



YEAR 8

COURSE GUIDE

2020– 2021

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 Miss A Watkins
Mathematics	Mrs E Griffiths	Mrs E Griffiths Mr M Osmond Mrs R Morris K Darke
Science	Mrs C Jones	Mrs V Lee Mrs C Jones Dr G Ward Mr C Thorley Mrs S Hammerton
Art & Design	Ms S Keeling	Ms S Keeling
Computing	Mrs C Jones	Mr C Parkes
Design & Technology	Mr A Walker	Mr A Walker Miss C Richards Mrs I Chorr Mr M Carthy
Drama	Mr B Seager	Mr B Seager
Geography	Mr P Lee	Mr P Lee Mr J Seager
History	Mr P Lee	Miss E Weston Miss S Pugh
Modern Foreign Languages	Ms J Thompson	Ms J Thompson Miss L Taylor
Music	Mrs V Jevons	Mr G Sassano
PSHCE	Miss S Pugh	Form Tutors
Physical Education	Mrs V Jevons	Mrs V Jevons Mr D White
Religious Education	Mr P Lee	Mr J Bird Mr P Lee

English

Subject Leader: Mr R Garry

English is a statutory subject at Key Stage 3. Depending on their group, students receive three or four 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.

Those students who have four lessons of English have been identified as those in need of support to develop their literacy skills. Improvement of vocabulary and reading comprehension are key areas on which to focus for Year 8 across the year and each student will be given differentiated spelling lists to learn for regular testing throughout the year. Spelling rules and strategies for learning them will be shared. Support can be found in the book each student was given when they joined Mary Webb School and Science College – the Oxford School Spelling, Punctuation and Grammar Dictionary.

Autumn Term

- Students start the year by developing their reading and writing skills through the study of a variety of texts and extracts from Shakespeare’s ‘Macbeth’ exploring the theme of ‘The Macabre’. This links to their study of ‘Macbeth’, ‘A Christmas Carol’ and ‘An Inspector Calls’ at KS4.
- Students study a scene from Macbeth in detail; developing their reading skills and understanding of the techniques writers use to create texts. There are also opportunities to develop planning, empathetic writing skills and expanding vocabulary need.

Autumn 1	Autumn 2
Punctuation: Splicing; Revision of Semi-colon and dash (to mark the boundary between independent clauses; colon to introduce a list and use of semi-colons in a list; use of hyphens; apostrophes for contraction; speech punctuation.	Word: Noun phrases; superlatives; comparatives; adverbial phrases, modal verb, compliment; finite and infinite; transitive and intransitive; context changing meaning and idioms; jargon – new words – neologisms – morphology; figurative language.
Spelling, Punctuation and Grammar Dictionary: Page 94 – 108	Spelling, Punctuation and Grammar Dictionary: Page 5 - 93

Spring Term

- Students then move on to consider the ‘Literature of Revenge’ and complete a short course on the History of the English Language.
- Students then study a range of dramatic monologues and explore a range of practical dramatic approaches.

Spring 1	Spring 2
Sentence: Co-ordination; sub-ordination; relative clauses; combining clauses; conditional clauses; changing tenses.	Cohesion: Planning; chronology; linking between paragraphs; text order/structure; comparative paragraphs.
Spelling, Punctuation and Grammar Dictionary: Page 63 – 71	Spelling, Punctuation and Grammar Dictionary: Page 88 - 90

Summer Term

- Students move on to explore 'Media Bias and Fake News' as well as studying a modern play.
- Students will spend some time revising for their Year 8 end of year exams during this term.

Summer 1	Summer 2
Literary Techniques: Tone and register; bias and opinion; implied meanings; irony.	Spelling: Spelling rules and strategies; Spelling Bee.
Spelling, Punctuation and Grammar Dictionary: Page 78 – 85	Spelling, Punctuation and Grammar Dictionary: Page 109 – 137

Student Work

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.

Assessment: English Language Paper 2: Writer's viewpoints and perspectives 1-hour 45 minutes.

Students' work receives regular feedback from the class teacher, with key targets noted after extended written responses.

Helping at Home

- Talk about the work students are doing in lessons and for homework.
- Encourage students to proofread their work in order 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.
- Don't 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

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

- Equations
- Fractions
- Transformations
- Angles

Spring Term

- Sequences
- Percentages
- Volume and surface area

Summer Term

- Statistics
- Probability
- Graphs

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 the online package 'MyMaths' or it may be a research or creative task.

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 MyMaths website and the Webb Maths page.
- 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.MyMaths.co.uk (Username: marywebb/Password: *see exercise book*)

www.counton.org

www.nrich.maths.org/public

www.bbc.co.uk/schools/ks3bitesize

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 and consequently may, at times, resemble jotters. 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 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 about the work.
- Encourage your child to log on to 'Educake', an online homework and revision package.
- Direct students to the appropriate pages in their revision guide or to use Seneca learning web site.
- 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.senecallearning.com/login>

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

Art and Design

Teacher in charge: Ms S Keeling

Art and Design is a foundation subject at Key Stage 3. Students follow a three-year course for one hour each week. In Year 8, students will build upon the skills they explored in Year 7 and continue to widen their range of art, design and craft skills. Students will have the opportunity to develop independent learning, thinking and planning skills, through a diverse and challenging programme of study.

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

2D work is kept in individual portfolios and sketchbooks are used to plan and explore ideas, as well as a means of practising skills and for homework assignments. In Art we aim to develop and encourage students' critical faculties and technical skills, whilst tackling themes which are relevant to their interests.

Assessment

Students are continuously given oral feedback on their progress and how to improve their work. Written formative feedback is given regularly and work is assessed at the end of a project. Student progress is monitored from their own Key Stage 2 starting point and against age related standards.

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.
- Encourage students to practise their drawing skills in their sketchbooks. Experiment with ideas, techniques and materials to produce their own serious art work regularly.
- Talk about their work with them.
- Allow them access to their own art materials.
- Encourage them to work on different scales and explore an idea in several different ways.

Computing

Teacher in charge: Mr C Parkes

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

Autumn Term

Computing at the start of Year 8 revisits the E-Safety aspect of computing which reinforces and reminds students how to be safe and responsible users of computers. Students complete a digital literacy unit which includes:

- how to be responsible when using social networks, technology and other online tools;
- how to understand the possible dangers they can face online;
- how to deal with situations they may encounter online.

Students also complete a unit on using spreadsheets, functions and formulae.

Spring Term

Students move onto a computing module which aims to develop their computational thinking, sequencing and problem-solving skills. They will be programming using Sphero Robots and learning about logic gates.

Summer Term

Students will be continuing to code using different programming languages.

Student Work

Work is completed using project-based activities to enable progress at all levels of ability.

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 (e-safety)
- www.scratch.mit.edu (Block editor)
- <https://groklearning.com> (online programming website)
- <https://learn.code.org>

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 mold, which is used to cast a product in Pewter.
- **E-Textiles project** - Focusing on the use of conductive thread to create a decorative textiles outcome that uses light emitting diodes.

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 1-hour exam 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; each unit contains a written component.

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 pupil’s 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

- Does it always rain?
- What is the future of Tropical Rain Forests?

Spring Term

- What do Rivers do?
- Why do Rivers flood?

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

www.bennett.karoo.net/topics/ecosystem.html

www.metoffice.gov.uk/

www.bbc.co.uk/schools/gcsebitesize/geography/riverswater/

www.coolgeography.com

www.bbc.co.uk/education/subjects/zkw76sg

www.digimapforschools.edina.ac.uk/

www.timeforgeography.co.uk/videos_list/rivers/

www.internetgeography.net/

www.educake.co.uk/

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

- Who was the most successful Tudor monarch?

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

www.bbc.co.uk/history

www.spartacus.schoolnet.co.uk

www.royal.gov.uk/HistoryoftheMonarchy/KingsandQueensofEngland/TheTudors/HenryVIII.aspx

www.historyonthenet.com

www.nationalarchives.gov.uk

www.timelines.tv

www.marywebbschool.com

www.bbc.co.uk/bitesize/subjects/zk26n39

Modern Foreign Languages

Subject Leader: Ms J Thompson

In Year 8, students continue to study French and Spanish on the same rotation as Y7: students are taught for a minimum of two hours per week, rotating French and Spanish weekly: week 1 is French and week 2 is Spanish.

Autumn Term

French: The students begin with the topic "Mes passetemps", talking about what they do in their free time. Students learn more about present tense verbs, how to use infinitives with opinions and are introduced to some idioms in the form of weather phrases.

Spanish: Students begin with the topic "Mi Insti", talking about school, learning to form the present tense in Spanish and giving opinions with reasons.

Spring Term

French: Students complete the topic of hobbies and free time and begin the topic "Ma Zone" describing their town/village, giving detailed opinions and giving directions.

Spanish: Students complete the topic on school and move onto Module 4 of the Viva 1 course: "Mi familia y mis amigos" – describing family, friends and where they live.

Summer Term

French: Students complete the "Ma Zone" topic, a cultural project and a French film project.

Spanish: Students complete Module 4 of the course plus a cultural project on the right to an education in poorer Spanish speaking countries.

Student Work

Work is completed in exercise books which are regularly checked. In Modern Foreign Languages (M.F.L.), 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. A lot of the homework will be completed on 'Active Learn' - our digital online resource for all students to help with all aspects of the language. Students should expect to spend between 30 and 40 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. At least 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.
- Assist with completing 'Active Learn' homework.
- Don't hesitate to contact the school and talk to the M.F.L 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.

- **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.

Spring Term

- **Film Music:** A topic that develops students' understanding of music composition and 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 and 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.

Summer Term

- **Ensemble Skills:** A topic that explores ensemble skills through rehearsals, communication, organisation, and musicianship. Students prepare a cover song based on a given style of music (these change each year).

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

www.incredibox.com

www.musicutorapp.com

Physical Education

Subject Leader: Mrs V Jevons

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
- Rugby
- Leadership
- 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

Personal, Social, Health and Citizenship Education (PSHCE)

Assistant Headteacher, Key Stage 3: 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.

Autumn Term

- Health and wellbeing
 - to include substance misuse and mental health

Spring Term

- Relationships
 - to include sex education

Summer Term

- Living in the wider world
 - to include finance and careers.

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

Useful Websites

www.bullying.co.uk

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.

Autumn Term

- What is authority?

Spring Term

- Do you have to be religious to care for the world?
- Do you have to be religious to care for the Poor?

Summer Term

- How should I treat the world?
- Should I treat people differently?

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

www.bbc.co.uk/religion

www.bbc.co.uk/schools/religion

www.bbc.co.uk/bitesize/examspecs/zm9pd6f

www.bbc.co.uk/teach/ks3-religious-studies/z72qf4j

www.bbc.co.uk/bitesize/topics/zc63cdm

www.bbc.co.uk/bitesize/topics/z73d7ty

www.bbc.co.uk/bitesize/topics/zsdtbk

www.reonline.org.uk/ks3/indexx.php



YEAR 8
REGISTRATION PROGRAMME
2019-2020

	YEAR 8
Monday	Whole School Reading
Tuesday	Whole School Reading
Wednesday	News
Thursday	Assembly
Friday	Numeracy