast a product in Pewter.
- **Structures** – students will investigate structures and complete a practical design challenge to answer a given brief.
- **Robotics** – students will experiment with Lego robots, writing and testing programs to complete specific challenges.

## Student Work

Students work in different ways as they move around the material areas giving them experience that will be called upon in Key Stage 4. In some areas students will record their work in their technology book but in others students will use an electronic portfolio. Homework will be completed in their books.

## Assessment

Students will have opportunities to self and peer assess as well as receiving teacher assessments. The assessment criteria reflect the nature of each task. Some will focus on making skills, some on designing and others on the investigation of Technology in society. Students' progress is monitored from their own Key Stage 2 starting point and against age related standards.

Year 8 examinations - Students will sit a series of module tests that will test their knowledge and understanding of the topics covered in Year 8.

## Helping at Home

- Talk about the work.
- Ask your child if any materials are required for the forthcoming lessons (particularly in food!).
- Don't hesitate to contact the school and talk to the Technology department.
- Encourage attendance at lunchtime workshop sessions where appropriate.
- Cover the small charge made to cover material costs if a student wishes to take their practical work home.

Useful Websites <http://www.technologystudent.com/> <http://www.designandtech.com/>  
<http://www.bbc.co.uk/schools/gcsebitesize/design/> <http://genieonline.com>

# Drama

**Teacher in charge: Mr B Seager**

Drama is taught in Years 8 and 9 and introduced through English in Year 7. The skills built up during this time aim to equip all students with the confidence to take on a GCSE course. During Years 8 and 9, students participate in one lesson of drama per week and cover three practical units over the year.

## **Autumn Term**

Drama is introduced through an exploration of mime. Students develop the skills needed to create characters and work as an ensemble. In the second half of the term, students study the skills needed to create and devise a piece of theatre, focusing on a given theme.

## **Spring Term**

Students cover the skills needed to create and perform a devised piece of theatre. The students study a stimulus and create their own scene which they direct, perform and then write about.

## **Summer Term**

Students spend this term studying extracts from a set text and produce scenes or monologues from a variety of plays.

## **Student Work**

Drama is a practical subject where students work in groups, pairs and on their own to develop performance skills. The students develop their communication, concentration, co-operation and creativity skills. Their practical work is assessed in planning, creating and performing. In the latter stages of Year 9 the students will complete a number of written evaluations of the skills acquired during the course. Homework is set a minimum of six times over the academic year.

## **Assessment**

Assessment covers the areas of 'creating, performing, evaluating and theory'. Types of assessment that take place in drama include self and peer assessment as well as teacher assessment. Students' work is assessed against the assessment focuses for drama.

## **Helping at Home**

- Talk about the work covered in class.
- Support the learning of lines.
- Watch students perform.
- Offer ideas and discussion for creative exploration.

# Geography

**Subject Leader: Mr P Lee**

**“Widen minds, broaden horizons”**

The aim of our Key Stage 3 course is for our pupils to develop deeper geographical knowledge, understanding and skills that allow them to make decisions about the world and the role they have in the world.

We aim to inspire pupils' curiosity to know more about where they live and beyond – to be fascinated by the world. To see the bigger picture; make links from local to global, the interconnectivity in the world and to understand changes over time. We work from the known to the unknown.

Our aim is for teaching and learning to equip pupils to ask perceptive questions, think critically, consider evidence, sift arguments, and develop perspective and judgement as an individual. We see the role of Geography as helping pupils to understand the complexity of people's lives, the process of change, the sustainable use of resources, the diversity of societies and relationships between different groups in differing locations, as well as their own identity and the challenges of their time. We aspire to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

We want students at Mary Webb school to enjoy their Geography lessons and to have a love for the subject that stays with them. That's why we became Geography teachers, to share and to pass on this passion for the subject we love to a new generation of Geographers.

Geography is one of the foundation subjects at Key Stage 3 and is part of the Humanities department.

## **Autumn Term**

- Weather and Climate
- What is the future of Tropical Rain Forests?

## **Spring Term**

- Work of Rivers
- Work of the Sea

## **Summer Term**

- Is China a superpower?
- Russia – an old superpower?

## **Student Work**

Classwork and homework tasks are completed in workbooks which are regularly assessed and checked. These books allow the students to complete tasks, but also provide a place for them to develop their own ideas and thoughts and so, at times, may resemble jotters. Homework is set in relation to the topic being studied. Some homework may be set over a longer period of time, depending upon the nature of the topic being studied.

## **Assessment**

Assessment takes place throughout the course using a variety of methods that are both informal and formal - tests, decision-making exercises and extended pieces of writing are all used. Key assessments take place in each topic throughout the year. Students are provided with individual feedback on their achievements and what they need to do in order to improve and progress further in their learning.

Year 8 examination – 1 - hour examining Rivers and Flooding.

## **Help at Home**

- Encourage your son/daughter to read through their workbook between lessons - reviewing and reflecting on their learning.
- Discuss the learning taking place in lessons.
- Encourage the reading of local and national newspapers.

- Watch and listen to appropriate news and current affairs programmes on TV, online and on the radio.
- Use an atlas, OS maps and maps of the local area – google maps are a great place to start.
- Don't hesitate to contact the school and talk to the Humanities department.

### **Useful Websites**

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

[www.bennett.karoo.net/topics/ecosystem.html](http://www.bennett.karoo.net/topics/ecosystem.html)

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

[www.bbc.co.uk/schools/gcsebitesize/geography/riverswater/](http://www.bbc.co.uk/schools/gcsebitesize/geography/riverswater/)

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

[www.bbc.co.uk/education/subjects/zkw76sg](http://www.bbc.co.uk/education/subjects/zkw76sg)

[www.digimapforschools.edina.ac.uk/](http://www.digimapforschools.edina.ac.uk/)

[www.timeforgeography.co.uk/videos\\_list/rivers/](http://www.timeforgeography.co.uk/videos_list/rivers/)

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

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

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

'Geography Hawks' on Youtube

# History

**Subject Leader: Mr P Lee**

**“Widen minds, broaden horizons”**

*The aim of our Key stage three course is for our students to gain a coherent knowledge and understanding of Britain’s past and that of the wider world. We aim to inspire pupils’ curiosity to know more about the past. Our aim is for teaching to equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We see the role of history as helping pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.*

*We want students at Mary Webb school to enjoy their history lessons and have a love of history that stays with them for their adulthood.*

History is a foundation subject at Key Stage 3 and is part of the Humanities department. Students study a variety of periods, events and individuals from both British and World History – some traditional and some more contemporary. Historical skills of enquiry, interpretation of sources and investigation are used to develop student knowledge, understanding and interest.

## **Autumn Term**

- Dissolution of the Monasteries
- Local Study

## **Spring Term**

- The English Civil War
- Legacy of the French Revolution

## **Summer Term**

- Universal Suffrage
- Civil Rights in America

## **Student Work**

Classwork and homework tasks are completed in workbooks which are regularly assessed and checked. These books allow the students to complete tasks, but also provide a place for them to develop their own ideas and thoughts and so, at times, may resemble jotters. Homework is set once a week where the work will relate to the topic being studied. Some homework may be set over a longer period of time, depending upon the nature of the topic being studied.

## **Assessment**

Assessment takes place throughout the course using a variety of methods that are both informal and formal - tests, decision-making exercises and extended pieces of writing are all used. Key assessments take place in each topic throughout the year. Students are provided with individual feedback on their achievements and what they need to do in order to improve and progress further in their learning.

Year 8 examination – 1 - hour examining the Civil War.

## **Help at Home**

- Encourage your son/daughter to read through their workbook between lessons – reviewing and reflecting on their learning.
- Discuss the learning taking place in lessons.
- Encourage the reading of local and national newspapers.

- Watch and listen to appropriate news and documentary programmes on TV, online and on the radio.
- Read books about the topics and of the local area.
- Don't hesitate to contact the school and talk to the Humanities department.

### **Useful Websites**

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

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

[www.spartacus.schoolnet.co.uk](http://www.spartacus.schoolnet.co.uk)

[www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensofEngland/TheTudors/HenryVIII.aspx](http://www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensofEngland/TheTudors/HenryVIII.aspx)

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

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

[www.timelines.tv](http://www.timelines.tv)

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

[www.bbc.co.uk/bitesize/subjects/zk26n39](http://www.bbc.co.uk/bitesize/subjects/zk26n39)

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

# Modern Foreign Languages

**Subject Leader: Ms J Thompson**

During Year 8, students continue to access French and Spanish through a variety of topic areas using a wide range of strategies to suit different learning styles. Our approach is based on EPI (Extensive Processing Instruction) methodology. Students are taught for three hours per week, rotating two French and one Spanish week 1 and two Spanish one French week 2. In this way there is an equal exposure to both languages throughout the Key Stage.

Students will develop their language skills through the following topics throughout Year 8.

<u>FRENCH</u>	<u>SPANISH</u>
<u>TERM 1</u> <ul style="list-style-type: none"><li>• Describing myself and others in my family.</li><li>• Giving detailed opinions.</li><li>• Talking about jobs - likes and dislikes.</li><li>• Talking about food – and mealtimes.</li></ul>	<u>TERM 1</u> <ul style="list-style-type: none"><li>• Saying where I live and a where I am from.</li><li>• Giving opinions.</li><li>• Saying where I would like to live in the future.</li><li>• Talking about jobs and opinions of jobs.</li><li>• Talking about clothes/uniform and school.</li></ul>
<u>TERM 2</u> <ul style="list-style-type: none"><li>• Talking about clothes, uniform and school.</li><li>• Describing mu house.</li><li>• Saying what I do at home.</li></ul>	<u>TERM 2</u> <ul style="list-style-type: none"><li>• Talking about food – likes/dislikes.</li><li>• Talking about free time activities.</li><li>• Talking about the weather.</li></ul>
<u>TERM 3</u> <ul style="list-style-type: none"><li>• Saying what I do in my free time.</li><li>• Talking about the weather.</li><li>• Talking about future plans.</li></ul>	<u>TERM 3</u> <ul style="list-style-type: none"><li>• Describing my house.</li><li>• Saying what I do at home.</li><li>• Talking about future plans.</li></ul>

## Student Work

Work is completed in exercise books or on worksheets. In Modern Foreign Languages all exercise books are seen as a means for developing knowledge and understanding. Students are encouraged to take pride in their work. Work that covers different skill areas is organised in their books in a way that shows progression. Homework will be set weekly and may include vocabulary learning, written work, investigation or worksheets Students should expect to spend around 45 minutes on each piece set.

## Assessment

Key tasks are used to assess progress which may or may not be recorded in a student's exercise book. These are marked thoroughly to provide individual feedback. Once a term, students take part in an assessment which may test one or more of the four skills: listening, speaking, reading and writing. The results are collected and used to monitor progress

## Helping at Home

- Talk about the work.
- Assist with developing strategies for learning new vocabulary to include spellings.

**Don't hesitate to contact the school and talk to the MFL department.**



# Music

**Subject Leader: Mr G Sassano**

Year 8 students are taught music in tutor groups for one hour per week. Over the course of the year they will study the interrelated core areas of performance, composition, listening and appraising through a variety of topics. Each topic includes the delivery of aural and listening exercises as well as the delivery of music theory.

## **Autumn Term**

- **The Blues**

A topic that builds on work started in Year 7 which looks at composition and performance. Students have the opportunity to learn a piece of music in the style of the Blues with the use of blues scales and structures. Improvisation is the key skill.

- **Film Music (Composition):** A topic that develops students' understanding of music composition through the study of film music, whilst exploring the history and culture of music for film. Students have the opportunity to compose a piece of film music for an Indiana Jones film clip. This is a very fast paced and energetic unit which focuses on key composition skills. In addition, students learn how to analyse film music.

## **Spring Term**

- **Film Music (Performance):** A topic that develops students' understanding of performance skills through the study of film music, whilst exploring the history and culture of music for film. Students have the opportunity to learn and perform the James Bond theme tune alongside a wide variety of well-known film themes.

- **The Orchestra:** A topic that builds on work started in Year 7 and involves appraising. We focus on the listening aspect of music by analysing pieces of music and identifying instruments. Students are given the opportunity to try out a wide variety of orchestral instruments.

## **Summer Term**

- **Keyboard Skills (2):** Students will refine and adapt existing knowledge to apply into notation and keyboard playing. This topic enables students to use standard notation confidently and to perform fluently, in time and with accuracy of pitch and rhythm.

- **Classical Music:** A topic that allows students to appreciate and understand how music has developed since the 1700's. Analysing classical music enables students to identify orchestral instruments and classical music features. Students will have the opportunity to compose a piece of Classical Music and perform a range of well known Classical melodies.

## **Student Work**

A high proportion of work is practical. Written tasks consolidate work during lessons and provide a means of reference for students to revise from. Homework is set during in preparation for music theory/vocabulary/performance assessments. These take the form of revision for spelling tests, research tasks or to rehearse.

## **Assessment**

Through the marking of key pieces of work and regular verbal feedback, students know how well they are doing and what they need to do to improve. Students are encouraged to self-evaluate their work and the work of others. Feedback is based on shared success criteria. Formal assessment takes place on completion of a unit of work or a particular skill.

## **Helping at Home**

- Encourage participation in extra-curricular activities such as singing group, keyboard club or WebbRock.
- Listen to a wide repertoire of music
- Encourage singing at every opportunity
- Don't hesitate to contact the school and talk to Mr Sassano.

**Useful Websites**

<http://www.soundjunction.org/>

<http://www.bgfl.org/virtualkeyboard/>

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

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

[www.music tutor app.com](http://www.music tutor app.com)

# Physical Education

**Subject Leader: Mrs V Jevons**

The focus of year 8 is to build upon the skills and techniques they learnt in year 7 and be introduced to tactical ways to beat an opponent, whilst having fun and experiencing both success and failure across a range of activities.

By the end of the year students will have developed their competence and confidence in applying techniques, rules, and tactics into a breadth of individual and team sports in order to participate safely and enjoyment for all. They will understand what makes an effective performance and will learn through physically and intellectually challenging activities. Students will continue to understand why being active is important for a healthy lifestyle, both physically and mentally.

PE will continue to be fun and purposeful and will support students in developing their resilience and interpersonal behaviours to make informed choices. Students will develop their growth mindset by having a desire to succeed and seek new opportunities with an increased emphasis on working together and developing new tactics and ideas. Students will support others in their learning and will apply rules and ideas to planning and leading activities and games.

Physical Education (P.E.) is a statutory subject at Key Stage 3. Students receive two 60-minute lessons in Year 8. Students follow the activities listed below where each activity lasts four weeks.

## **Autumn Term**

- Basketball
- Problem Solving
- Football
- Netball
- Gymnastics

## **Spring Term**

- Healthy Active Lifestyles
- House Competitions
- Orienteering
- Badminton

## **Summer Term**

- Athletics
- Cricket
- Rounders

## **Assessment**

Assessment is an important part of a student's learning. Assessment is an ongoing process carried out by both staff and students. At the end of each activity a final assessment is made by the teacher.

Students are assessed against the four National Curriculum strands for P.E. which are as follows:

- Developing new skills
- Making and applying decisions
- Evaluate and improve
- Understanding fitness and health.
- 

## **Help at Home**

- Ensure that the correct kit is brought to each lesson.
- Talk about what students are doing in lessons.
- Encourage students to participate in extra-curricular clubs.
- Encourage your child to be active at home, eg. walk the dog, ride their bike and play football with friends.
- Provide a healthy, balanced diet.

## **Useful Websites**

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/physical-education/keystage3>  
[www.bbc.co.uk/schools/ks3bitesize/PE](http://www.bbc.co.uk/schools/ks3bitesize/PE)

# Personal, Social, Health and Citizenship Education (PSHCE)

Assistant Headteacher, Miss S Pugh

PSHCE aims to develop students' knowledge and understanding of personal, social, health and citizenship education.

The personal, social and health part of this is achieved through units of work that look at health and wellbeing, friendships and relationships and living in the wider world. The citizenship work aims to develop a student's understanding of the world around them and to gain knowledge and understanding of what it means and how to be an active citizen. The lessons are delivered by form tutors or specialist teachers each week for one hour.

## Through the academic year students will be taught:

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

## Student Work

Much of the work will be class discussion which aims to encourage reflection on individual progress and to identify what needs to be done to build on achievements.

## Assessment

Students receive continuous verbal feedback during lessons and throughout the course. They develop the skills to assess their own performance and the performance of others. They develop the ability to identify what needs to be done in order to progress. An assessment against national standards to review progress is completed every term.

## Helping at Home

- Talk through the issues covered with your child asking how they feel about them.
- Help organise them so that they are prepared to participate in all lessons.

Please see the @MWS tab on the school website for support with mental health, LGBTQ+ and eSafety

Due to the uncertainty surrounding COVID19, the PSHCE curriculum is subject to change, the subject matter will remain the same, but may be taught in a different order, dependant on the recovery curriculum required.

## Useful Websites

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

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

<https://kooth.com>

<https://www.marywebbschool.com/@MWS>

# Religious Education

**Subject Leader: Mr P Lee**

## **“Widen minds, broaden horizons”**

The aim of our Key Stage 3 course is to equip pupils with knowledge and understanding of a range of religions and non-religious worldviews, insights, beliefs and practices.

We aim to inspire pupils’ curiosity to question the ultimate meaning and purpose of life, beliefs about God or ultimate reality, issues of right and wrong and what it means to be human.

To enable pupils to develop their own views, values and identity. To develop an aptitude for dialogue in pupils and the capacity to participate positively as members of a diverse society and a globalising world. Pupils should learn how to study religions and non-religious worldviews systematically and to an increasing level of complexity and depth. They make progress by reflecting with increasing sophistication on the impact of religions and non-religious worldviews on contemporary life; and develop skills of interpretation and the capacity to evaluate evidence through this process. They learn to articulate clear and coherent accounts of their personal beliefs, opinions, values and experiences while respecting the right of others to have different views, values and ways of life.

Religious Education (R.E.) is a foundation subject at Key Stage 3 and is part of the Humanities department. Students study a variety of religions and beliefs by investigating certain themes.

- What is authority?
- Does being non-religious make a difference?
- How do I decide?
- Do you have to be religious to care for the world?
- Should I treat people differently?
- Should happiness be the purpose of life?

## **Student Work**

Classwork and homework tasks are completed in workbooks which are regularly assessed and checked. These books allow the students to complete tasks, but also provide a place for them to develop their own ideas and thoughts and so, at times, may resemble jotters. Homework is set in relation to the topic being studied. Some homework may be set over a longer period of time, depending upon the nature of the topic being studied.

## **Assessment**

Assessment takes place throughout the course using a variety of methods that are both informal and formal - tests, decision-making exercises and extended pieces of writing are all used. Key assessments take place in each topic throughout the year. Students are provided with individual feedback on their achievements and what they need to do in order to improve and progress further in their learning.

Year 8 examination – 1 - hour examining Poverty.

## **Help at Home**

- Encourage your son/daughter to read through their workbook between lessons - reviewing and reflecting on their learning.
- Discuss the learning taking place in lessons.
- Encourage the reading of local and national newspapers.

- Watch and listen to appropriate news and documentary programmes on TV, online and on the radio.
- Read books about the topics and of the local area.
- Don't hesitate to contact the school and talk to the Humanities department.

### **Useful Websites**

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

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

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

[www.bbc.co.uk/bitesize/examspecs/zm9pd6f](http://www.bbc.co.uk/bitesize/examspecs/zm9pd6f)

[www.bbc.co.uk/teach/ks3-religious-studies/z72qf4j](http://www.bbc.co.uk/teach/ks3-religious-studies/z72qf4j)

[www.bbc.co.uk/bitesize/topics/zc63cdm](http://www.bbc.co.uk/bitesize/topics/zc63cdm)

[www.bbc.co.uk/bitesize/topics/z73d7ty](http://www.bbc.co.uk/bitesize/topics/z73d7ty)

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

[www.reonline.org.uk/ks3/indexx.php](http://www.reonline.org.uk/ks3/indexx.php)



# **YEAR 8**

## **REGISTRATION PROGRAMME**

### **2024-2025**

	<b>YEAR 8</b>
<b>Monday</b>	Reading
<b>Tuesday</b>	Whole School Reading
<b>Wednesday</b>	Assembly
<b>Thursday</b>	Character/Community/Careers
<b>Friday</b>	Numeracy and News