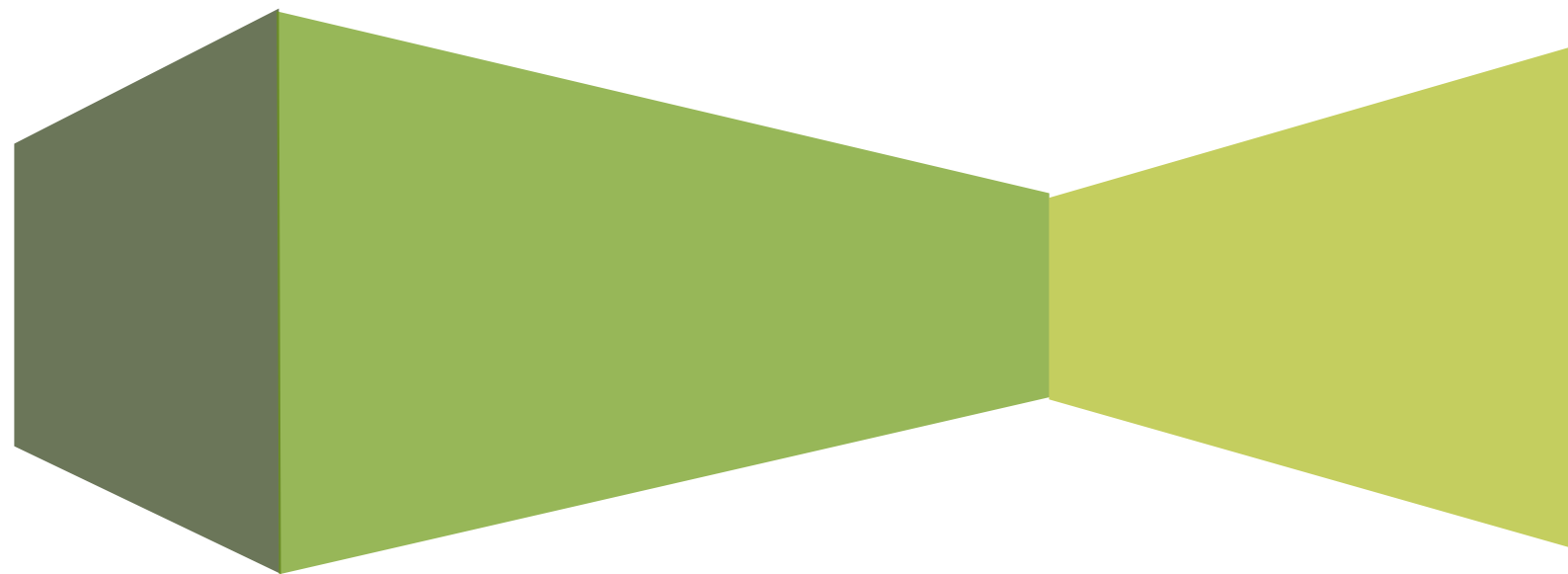




St. Aloysius' College

Curriculum Booklet 2016

Year 8



ENGLISH

The Joint Heads of Department are Ms Doorly and Mrs Hulme who can be contacted by telephone or email at the school. They will be happy to arrange a meeting to discuss concerns or offer advice and guidance. Ms Doorly is responsible for KS4 (Years 9 – 11) and Mrs Hulme for KS3 & 5 (Years 7,8,12 &13).

Course Outline:

TERM	SCHEME OF WORK:	AP (Assessment Point)
Autumn 1	<ul style="list-style-type: none">Novel: The Hunger Games/War Horse/Flour Babies	AP1 October- Essay on novel. Extract based question, linked to whole text
Autumn 2	<ul style="list-style-type: none">Gothic Horror Including the nineteenth century tales: The Tell-Tale Heart, The Signalman, The Red Room and a performance of these	AP2 Winter Exam Paper 1 (reading and writing)
	Christmas Holidays	
Spring 1	<ul style="list-style-type: none">War Poetry	Unseen War Poem Essay question
Spring 2	<ul style="list-style-type: none">Shakespeare's <i>Much Ado About Nothing</i>	AP3 – Essay on Much Ado. Extract based question, linked to whole text
	Easter Holidays	
Summer 1	<ul style="list-style-type: none">Writing to Argue	Persuasive speech presentation- spoken language level (pass, merit, distinction)
Summer 2	<ul style="list-style-type: none">Writing to DescribeExam revision	AP4 Summer Exam Paper 2 (reading and writing)

Essential Equipment:

- Reading book
- Highlighters
- Pens, ruler, glue, scissors, rubber, pencil sharpener

Optional: mini-dictionary and/or thesaurus (available in all classrooms but a copy is needed at home for homework)

For Literacy lessons:

- Spelling, Punctuation and Grammar (SPaG) Workbook- £1.00 to be purchased from your son/ward's English teacher in his first English lesson.
- Spelling booklet

Reading Books: All students must have a suitable reading book (fiction or non-fiction) with them every day. It is pivotal students read: a wide range of genres and authors, challenging texts and newspapers as well. Mrs Cox, our librarian is very happy to help students select books before and after school and on their designated lunch time (**Monday for Year 8**). The library is open 8am- 4pm Mon- Thurs and 8am- 3pm Fridays.

Literacy lessons:

Year 8 have two literacy lessons per fortnight (St Aloysius follows a two week timetable). Classes have two English teachers, one of which covers the literacy lessons. SPaG (Spelling, Punctuation and Grammar) is now tested in GCSE exams for all subjects and it is crucial that these skills are practised on a regular basis.

Literacy homework:

- Weekly spelling test which includes filling in a chart on the words. Parents/guardians must sign to show that students have revised. Please test your son/ward on the spellings at home.
- Weekly page to be completed in the SPaG booklet.

English: A Selection of School Library Books

Here is a small selection of books in our school library that have been enjoyed by many of the boys in KS3:

(C) – more challenging reads

Quick Reads

Two Weeks with the Queen
The Crew
Kit's Wilderness

Morris Gleitzman
Bali Rai
David Almond

Humour

Diary of a Wimpy Kid
Diary of Adrian Mole
Talking Turkey
The Curious Incident of the Dog in the Night-time

Jeff Kinney
Sue Townsend
Benjamin Zephaniah
Mark Haddon

Science Fiction / Fantasy

Northern Lights (C)
Blood Tide (C)
Airman (C)
Percy Jackson series
Skuldugery Books

Phillip Pullman
Melvin Burgess
Eoin Colfer
Rick Riordan

War

The Boy in the Striped Pyjamas
Private Peaceful
Anne Frank's Diary
Caught in the Cross Fire
Postcards from No Man's Land
Once

John Boyne
Michael Morpurgo
Anne Frank
Alan Gibbons
Aiden Chamber
Morris Gleitzman

Crime / Detective

Lord Loss
Black Rabbit Summer

Darren Shan
Kevin Brooks

Coram Boy
My Sword is Singing
The Scarecrows
Monster Calls

Jamila Gavin
Marcus Sedgwick
Robert Westall
Patrick Ness, Siobhan Dowd

Current Issues / Culture

Animal Farm
Noughts and Crosses (C)
River Boy (C)
Turbulence

George Orwell
Malorie Blackman
Tim Bowler
Jan Mark

Coming of Age

The Road of Bones
Malarkey

Anne Frank
Keith Gray

Classics

Alice's Adventures in Wonderland
Treasure Island
Moonfleet
The Jungle Book

Lewis Carroll
Robert Lewis Stevenson
J. Meade Falkner
Rudyard Kipling

English: Useful Websites for pupils in KS3 (YEARS 7-9)

Here are some revision websites that allow you to learn and have fun:

www.bbc.co.uk/schools/ks3bitesize/
www.buzzin.net/english/engl-10.htm
www.cpgbooks.co.uk/online_rev/ks3/ks3_english.asp
www.english-online.org.uk/games/gamezone2.htm
www.learnenglish.org.uk/grammar/archive/grammar_games_index_page01.html
www.schoolzone.co.uk/resources/learninggame/englishlearninggames.asp
www.bbc.co.uk/schools/revisewise/english/
www.learnenglish.org.uk/kids/
<http://www.englishbiz.co.uk/>
www.word-detective.com/

As well as using the English Department reading list you can look up your own book lists on the following websites and read some book reviews:

www.cool-reads.co.uk
www.kidsreview.org.uk
www.readingmatters.co.uk
www.learnenglish.org.uk/kids/bookerview_obtree/your_reviews
www.kidzworld.com
www.bbc.co.uk/schools/studentlife/bookclub/

To improve your knowledge of Non-Fiction and Media texts try some of the following websites:

www.timesonline.co.uk
www.telegraph.co.uk
www.guardian.co.uk

MATHEMATICS

The Head of Department is Ms Toprak and can be contacted by telephone at school when she will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

COURSE OUTLINE

Autumn

Algebra 1, Statistics 1, Geometry and measures 1, Number 2, Geometry and measures 2, Algebra 2.

Spring

Number 3, Statistics 2, Algebra 3, Geometry and measures 3. Algebra 4, Statistics 2, Number 5, Algebra 5, Number 4, Statistics 3.

Summer

Algebra 5, Geometry 4, Statistics 4, solving problems, Geometry 5, Geometry 6.

Things to do, books your son can read or appropriate websites which will be of help

USEFUL WEBSITES:

www.mymaths.co.uk

http://www.bbc.co.uk/schools/websites/11_16/site/maths.shtml

<http://www.mathsisfun.com/>

http://www.gomath.com/index_about.html

<http://mathforum.org/dr.math/>

<http://www.math.com/>

<http://www.homeworkelephant.co.uk/>

Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)

Departmental assessments five times a year around half term, plus school exam in December and June.

Any other information (e.g. equipment the pupil must have etc.)

A scientific Calculator and Maths set (contents: Eraser, sharpener, 15cm/150mm plastic rule, compass, pencil, and protractor).

TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL

Factors
HCF
Simplify
Enlargement
Bias

Prime numbers
Divisibility
Variable
Rotation
Stem and Leaf

Square numbers
Unknown
Transformations
Translation
Formula

LCM
Solve
Reflection
Gradient
Proportion

SCIENCE

The Head of Department is Ms.S Kisten, she can be contacted by telephone and she will be happy to arrange a meeting to discuss concerns, offer advice and guidance.

COURSE OUTLINE

TERM	TOPICS TO BE STUDIED
Autumn	Food and Digestion Respiration Sound and Hearing Light Ecological Relationships Microbes and Disease Environmental Chemistry Using Chemistry
Spring	Gravity and Space Speeding Up Inheritance and Selection Fit and Healthy Energy and Electricity Pressure and Moments
Summer	Metal Reactions Patterns of Reactivity Plants and Photosynthesis Plants For Food

Key dates in the year

Pupils will write End of Unit Tests after the teaching of every two topics. Each test is levelled using National Curriculum levels. This allows for your sons'/wards' progress to be tracked through the year.

Internal exams are held at the end of Autumn term and will cover all the topics studied in the Autumn term.

End of year exams are held in June of the academic year and will cover all the topics from the Spring and Summer term.

Through the year pupils will also complete Homework Assessment Tasks.

- Completion of homework forms an integral part of your sons'/wards' success in Science.
- The following websites can be useful for revision:

- *bbc bitesize ks3 (science)
- * skool.co.uk
- *10p.org.uk
- * welsh education site (ngfl)
- * www.scibermonkey.org

Pupils' must ensure that they have a black, red and blue pens, pencil, math set, glue stick and colour pencil pack in every Science lesson.

Calculators are allowed to be used in lessons and during tests.

SOME KEY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL

Absorption	Digestion	Insulators
Aerobic respiration	Dispersion	Mechanical
Antibodies	Distillation	Reactants
Absorption	Electromagnet	Refraction
Antibodies	Enzymes	Reflection
Capillaries	Fibre	Nutrients
Carbohydrates	Gaseous exchanges	Translucent
Convention	Frequency	Weathering
Condensation	Immunisation	

RELIGIOUS EDUCATION

The Head of Department is Mr Campbell and can be contacted by telephone at school when he will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

COURSE OUTLINE

Autumn

Creation – In the Beginning, The Creation, Stewards of the Earth, God's Great Love
Covenant – Abraham, The Passover, The Passover Today, The Ten Commandments

Spring

Exploring the Mass – Overview of the Mass, The Liturgy of the Word, Holy Communion
The Paschal Mystery – Holy Week, Palm Sunday The Last Supper, The Way of the Cross

Summer

The Prophetic Role of the Church – God's message proclaimed by the prophets, The Church's Teaching, John Paul II, Mother Teresa, Dorothy Day.
The Church in Britain- The first British Martyr, A Christian Nation, the Reformation in England and Wales

Things to do, books your son can read or appropriate websites which will be of help

- Attend Mass as a family.
- Buy a Bible for homework (or visit www.biblegateway.com).
- Visit www.reonline.org.uk

Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)

Assessment Tasks set Autumn Half Term, Spring Half Term, Easter, Summer Half Term.
Trip to St Albans – Summer Term

Any other information (e.g. equipment the pupil must have etc.)

Pupils need a pen, pencil, ruler, highlighter pens and glue (eg Pritt Stick).

TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL

Adultery	Blasphemy	Blessed Sacraments	Conception
Devotion	Divinity	Emancipation	Evangelist
Exodus	Gentiles	Heretics	Infallible
Liturgy	Matzah	Myrrh	Pesach
Protestant	Seder	Tempter	Theological Truths

ART AND DESIGN

The Head of Department is: Mr. D.Doherty. He can be contacted by telephone or would be happy to arrange a meeting.

COURSE OUTLINE: The course at KS3 aims to give the pupils a range of themes to explore using a variety of media. One of the most important components of the course will be the development of observational drawing skills, which form the basis of a personal response to the world around them.

Projects are varied from time to time so as to keep the pupils involved and interested.

Autumn

Project: Natural Forms. Pupils will carry out a project on leaves in which the form, colours patterns and textures will be studied. They will carry out observational studies of the various shapes and the vein structure.

They will look at the way patterns from natural forms are used in commercial designs such as wallpaper, carpet designs, clothing, etc.

They will use a variety of media in order to create studies of leaf forms. E.g. Charcoal and watercolour.

The work of William Morris will be studied and looked at in relation to the work of ethnic artists.

Spring

Project: Cans and Packaging. Pupils will carry out a project on cans and packaging in order to explore aspects of graphic design and the nature of advertising.

They will make observational drawing of a can as a throwaway of society and they will aim to produce a painting of a selected can.

Pupils will also be required to design their own can. In terms of contextual work, the pupils will be required to look at the work of the pop artists and make studies of it.

Summer

Project: Human Body. For this project the pupils will make studies of the shape of the body, with particular attention being paid to the hands and the face.

They will produce studies of the hand in various positions and holding objects.

They will produce studies of various parts of the face, such as the nose, ear and mouth.

They will look at representations of the body by various artists and by different cultures and relate it to their own work. The pupils will also explore portraiture and life sketching.

Things to do or books your son can read which will help Things to do or books your son can read which will help

Make sure that homework is completed. Each homework should take about an hour.

Purchase books on Art History or borrow from the library. Books on art painting techniques are also very helpful. In order to ensure that homework is completed to a high standard, it would be helpful if your son had a wide range of drawing and painting materials at home.

Key dates in the year (e.g. assessments etc. coursework deadlines)

There will be half-termly assessments in which coursework grades will be collated.

There will be a written and drawing exam at Christmas and the end of the year.

Half-termly assessments will be recorded on the College Data Model.

Any other information (e.g. equipment the pupil must have etc.)

Pupils must have the following items of equipment in their possession at all times:

1. Set of drawing pencils. 2. Set of colouring pencils. 3. Rubber. 4. Ruler. 5. Sharpener. It would also be helpful if he had a set of felt-tip pens.

TWENTY KEY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL

Leaves--- shapes, viewpoint, pattern, fragmented, representation, commercial, ethnic.

Cans --- contorted, ripped, packaging, graphic, compressed, design, cubist, indentation.

Human Body ---- grasp, clenched, portrait, facial expression

HISTORY

The Head of Department is Mrs Rimmer and can be contacted by telephone at school when she will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

COURSE OUTLINE: Autumn:

We will then move on to the English Civil War between Charles I and Parliament. The focus will be on why the war broke out, the nature of warfare in seventeenth century England, and the trial and execution of Charles I.

You will investigate black peoples of the America's, the trans-Atlantic slave trade and its effects and abolition. You will also participate in a black history project on Timbuktu.

Spring:

We will then study 'Changing Britain' which focuses on the British Empire and the Industrial Revolution. The topics we will cover is the rise of the British Empire, the movement of people from rural to urban areas, rise of the factory and development of steam power and there will be a focus on the development of the franchise and social reform.

Summer:

You will learn about the First World War 1914-1918. You will focus on the causes, the nature of warfare and how it was influenced by modern technology.

We will then study the aftermath of World War One: Treaty of Versailles in 1919, rise of fascism (Nazi Germany) and communism (Soviet Russia).

Things to do, books your son can read or appropriate websites which will be of help.

You will be able to use the school library to find a wide selection of history books and history novels that will widen your knowledge of the topics you are learning. We recommend the following websites for research:

- www.bbc.co.uk/school/history
- www.spartacus.schoolnet.co.uk
- www.Schoolhistory.co.uk

We would recommend visits to the Science Museum in Kensington, the National Army Museum in Chelsea, and the Maritime Museum in the Docklands.

Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)

You will receive an assessment piece of work every half term which is to be completed in school or at home on a specific enquiry. This may be an essay, booklet, Powerpoint presentation or IT project. There will also be Christmas and summer exams

Any other information (e.g. equipment the pupil must have etc.)

Black or blue pens, pencils, ruler, and colouring pencils.

TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL

Communism	Empire	Total War	Colony
Concentration Camp	Conscription	Parliament	Suffrage
Fascism	Revolution	Assassination	Trade
Alliances	Fuhrer	Democracy	Trade Union
Dictatorship	Armistice	Abolitionist	Emancipation

GEOGRAPHY

The Lead teacher Mr. Mahmoud can be contacted by telephone at school when he will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

In Year 8 pupils are expected to widen their geographical knowledge and understanding to include areas outside of the British Isles with a greater focus on physical geography studies.

Autumn

Weather and Climate This unit examines the causes of different weather events in the UK and the locational factors affecting climate zones. This includes the study of air masses, synoptic maps, weather data, depressions and anticyclones. As an extension to this unit there is an opportunity to study a recent extreme weather event such as a hurricane. This develops into a study of the impacts of weather on the economy, people and the environment.

Coasts A study of coastal regions, particularly in the UK, to include processes of erosion, transport and deposition and their resultant landforms. Pupils will consider the suitability of coastal management strategies.

Spring

Russia Pupils study the geography of Russia, including relief, climate, and other physical geographies. However, there is a strong focus on human geographical themes such as population, economic development as well as a look at socio-political geographies.

Rivers Pupils study the water cycle and its importance and linked to rivers. The river processes that shapes the earth surface and the resulting landforms. The social and economic benefits that are associated with river land forms. The uses of rivers and flood prevention methods used.

Summer

The Middle East Pupils study the geography of The Middle East, including relief, climate, and other physical geographies. However, there is a strong focus on human geographical themes such as population, economic development and conflict.

Natural Resources Pupils will study the formation of natural resources such as coal, oil, gas and will study the impact of using such resources, to include climate change. Pupils will understand the alternative energy sources and the advantages and disadvantages of these energies from a sustainable point of view.

Things to do, books your son can read or appropriate websites which will be of help

Textbooks used:

Geog.2 (OUP), Key Geography Connections (Stanley Thornes).

Useful websites:

<http://www.metoffice.gov.uk/>

<http://www.environment-agency.gov.uk/>

www.bbc.co.uk Pupils should take an interest in current affairs and global issues

Google Earth is a really useful way of using GIS.

Where possible, pupils should try to use reliable websites for research purposes, but need to cite these.

Key dates in the year

October: AP1 –Weather and Climate
December: Christmas Exam
Spring Term: AP3 - Russia Geography Exam
June: End of Year Exam

Any other information

All pupils must have black, blue and red pens, drawing pencils, an eraser, a ruler and a range of colouring pencils.

TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL

Climate	Evaporation	Hydraulic action	Moraine
Precipitation	Interception	Abrasion	Longshore drift
Hazard	Groundwater	Plucking	Coastline
Weather	Throughflow	Migration	Corrie
Sustainable	Green energy	Pollution	Carbon foot print
Fossil fuel	Natural gas	Coal	Oil
Wind energy	Tidal energy	Solar energy	Turbines
Infiltration	Erosion	Reservoir	Stacks and Stumps

FRENCH

The Head of Department is Mr. D.Gaye and can be contacted by telephone at school when they will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

COURSE OUTLINE

Textbook : Metro 2 (rouge et vert)

Autumn

Talking about yourself and someone else, saying what you did yesterday, talking about the past, saying where you have been and what you have done, talking about a special day out, talking about what you did in the morning, saying when you get up and when you go to bed at the weekend, talking about clubs you go to, arranging to go out, talking about going to the cinema.

Spring

Talking about your family, talking about your friends, talking about your favourite things, talking about parts of the body, saying what is wrong with you and what you need, saying what you have for breakfast and lunch, shops and shopping for food, saying how much you want, ordering drink and food, describing a day in the past.

Summer

Arranging a visit, talking about how to get there, getting to know Paris, getting around Paris, talking about what you have done, choosing what you would like to do, choosing a youth hostel, making a booking at the youth hostel, understanding instructions, talking about where you have been and what you have done.

Things to do, books your son can read or appropriate websites which will be of help

The Essentials of French, Key Stage 3, Lonsdale Revision Guides

Websites for French:

www.btinternet.com

www.frenchrevision.co.uk

www.atschool.eduweb.co.uk

Key dates in the year (e.g. half term assessments, exams)

October: (AP1)

Christmas Exam: December (AP2)

February: (AP3)

End of Year Exam: (AP4) June

Any other information (e.g. equipment the pupil must have etc.)

A bilingual dictionary English-French

TWENTY KEY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL

Avoir	Les choses que j'aime	La famille
Habiter	J'ai mal à la/au/aux	La comparaison
J'ai/je suis	Je voudrais du/de la/des	Les parties du corps
On pourrait +infinitive	C'est combien s'il vous plait?	La nourriture
Mon, ma, mes/ton, ta, tes/	J'ai faim/j'ai soif	Défense de +INF
Son, sa, ses	Qu'est-ce-que tu as fait hier?	J'ai chaud/j'ai froid
Être	Qu'est-ce-qu'on pourrait faire ce soir?	L'addition

SPANISH

The Head of Department is Mr. D. Gaye and can be contacted by telephone at school when they will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

COURSE OUTLINE

Textbook: ¡Listos 2! (Verde)

Autumn

Asking and giving personal details and making comparisons. Asking for what you need. Talking about you home and saying where it is. Writing a thank you letter. Talking about meal times and opinions. Buying food and asking for tapas. Discussing healthy eating.

Spring

Talking about and shopping for clothes. Describing your school uniform and giving opinions. Recognising types of shops. Asking for information about shopping. Talking about holidays and things of interests. Describing your holidays present and past.

Summer

Arranging to go out. Talking about types of films and opinions. Buying tickets at the cinema. Describing an event in the present and past. Discussing health issues for yourself and others. Asking for things at the chemist. Talking about ongoing activities. Discussing a healthy lifestyle.

Things to do, books your son can read or appropriate websites which will be of help

Listos 2 verde, Cuaderno A, Anna Kolkowska, Libby Mitchell

Websites: www.languageguide.org, www.languagesonline.org.uk, www.mflgames.co.uk

Key dates in the year (e.g. half term assessments, exams)

October: (AP1)

Internal Exam: (AP2) December

February: (AP3)

End of Year Exam: (AP4) June

Any other information (e.g. equipment the pupil must have etc.)

Spanish textbook: ¡Listos 2! (Verde) (Heinemann, ISBN 978-0-435429-61-4)

A bilingual dictionary English-Spanish (Collins Gem, ISBN 9780007437917)

TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND KNOW HOW TO SPELL

Verbos Tener / Ser / Vivir

Articulos de higiene personal

Pronombres de objeto indirecto y directo

Tipos de comida y alimentos

Cantidades y numeros del cero al mil

Diferentes tapas

Las partes del cuerpo y enfermedades comunes

Consejos para una buena salud

La ropa, comparaciones y adjetivos demostrativos

Futuro cercano

El tiempo metereologico

Lugares en una ciudad

Tipos de peliculas

El tiempo preterito

Medicinas

PHYSICAL EDUCATION

We offer a broad and balanced curriculum to challenge and motivate all learners within the Department. There is a wide range of activities covered within the curriculum to encourage all students to develop their practical skills and theoretical knowledge and provide an opportunity to participate in active and healthy lifestyles through the extensive enrichment and extra curricular programme.

The PE Department is keen to develop qualities of students such as leadership, confidence and creativity. Every student will take part in a testing procedure at the beginning of each year, to allow the Department to gain accurate data on the students.

COURSE OUTLINE

Students follow the National Curriculum guidelines for P.E.

CURRICULUM

Football
Basketball
Rugby
Table Tennis
Tennis
Cricket
Athletics
Badminton
Softball
Handball
Health Related Fitness

It is essential that every student has his correct kit for every lesson. He is expected to produce a note if he is unwell or an injury prevents him from taking an active part in the lesson. He will be required however to still bring his kit to allow him to fulfil other roles rather than just 'sitting out' of the lesson.

The school PE can be bought from the school suppliers however the PE Department do stock shorts and socks and also some second hand PE shirts.

ASSESSMENT

Each student will be assessed every half term to monitor progress. Each assessment will focus on one or two assessment criteria specific to the activity been undertaken. Each activity completed has specific assessment criteria to allow staff to report and monitor the progress of students and identify their strengths and areas for development.

MUSIC

Linking to KS4 Skills & AQA GCSE Music 2016 Draft Specification

<p><u>Learning Block 1:</u> <i>'Chords & Melody'</i> AP1 Performance Assessment</p>	<ul style="list-style-type: none"> • Music Theory Skills: intervals & chord knowledge • Performance Skills: sight reading melody notation, keyboard chord playing techniques • KS4 Links: performance & composition foundation skills, listening & appraising examination skills, AQA AoS2 <i>'Popular Music'</i> • AP1: Chords & Melody Pair Keyboard Composition – Composition & Performance of an 8 bar chord sequence with melody
<p><u>Learning Blocks 2 & 3:</u> <i>'Chords & Melody'</i> AP2 Listening Assessment <i>'The Blues'</i></p>	<ul style="list-style-type: none"> • Rhythm & Notation Skills: swung quavers, sight reading flats & sharps in the blues scale • Performance Skills: melodic improvisation, keyboard chord playing techniques • KS4 Links: performance & composition foundation skills, listening & appraising examination skills, AQA AoS3 <i>'Traditional Music'</i> & AoS2 <i>'Popular Music'</i> • AP2: Written Exam (100%) – Listening & Analysing rhythm notation, pitch notation, intervals, chords & Blues music
<p><u>Learning Block 4:</u> <i>'Reggae Music'</i> AP3 Performance Assessment</p> <p><u>Units 3 & 4: AP3 Practical</u> <i>'Reggae Music'</i></p>	<ul style="list-style-type: none"> • Rhythm & Notation Skills: off-beat syncopation, sight reading chord & melody lead sheets • Technology Skills: recording and sequencing multiple parts and putting them together • KS4 Links: performance & composition foundation skills, listening & appraising examination skills, AQA AoS3 <i>'Traditional Music'</i> & AoS2 <i>'Popular Music'</i> • AP3: Reggae performance – Keyboard performance of a Reggae song
<p><u>Learning Blocks 5 & 6:</u> <i>'Film Music'</i> AP4 Listening Assessment <i>'Ukulele Pop Songs'</i></p>	<ul style="list-style-type: none"> • Music Theory Skills: Major & Minor Chords & Keys • Composition Skills: Texture, Articulation, Dynamics & Tempo • KS4 Links: composition foundation skills, listening & appraising examination skills, AQA AoS4 <i>'Western Classical Traditions Since 1910'</i> • AP4: Written Exam (100%) – Listening & Analysing rhythm notation, pitch notation, Intervals, Chords, Reggae Music & Blues Music

DESIGN AND TECHNOLOGY

The Head of Department is Mr. Frazer and can be contacted by telephone at school when he will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

COURSE OUTLINE - Year 8 builds on the previous year and each project is designed to underpin key skills and concepts taught in year 7. The projects extend the pupils' knowledge and experience in designing for a client. The emphasis in year 8 is on batch production techniques and exploring materials.

Autumn – Clock project: This project provides an opportunity for pupils to apply their understanding of the properties of materials to design and make a three dimensional and high quality clock suitable for batch production. The finished clocks are to be in the style of... or a chosen theme.

Bridge design project: Application of the principles of structures – students will design and make a model bridge to support a given span. They will Investigate and analyse structures for design and stability.

Spring – Mechanical Toy (with movement) Project

This project will focus on traditional wood joints and forming techniques. Pupils will recognise and use different mechanisms to create movement. Students will make models as part of their practical work and build up a theory folder focusing on mechanisms, types of movement, product analysis and material selection.

Summer - Cooking and nutrition

General introduction to Cooking and Nutrition, looking at hygiene and safety.

Developing practical food skills, including weighing and measuring skills,

A healthy eating project that introduces the students to basic nutrition and the importance of a balanced diet, focusing on the Eatwell Plate.

The projects have been developed to enable pupils to learn how to cook a range of dishes safely and hygienically and to apply their knowledge of nutrition. Students will carry out a range of practical activities and theory lessons that will enable them to understand the source, seasonality and characteristics of a broad range of ingredients.

Things to do, books your son can read or appropriate websites which will be of help

- Students should purchase and read the KS3 Design and Technology Revision Guide.
- Work hard, be organised and try your best in lesson
- Attend homework support sessions

Any visits to exhibitions or museums will encourage and improve students' awareness of design and technology. Students should be encouraged to take part in any design and technology based projects outside school where possible. Any Design Technology or general design History based books are worth looking at to help with inspiration.

www.design-technology.info, www.technologystudent.com, www.mr-dt.com
www.bbc.co.uk/schools/gcsebitesize/design, www.technologypupil.com,
www.google.sketchup.com, <http://mechtoys.home.dhs.org/>, www.incpn.org.

Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)

At the end of each module there may be a short knowledge test to identify strengths in understanding and areas of development for pupils to work towards. Each half term pupils will receive a level assessment of work covered in the module which will contribute to their final end of year grade.

Any other information (e.g. equipment the pupil must have etc.)

Purchasing appropriate safety clothing, drawing and design equipment for students e.g. pencils, pens, fine liner, rubber and ruler and a set of good quality colouring pencils will benefit their design work. We usually ask for a small voluntary financial contribution towards the cost for Ingredients and educational trips.

Certificates will be sent home each half term to pupils in each class who have made excellent effort and progress.

TWENTY KEY VOCABULARY WORDS WHICH EVERY PUPIL MUST UNDERSTAND AND BE ABLE TO EXPLAIN/SPELL

- | | | | |
|---------------------|---------------------|-------------------------|----------------|
| 1. Product Analysis | 6. Vacuum forming | 12. Bacteria | 17. Gussets |
| 2. Thermoplastics | 7. Innovation | 13. Nutrition | 18. Recipe |
| 3. Ergonomics | 8. Smart materials | 14. Allergies | 19. Aesthetics |
| 4. Market | 9. Batch production | 15. Cross-contamination | 20. Beams and |
| 5. Templates/Jigs | 10. Modelling | 16. Balanced diet | |
| | 11. Sustainability | | |

ICT (Information & Communication Technology)

The Head of Department is Mrs Acquah and can be contacted by telephone at school where she will be happy to arrange a meeting to discuss concerns or offer advice and guidance.

Autumn

Digital Literacy

This component will introduce learners to the Central Processing Unit (CPU), computer memory and storage, wired and wireless networks, network topologies, system security and system software. It is expected that learners will become familiar with the impact of Computer Science in a global context through the study of the ethical, legal, cultural and environmental concerns associated with Computer Science. It is expected that learners will draw on this underpinning content when completing the Programming Project component.

The course will help candidates:

1. Understand the application and implications of digital and computer technology in society

- Identify how digital technology is **used in society**
- Identify the **impact** of digital technology on society
- Outline the implications and permanence of **digital footprints**

2. Know how to identify potential risks when using technology

- Identify **risks to self** when using technology
- Identify **risks to data** when using technology
- Outline how to protect your **digital identity**

3. Know how to interact safely when using technology and minimise risks

- Give examples of how to work **safely** when using technology
- Give examples of how to minimise **security** risks when using technology

4. Be able to locate and use information to meet requirements using digital technology

- Demonstrate how to **search** for information using digital technology
- Outline the **fitness for purpose** of the information located

5. Be able to locate and use information to meet requirements using digital technology

- Use digital technology to capture and **process non-digital** information into digital form
- Outline the **constraints** of the information being used
- Present findings

Spring

This unit will assist learners to gain an understanding of Digital technology and be able to understand algorithms and basic programming Techniques.

COURSE OUTLINE: Digital technology

1. Algorithms

- computational thinking:
abstraction
decomposition
algorithmic thinking
- standard searching algorithms:
binary search
- linear search

2. Algorithms 2

- standard sorting algorithms:
bubble sort
merge sort
insertion sort
- how to produce algorithms using:
pseudocode
using flow diagrams
- interpret, correct or complete algorithms

3. Programming techniques & Producing robust programs 1

- the use of variables, constants, operators, inputs, outputs and assignments

4. Programming techniques & Producing robust programs 2

- the use of the three basic programming constructs used to control the flow of a program:
sequence
selection
iteration (count and condition controlled loops)
- the use of basic string manipulation

5. Programming techniques & Producing robust programs 3

- the use of basic file handling operations:
open – read – write - close
- the use of records to store data
- the use of SQL to search for data
- the use of arrays (or equivalent) when solving problems, including both one and two dimensional arrays
- how to use sub programs (functions and procedures) to produce structured code
- the use of data types:
integer
real
Boolean
character and string
- the common arithmetic operators
- the common Boolean operators.

6. Programming techniques & Producing robust programs 4

- defensive design considerations:
 - input sanitisation/validation
 - planning for contingencies (anticipating misuse)
 - authentication
- maintainability:
 - comments
 - indentation
- the purpose of testing
- types of testing:
 - iterative
 - final/terminal
- how to identify syntax and logic errors
- selecting and using suitable test data

Summer

This unit will help learners to apply concepts and skills learnt in programming to undertake a programming project.

Computer Programming

Rationale for computer programming in the key stage 3 curriculum

Computers are now instrumental to our society and the need for pupils to attain a form of 'digital literacy' is now generally accepted. This is currently interpreted as the need to be able to use standard applications, such as office-type software within a windows environment interface, proficiently. We agree that this is important.

However, the use of computers is changing rapidly. They are now as much mechanisms for social communication, as they are office tools. As this connectivity expands to every aspect of our lives, the ability to exercise control over the information becomes crucial. Controlling information is one of the fundamental skills of programming. If students master this skill, they will be able to engage successfully, not just with today's applications, but also with uses of technology that have yet to be devised.

Programming offers the ability to create new uses for computers. Whereas a competence in office-type software allows the production of new documents, programming allows the creation of new behaviours, rather than just the consumption of behaviours provided for us by others. Wing (2006) argues really what is involved is the act of 'Computational Thinking', which is fundamental to many branches of both art and science.

We believe that teaching programming is important for two core reasons: firstly, it is a form of digital literacy that is of growing importance within society; and secondly, it promotes intellectual development and the development of problem-solving skills in a way that is applicable to many other subjects and in many other areas of life.

The first point relates closely to the Every Child Matters agenda and the core principles of "enjoy and

Achieve", "make a positive contribution" and "achieve economic well-being".

<http://www.dcsf.gov.uk/everychildmatters/about/aims/aims>

The second point relates to the current initiatives in PLTS (Personal Learning and Thinking Skills)

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/skills/plts/index.aspx>

<http://www.direct.gov.uk/en/>

In learning programming, pupils are introduced to the concept of sequencing instructions that will be followed by the computer to control what is being developed.

Hence, programming:

- Enables pupils to enjoy and achieve;
- Develops problem-solving skills through both individual endeavour and team work;
- Provides experience of a powerful way to "learn, conceptualise, and understand"

COURSE OUTLINE: Programming project

The course will cover the topics below:

1. Programming techniques

- how to identify and use variables, operators, inputs, outputs and assignments
- how to understand and use the three basic programming constructs used to control the flow of a program: Sequence; Selection; Iteration
- how to understand and use suitable loops including count and condition controlled loops
- how to use different types of data, including Boolean, string, integer and real, appropriately in solutions to problems
- how to understand and use basic string manipulation

2. Programming techniques 2

- how to understand and use basic file handling operations:
open
read
write
close
- how to define and use arrays (or equivalent) as appropriate when solving problems
- how to understand and use functions/sub programs to create structured code.

3. Analysis 1

- how to analyse and identify the requirements for a solution to the problem
- how to set clear objectives that show an awareness of the need for real world utility
- how to use abstraction and decomposition to design the solution to a problem
- how to identify the data requirements for their system

4. Analysis 2

- how to identify test procedures to be used during and after development to check their system against the success criteria
- how to use validation to ensure a robust solution to a problem.

5. Design

- how to design suitable algorithms to represent the solution to a problem
- how to design suitable input and output formats and navigation methods for their system

- how to identify suitable variables and structures with appropriate validation for their system
- how to use appropriate data types in their system
- how to use functions/sub programs to produce structured reusable code
- how to select suitable techniques for the development of the solution.

6. Development

- how to develop a solution to the identified problem using a suitable programming language(s)
- how to demonstrate testing and refinement of the code during development
- how to explain the solution using suitable annotation and evidence of development
- how to use suitable techniques to solve all aspects of the problem

Things to do, book your son can read or appropriate websites which will be of help.

Book: Book 1: Computer Systems *(Supplied by the department. Every student has a copy)*

Websites:

-Teach-ICT: <http://www.teach-ict.com/ks3home.htm> Provides up-to-date guidance on Curriculum units and worksheets.

- Computer Theory for 7-11 year olds by Simon Haughton
www.simonhaughton.co.uk

-The Computer Information Centre: <http://www.compinfo.co.uk/> A one-stop reference resource for IT

Key dates in the year (e.g. half termly assessments, controlled assessment dates, field trips)

- November
- February
- May
- July

Any other information (e.g. equipment the pupil must have etc.)

Textbook & Exercise book (Supplied by the Department), USB, Pens, Pencils, Ruler, Rubber and all normal school equipment.

