

THE ELIZABETHAN ACADEMY



Year 8 Curriculum Information Booklet

2017 ~ 2018

Dear Parent/Carer

This booklet provides you with details of the curriculum which your child will follow in this year at the Elizabethan Academy.

It has been designed to allow you to help them to plan their studies and revision, and gives you suggested examples of wider reading and extension activities to try at home. The equipment your child needs is indicated, along with some ways in which parents can help students with their studies. Research has demonstrated that support from home and encouraging reading has a direct impact on student achievement. Please do not hesitate to contact us if you want further assistance on aspects of support.

We have the following basic expectations of our students:

1. To attend school regularly, on time and in school uniform.
2. To keep up with homework deadlines.
3. To bring the correct equipment and books required for learning to all lessons.
4. To participate positively in lessons.
5. To involve themselves in the extra-curricular experiences offered during the year.

I hope that you will find this information useful.



Mrs C Horrocks
Principal

Years 7-10

Personal Development and Fundamental British Values

PSHE (Personal, Social, Health and Economic) education gives students the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain. From making responsible decisions about alcohol to planning for the future, PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up. This, and much more, forms the basis of what we call PD lessons.

An audit of PSHE in 2017 indicated that students valued the work they did in PD, as they could see the relevance of it to their own lives and their own futures.

The PD curriculum varies from year group to year group. For Year 7, the topics covered are as follows:

Autumn Term: managing transitions, road safety and careers

Spring Term: the environment, elections and political parties

Summer Term: relationships, healthy lifestyles and personal safety

Since 2011, all schools have had a duty to promote Fundamental British Values. These are defined as:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect for and Tolerance of those of different Faiths and Beliefs

The suggestion is not that these values are held by British people only, rather that they underpin British society. Students learn about these values across the school, including PD lessons, and they have the opportunity to put them into practice in many areas. For example, House Captains and other student leaders are voted for democratically, and all students have a voice for their views through their representatives at House and School Council meetings.

You will find more information on our website about Fundamental British Values in the “Academy Information” section.

Thank you.

Year 8 Medium Term Plan for PD 2017-2018

Term	Topic
Term 1: 4th September- 20th October (8 weeks)	Step into the NHS: (lesson 1-4) – Details of jobs in the NHS, job specifications, adverts, competition. Money: (lessons 1-4) consumer rights, earning money, spending money, exchange rates.
Term 1: 30th October- 22nd December (8 weeks)	Lesson 5-6 of Money Community action project: (lessons 1-5) what is a citizen, designing out discrimination, community, issues in a community, research project including own research.
Term 2: 8th January- 16th February (6 weeks)	Lessons 6-7 of community action project. Careers and options: (lessons 1-4) future planning, current issues, where to go, what is on offer, what do different subjects offer...
Term 2: 26th February- 29th March (5 weeks)	Lessons 5-6 of careers and options Bullying, stereotypes (lessons 1-4) What bullying actually is, different types, cyber bullying, the law, where to get help.
Term 3: 16th April- 25th May (6 weeks)	Britains place in the world (lessons 1-6) the EU, Brexit, UN, commonwealth, how we are affected.
Term 3: 4th June- 25th July (8 weeks)	Crime and punishment (lessons 1-5) types of crime, the law, nature versus nurture, punishments, stopping crime, victims of crime.

YEAR 7 and 8 CAREERS EDUCATION AND GUIDANCE

YEAR 7 and 8 Entitlement Statement

In Year's 7 and 8 there is a planned Programme of Careers Education and Guidance in accordance with the DFE Careers Education Framework 7 - 19: Statutory Guidance: Impartial Careers Education.

- The Careers Programme will be delivered within PD lessons. Students will receive 6 X 1 hour lessons each year where they will investigate career choices and research pathways. In Year 8 more detailed guidance will be given on making option choices.
- They will be given the opportunity to visit and explore the Careers library resource area and access careers websites.
- Students will have the opportunity to record their achievements and skills in their careers action plan.

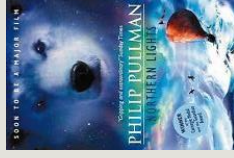
The Schools' Careers Co-coordinators' are Mrs Edgar and Mrs Shemilt and they will be available throughout the year for careers advice and support in the careers office. This is located on the ICT corridor opposite the ICT office. Alternatively our email address is:

edgars@elizabethan.notts.sch.uk

shemilts@elizabethan.notts.sch.uk

Year 8 Recommended Reading List

- Millions by Frank Cottrell Boyce
- Scorpia by Anthony Horowitz
- Bridge to Terabithia by Katherine Patterson
- Northern Lights by Philip Pullman
- The Edge by Alan Gibbons
- Heaven Eyes by David Almond
- Black Beauty by Anna Sewell
- Eragon by Christopher Paolini
- Hitler's Angel by William Osborne
- Pegasus and the Flame by Kate O'Hearn
- Private Peaceful by Michael Morpurgo
- Lizzies Wish by Adele Geras
- The Little White Horse by Elizabeth Goudge



- Anne of Green Gables by L. M. Montgomery
- The Garbage King by Elizabeth Laird
- Flour Babies by Anne Fine
- White Fang by Jack London
- Sky Hawk by Gill Lewis
- The Messenger Bird by Ruth Eastham
- Pirates! by Celia Rees
- Feather Boy by Malorie Blackman
- Wonder by R.J. Palacio
- The Cry of the Ice Mark by Stuart Hill
- The Bomber Dog by Megan Rix
- Breadwinner by Deborah Ellis
- Under the Cherry Blossom by Maya Healy

Year 8 Art

- Art will form 1 part of your Expressive Arts Rotation
- The subjects in the rotation are Drama, Art, and Music & Dance.
- You will be taught in 2 blocks of lessons throughout the year.
- During each block you will have 2 lessons per week
- Each block contains 12 -14 Lessons.

	Curriculum Content	Suggested reading or extension activities
Block 1a	<p><u>Mrs Draper</u></p> <p>Autumn Term – Sept to Dec Theme: OBJECTS AND VIEWPOINTS - CUBISM Activity: OIL PASTEL OR PAINTING</p> <p><u>Miss Hobbs</u> Theme: ABORIGINAL ART Activity: MIXED MEDIA COMPOSITION</p>	Any reading up and research into CUBISM, with particular reference to the still life paintings of PABLO PICASSO, GEORGES BRAQUE and JUAN GRIS.
Block 1b	<p><u>Mrs Draper</u></p> <p>Autumn Term – Sept to Dec. Theme: OBJECTS AND VIEWPOINTS - CUBISM Activity: OIL PASTEL OR PAINTING</p> <p><u>Mrs Hobbs</u> Theme: ABORIGINAL ART Activity: MIXED MEDIA COMPOSITION</p>	<p>Any reading up and research into CUBISM, with particular reference to the still life paintings of PABLO PICASSO, GEORGES BRAQUE and JUAN GRIS.</p> <p>ABORIGINAL ART- Miss Hobbs' groups. Any reading or analysing Aboriginal Art images. Practising painting using dots and patterns.</p>
Block 2a	<p><u>Mrs Draper</u></p> <p>Spring Term: Jan-Mar Theme: OBJECTS AND VIEWPOINTS Activity: Research and designing for clay mask (African Masks)</p> <p><u>Miss Hobbs</u> Theme: CUBISM Activity: PASTEL DRAWING</p>	<p>AFRICAN ART and particularly AFRICAN MASKS. Those from the Congo are particularly interesting and inspiring. (Mrs Draper's groups)</p> <p>CUBISM. (Miss Hobbs' groups) See above for suggested reading.</p>

Block 2b	<p><u>Mrs Draper</u> Spring Term: Jan-Mar/Apr Theme: OBJECTS AND VIEWPOINTS Activity: Research and designing for clay mask (African Masks)</p> <p><u>Mrs Hobbs</u> Theme: CUBISM Activity: PASTEL DRAWING</p>	<p>AFRICAN ART and particularly AFRICAN MASKS. Those from the Congo are particularly interesting and inspiring. (Mrs Draper's groups)</p> <p>CUBISM. (Miss Hobbs' groups) See above for suggested reading.</p>
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Home learning tasks	<p>These will vary depending on the nature of the class work and the projects being covered. Typical Art homework tasks take the form of observational drawing exercises, imaginative/subjective drawing, collage, collecting facts about a particular artist, collecting images to use in class, 3D sculpture eg making a small scale 3D sculpture out of found/scrap materials.</p> <p>Homework is generally set each week (with a week to complete it). On occasion, practical homework may be set fortnightly with smaller research homework in between due to sketch books being collected in for assessment. There may be some homework set with extended deadlines, eg 3D work could have up to 3 weeks to complete it.</p>
Assessment – tasks, frequency, style	<p>Assessment is continual throughout the year. Homework tasks are assessed using the new grading system, with praise and advice/targets given to help improve their independent learning. Class work is regularly assessed, particularly project work. Some drawing exercises may receive verbal or written advice but not all will be given levels/grades.</p> <p>During the year we have a formal assessment of a drawing test, although if the formal assessment falls in line with the end of a major project then the final piece could form the formal assessment. These are assessed using a proforma that indicates areas of success and areas for improvement. It also makes clear the level/grade they have achieved and the target level for the next test.</p>
Equipment that students will need	<p>Pen, Pencil, eraser, sharpener essential. Colour crayons helpful for homework tasks. Extras could be a 2B and 4B pencil for tonal work, scissors and glue to help with collage tasks but we do have these to borrow in Art clubs etc. Sketchbooks are provided by the department but if you wish to supply your own then feel free.</p>

How to help your child at home	<ul style="list-style-type: none"> • Encouraging your child to look carefully at the objects they are drawing (it sounds obvious but many pupils will think they know what an object looks like and try to draw from memory or only look at an object only a couple of times) • If you have skills in drawing, by all means draw examples to help the child understand how you have observed an object, then encourage them to have a go themselves. Although tempting, avoid doing the homework for them. • If they are using the computer at home for research, encourage them to read the information and select appropriate facts. It may be easier to print off some information and go through it with them, highlighting areas of interest that can then be copied up.
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	<ul style="list-style-type: none"> • Whenever time available, work together to look in reference books and encyclopaedias at various art movements (the art department can help with lists of these) or on websites or watch relevant programmes that are related to art and particularly art from different cultures. • Visit galleries and local exhibitions wherever possible
Useful websites/books/resources	<ul style="list-style-type: none"> • www.artcyclopedia.com • www.google.com • www.wotartist.com • www.tate.org.uk • www.britisharts.co.uk/artgalleries.html
Extra-curricular activities and trips within the subject/faculty	<ul style="list-style-type: none"> • Homework club after school and at lunchtime – to support students with materials and resources when needed. • We run Art clubs after school that can help build confidence. • Extra-Curricular and Enrichment activities – details on our website.

Faculty Leader	Mr Brownhill Lead Teacher in Art – Mrs Draper
Teachers within the faculty	Teacher of Art – Miss Hobbs

Year 8 Design Technology

	Curriculum Content
Half term 1 (Sep-Oct)	<p>In the first half of the winter term, all students complete skill refresher tasks which help with knowledge recall from Year 7. This is a mini project combining a range of skills to help the teacher ascertain what prior knowledge students can remember and where there are gaps in the existing knowledge base. After this module, students move into ability streamed groups and work on a rotational system around four different subjects under the DT umbrella.</p> <p>The four subjects are as follows: Catering: This project looks specifically at cake making and decorating skills. It requires students to learn a range of practical skills that can be used across a range of baked goods. Resistant Materials: In this project, students make a mobile phone holder using acrylic. Textiles: In this project students are introduced to the concept of designing a promotional product. They will gain an understanding of branding as well as practical textiles skills. Graphics: In this project, students will learn about sustainability and eco living. They will design a house for the future that considers new forms of energy for everyday consumption.</p> <p>Each project assesses a different sub-skill of D&T. They are planning, designing, making and evaluating. In addition to this, at the end of each project, students will sit an end of unit test to assess their knowledge of the subject. The score from this will be combined with their assessment from the project.</p> <p>At the end of the year and as a culmination of all projects, a final test is sat which combines all of the skills learned across the year.</p>
Half term 2 (Nov-Dec)	
Half term 3 (Jan-Feb)	
Half term 4 (Feb-Mar)	
Half term 5 (Apr-May)	
Half term 6 (May-July)	

Home learning tasks	A variety of tasks will be set depending on the focus area of the specific project. Pupils will be set a new piece of homework every other lesson to support their learning in each project, they will take the form of research, wider reading, numeracy and literacy. This will be recorded on the VLE and on a homework sticker which is provided for students to put into planners.
Equipment that students will need	For every lesson, students will be expected to have basic equipment such as a pen, pencil, ruler, rubber, pencil sharpener and coloured pencils. During the catering rotation, students have the opportunity to bring ingredients which will enable them to take part in practical lessons. A list of ingredients will be provided one week in advance of the lesson.

How to help your child at home	In Design Technology we have high expectations of homework. Please spend time reviewing homework tasks prior to and after completion to ensure the task has been accurately met. In addition, please review homework for excellent literacy skills as this will form part of the teacher assessment.
Useful websites/books/resources	Books: CGP Key Stage 3 D&T revision guide
Extra-curricular activities and trips within the subject/faculty	Ye Olde Bell – KS3 Masterchef Students compete in a series of ‘food for a fiver’ rounds in school which culminates in chef judging by professionals. The winner then goes onto

	prepare their dish in a professional kitchen to compete against other local schools. Extra-Curricular and Enrichment activities – details on our website
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Faculty Leader	Miss Gatt
Teachers within the faculty	Mrs Braithwaite Miss Stephen Mr Alexander Mrs Ward Mr Burdett

Year 8 Drama

- Drama will form 1 part of your Expressive Arts Rotation
- The subjects in the rotation are Drama, Art, and Music & Dance.
- You will be taught in 2 blocks of lessons throughout the year.
- During each block you will have 2 lessons per week
- Each block contains 12 -14 Lessons.

	Curriculum Content	Suggested reading or extension activities
Block 1a	Film Studies: Mise-en Scene, Cinematography and Sound	Watching a range of movies and identifying camera angles/ analysing the mise-en-scene to develop the skills and theories being discussed in class.
Block 1b	Characterisation	Reading simple drama texts (plays) to think about how you would play the character – there are plenty to choose from/ borrow in the department- ask your teacher!
Block 2a	Physical Theatre: DV8 and contemporary physical movement	Searching for and watching examples of physical theatre on YouTube.
Block 2b	Devising Drama	Reading simple drama texts (plays) to think about how the playwright has chosen to tell the story (structure) – there are plenty to choose from/ borrow in the department - ask your teacher!

Home learning tasks	Home learning tasks will take a variety of forms, from preparing ideas for a performance in the next lesson, evaluating work completed in the classroom, to researching a particular topic that is being studied.
Assessment – tasks, frequency, style	<p>In KS3 pupils are assessed under the following Criteria:</p> <ul style="list-style-type: none"> • Voice & Characterisation • Use of Movement • Creating a performance <p>Students will be assessed on a regular basis in the classroom. This may be an informal self-assessment task, a peer assessment, or a formal teacher assessment of the work at the end of each unit.</p>
Equipment that students will need	Students are encouraged to bring plimsoll type shoes to wear in all drama lessons as outdoor shoes are removed for health and safety purposes.

How to help your child at home	Encourage pupils to discuss drama after they have watched any (be it a movie, stage play, TV show, or even a Soap Opera! Strictly Come
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	<p>Dancing and similar programs are excellent for looking at quality of movement and a range of Dance styles.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> • What was effective about the drama/acting? Why was it effective? • What was not effective? Why was it not effective? How could it have been improved? • How did the director/actors create dramatic tension? • How did the designers (sound, music, set, lighting, costume, special effects) help to create the world of the drama?
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	<p>Enable (if possible) student access to seeing live drama on the stage: local amateur/touring productions, regional productions (Sheffield and Nottingham have a fantastic range), national productions/ West End Shows (mostly London based, but some tour to regional venues).</p>
Useful websites/books/resources	<p>http://www.majesticretford.com/ - What's on in Retford!</p> <p>www.sheffieldtheatres.co.uk Official site for the city's three theatres. Includes details of upcoming events and facilities.</p>
Extra-curricular activities and trips within the subject/faculty	<p>KS3 Drama Club (Tuesday after School throughout the year). School Production – annual production rehearsals during autumn and early spring term. Extra-Curricular and Enrichment activities – details on our website Dance Club (See Mrs Cowan for details). Trips out to see Shows.</p>

Faculty Leader	Mr Brownhill
Teachers within the faculty	Miss Prince

Year 8 English

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Crime Short Stories and creative writing.	Read a range of crime fiction including the works of Arthur Conan Doyle and Agatha Christie. Investigating real life crime stories that interest you.
Half term 2 (Nov-Dec)	Journalism and Debating	Reading of broadsheet newspapers e.g. Guardian or Independent. Take an interest in current affairs and news stories.
Half term 3 (Jan-Feb)	Poetry	Read a selection of poems from different poets. Research different poetic styles. Write your own poems on a topic of your choice.
Half term 4 (Feb-Mar)	Romeo and Juliet	Watch the play in performance or a film version of the play. Read other Shakespeare plays. Research into the life of Shakespeare.
Half term 5 (Apr-May)	Novel: either The Edge, Stone Cold or Boy in the Striped Pyjamas.	Wider reading of novels that interest you. Research into issues addressed in the novels e.g. homelessness / holocaust.
Half term 6 (May-Jul)	Our Day Out	Read other plays by Willy Russell or a playwright of your choice. Research Willy Russell's background and his purpose in writing the play.

Home learning tasks	Spelling, vocabulary and grammar activities. Memory skills. Wider reading.
Assessment – tasks, frequency, style	Half termly reading and writing assessments. These will be essay style and follow the format of GCSE questions, although at an appropriate pitch for Y8 students.
Equipment that students will need	Pen, pencil, reading book.

How to help your child at home	Encourage your child to read for at least 20 minutes a day to develop comprehension and vocabulary skills.
Useful websites/books/resources	BBC Bitesize
Extra-curricular activities and trips within the subject/faculty	Creative writing – a range of competitions are held across the year, with a creative writing club meeting on a Wednesday lunch time. Extra-Curricular and Enrichment activities – details on our website. Trips out to see Plays
Faculty Leader	Mrs Barstow
Teachers within the faculty	Mrs Hudson, Ms Lucas, Mr Maye, Mr Mounsey, Ms Nicholls, Mrs Turner, Ms S Withall, Ms V Withall.

Year 8 French

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Media: Giving opinions about different types of TV programmes and films. Talking about your reading habits. Describing what you do and don't do on the internet.	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 2 (Nov-Dec)	Paris: Describing what there is to see and do in Paris. Be able to name different famous monuments and buildings in Paris. Understanding tourist information relating to museums and monuments. Describing a real or imaginary visit to Paris. Using the past tense.	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 3 (Jan-Feb)	More on the past tense. Developing reading skills using two or more tenses. Cultural information about Mardi Gras.	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 4 (Feb-Mar)	All about me: Describing your own and other people's character. Talking about family relationships and friendships. Giving opinions on music.	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 5 (Apr-May)	Giving opinions on clothes and styles. Using the past and future tenses, as well as the present tense. Discussing regional identity.	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 6 (May-July)	End of Year Assessments Project based on the film 'Les Choristes'	www.linguascope.com www.memrise.com Mary Glasgow magazines

Home learning tasks	One vocabulary learning task will be set each week. Topic revision from a range of websites. Cultural research projects.
Assessment – tasks, frequency, style	Students will be assessed on the four skills of listening, speaking, reading and writing throughout the year. They will complete 3 assessments for each skill over the year and assessments will be completed at the end of each half term.
Equipment that students will need	Collins Easy Learning Dictionary. A4 ring binder folder to organise work.

How to help your child at home	Regularly quiz students on vocabulary from vocabulary books. Encourage students to spend half an hour each week using revision websites. Help your child make time to practice. Learning a language is like learning to play an instrument. There needs to be time to practice. Have your child teach you to say something in the language every day. Explaining is learning. Let your child laugh at your mangled pronunciation and correct you.
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	Find cultural events connected to the language and culture being studied. Provide videos, books and music in the language. Look for opportunities outside the classroom.
Useful websites/books/resources	www.linguascope.com www.memrise.com
Extra-curricular activities and trips within the subject/faculty	Foreign Languages Homework Support every Wednesday lunch. Trip to Madrid in 2018 Extra-Curricular and Enrichment activities – details on our website

Faculty Leader	Mrs Morris
Teachers within the faculty	Miss Bryant Mr White (Vice Principal)

Year 8 Geography

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Brazil – Students will use the country of Brazil as a foundation to learn a number of Geographical elements about development; including quality of life, living in Favelas and street children.	http://www.bbc.co.uk/education/subjects/zrw76sg
Half term 2 (Nov-Dec)	Population and Development – Students will study the distribution of density of world population and the factors that affect where we live. They will also investigate the factors contributing to high and low birth rates. The unit ends with a detailed study and assessment on the implementation and impacts of China's One Child Policy.	There is a huge amount of current information available about the changing nature of world and UK population. Also China's one child policy. http://www.bbc.co.uk/news
Half term 3 (Jan-Feb)	Moving stories – Students will study the multicultural nature of British identity. They will why population in the UK has grown, and the positive and negative impacts of population change. They will also identify the reasons people choose to move to, and leave, the UK and the predicted future of the UK's population.	
Half term 4 (Feb-Mar)	Extreme environments – Students study the variation and location of the varying climatic zones around the world. They will particularly focus on the world's tropical rainforests and Antarctica.	Look at the impact of human activity on the world's extreme environments such as the tropical rainforests and Antarctica. This can be linked to the current issue on Climate change.
Half term 5 (Apr-May)	Weathering, erosion and coasts – Students will identify and describe the processes of weathering and erosion and how these shape the land. They will study the creation of distinctive coastal landforms and how the coast can be managed to reduce the impacts of coastal erosion.	Other current TV programmes and documentaries can be on value too. Such as BBC's Planet Earth.
Half term 6 (May-Jul)	Tourism – Students will study the rise in global tourism and the reasons and impacts of this. They will investigate tourism in a range of destinations. The unit includes a trip to the East Coast, where students will collect data to complete a mini investigation this half term.	http://www.bbc.co.uk/education/subjects/zrw76sg

Home learning tasks	Students will be set homework where it fits in with prior and follow up learning; this includes a 'stretch and challenge' activity, which students are encouraged to complete.
Assessment – tasks, frequency, style	Each unit is assessed. These take a variety of forms ranging from formal tests, extended literacy tasks to poster and presentation work.
Equipment that students will need	Pen, pencil, ruler, compass, coloured pencils, sharpener and eraser.

How to help your child at home	Please ensure all homework is completed on time, including the 'stretch and challenge' activities which will help their progress. Also encourage your child to watch the news and read news articles to keep up to date with Geography in the news, such as population issues, life in poorer regions of the world and improvements to slums.
Useful websites/books/resources	http://www.sciencekids.co.nz/geography.html http://www.kidsgeo.com/ http://www.ngkids.co.uk/
Extra-curricular activities and trips within the subject/faculty	Read national geographic magazines, activities which involve map reading such as orienteering or Duke of Edinburgh expeditions and attend all fieldtrips offered. Extra-Curricular and Enrichment activities – details on our website

Faculty Leader	Miss Boneham (Faculty leader in Humanities)
Teachers within the faculty	Mrs Reid (Lead teacher in Geography) Ms Prince

Year 8 German

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Role Models Body parts Illnesses and injuries Describing personalities Role models	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 2 (Nov-Dec)	Past experiences Perfect tense Future plans Future tense	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 3 (Jan-Feb)	Music Types of music+ opinions Playing a musical instrument Making comparisons about bands	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 4 (Feb-Mar)	Describing a music festival More perfect tense Developing reading skills	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 5 (Apr-May)	Ambitions Discussing crazy ambitions The conditional Part time jobs Describing what you would like to be or do	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 6 (May-July)	Working in another country Developing speaking skills End of Year Assessments (listening, reading, writing, speaking)	www.linguascope.com www.memrise.com Mary Glasgow magazines

Home learning tasks	One vocabulary learning task will be set each week. Topic revision from a range of websites. Cultural research projects.
Assessment – tasks, frequency, style	Students will be assessed on the four skills of listening, speaking, reading and writing throughout the year. They will complete 3 assessments for each skill over the year and assessments will be completed at the end of each half term.
Equipment that students will need	Collins Easy Learning Dictionary. A4 ring binder folder to organise work.

How to help your child at home	Regularly quiz students on vocabulary from vocabulary books. Encourage students to spend half an hour each week using revision websites. Help your child make time to practice. Learning a language is like learning to play an instrument. There needs to be time to practice. Have your child teach you to say something in the language every day. Explaining is learning. Let your child laugh at your mangled pronunciation and correct you. Find cultural events connected to the language and culture being studied. Provide videos, books and music in the language. Look for opportunities outside the classroom.
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Useful websites/books/resources	www.linguascope.com www.memrise.com
Extra-curricular activities and trips within the subject/faculty	Foreign Languages Homework Support every Wednesday lunch. Trip to Barcelona in 2017 Trip to Madrid in 2018 Extra-Curricular and Enrichment activities – details on our website

Faculty Leader	Mrs Morris
Teachers within the faculty	Miss Bryant Mr White (Vice Principal)

Year 8 History

	Curriculum Content	Extra Reading/Extension Ideas
Half term 1 (Sep-Oct)	Early Modern Britain What was life like in early modern Britain? What makes a successful monarch?	Feature films: 'Cromwell', 'Elizabeth' and 'Elizabeth the Golden Age', Horrible Histories. http://www.bbc.co.uk/history/forkids http://www.historyforkids.net/ http://www.dkfindout.com/uk/history Local libraries and the school's Learning Resource Centre have a wide range of excellent books which students can borrow for free. Feature films: 'Elizabeth' and 'Elizabeth the Golden Age'
Half term 2 (Nov-Dec)	The Slave Trade Why did the slave trade develop? What can sources tell us about the treatment of slaves? Why did slavery come to an end?	Feature films: 'Roots', 'Amistad', 'Amazing Grace', Horrible Histories, http://www.bbc.co.uk/history/forkids http://www.historyforkids.net/ http://www.dkfindout.com/uk/history Local libraries and the school's Learning Resource Centre have a wide range of excellent books which students can borrow for free.
Half term 3 (Jan-Feb)	The Slave Trade Why did the slave trade develop? What can sources tell us about the treatment of slaves? Why did slavery come to an end?	Feature film: 'Glory', Horrible Histories. http://www.bbc.co.uk/history/forkids http://www.historyforkids.net/ http://www.dkfindout.com/uk/history Local libraries and the school's Learning Resource centre have a wide range of excellent books which students can borrow for free.
Half term 4 (Feb-Mar)	The Industrial Revolution Why did the Industrial Revolution occur? What were conditions really like in the factories? Who was Jack the Ripper? What can the Titanic tell us?	Horrible Histories. http://www.bbc.co.uk/history/forkids http://www.historyforkids.net/ http://www.dkfindout.com/uk/history Local libraries and the school's Learning Resource Centre have a wide range of excellent books which students can borrow for free.
Half term 5 (Apr-May)	The Twentieth Century: What caused the First World War? Why did so many men join the army? What were conditions like in the trenches? Was the Somme a disaster?	Various TV documentaries Feature film: 'The Somme from defeat to victory', Horrible Histories, http://www.bbc.co.uk/history/forkids http://www.historyforkids.net/ http://www.dkfindout.com/uk/history Local libraries and the school's Learning Resource Centre have a wide range of excellent books which students can borrow for free.
Half term 6 (May-July)	The Twentieth Century: How was WW2 fought? Why did the allies win? Why did the Holocaust happen? Who killed Kennedy? Did we really land on the moon?	Feature films: 'Schindler's List', 'The Boy in the Striped Pyjamas', 'Apollo 13', Horrible Histories, http://www.bbc.co.uk/history/forkids http://www.historyforkids.net/ http://www.dkfindout.com/uk/history Local libraries and the school's Learning Resource Centre have a wide range of excellent books which students can borrow for free.

Home learning tasks	Vary - May be extended writing, research, creative activities.
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Assessment – tasks, frequency, style	Baseline assessment in September, plus various assessments during the year, roughly one per term and usually essay or source based.
Equipment that students will need	Pen, pencil and ruler

How to help your child at home	<p>Ask them about what they are doing in history and check/monitor homework quality. All homework tasks are put on the VLE, along with hints and useful support materials.</p> <p>We try to flag up useful films and TV programmes before they are broadcast-please allow the students to watch these and discuss what they can learn from them.</p> <p>We are especially keen to hear about students’ historical learning outside the classroom, for example visits to historical sites and research into family history, e.g. what great granddad did in WW2. Students are encouraged to lead whole class activities which can be based on this kind of first-hand accounts.</p>
Useful websites/books/resources	Spartacus Educational, BBC Bitesize, SchoolHistory.co.uk, Think History.co.uk
Extra-curricular activities and trips within the subject faculty	<p>History club every Tuesday plus at least one trip. In the past, this has included visits to the Galleries of Justice in Nottingham, Southwell Workhouse and the York Dungeons.</p> <p>Extra-Curricular and Enrichment activities – details on our website</p>

Faculty Leader	Mr Greenwood
Teachers within the faculty	Mrs Cadwell Mrs Gillon

Year 8 ICT

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Desktop Publishing	Research 'top tips on DTP'.
Half term 2 (Nov-Dec)	What is in a computer?	Research topics for further understanding.
Half term 3 (Jan-Feb)	Coding in Python	Download and experiment with Python (python.org).
Half term 4 (Feb-Mar)	App development	Download and experiment with app software.
Half term 5 (Apr-May)	Coding in PowerPoint	Experiment with PowerPoint at home.
Half term 6 (May-July)	Interrogating Access	

Home learning tasks	Students will be given activities to support the classroom topic work. This will be varied in style and may be extended tasks that last for a number of weeks. The students have been issued with a booklet that covers homework and assessment tasks
Assessment – tasks, frequency, style	During the course of the year there are 5 assessments that are linked to the projects that have been studied. There will also be an end of year assessment covering all topics taught during Year 8.
Equipment that students will need	There may be sheets to complete and stick into their books, so scissors, glue and coloured pencils may be needed. Access to a computer and the internet will help but is not essential. There are machines available at school for students to use at lunch time.

How to help your child at home	Talk with them about what they are doing, proof read their work for accuracy and give your opinion of the development of their projects.
Useful websites/books/resources	BBC Bitesize, www.python.org
Extra-curricular activities and any trips within the subject/faculty	Coding club, coding for girls, ICT lunch club. Extra-Curricular and Enrichment activities – details on our website

Faculty Leader	Mr Oldbury
Teachers within the faculty	Miss Gilliland

Year 8 Mathematics

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Calculations Sequences Shapes	https://www.mymaths.co.uk Students have their own log in details, they can also use a generic log in to access materials. This interactive site marks any assessments as and when they are completed and it identifies any areas that may need further support
Half term 2 (Nov-Dec)	Using letters Statistics Fractions Forming shapes	https://corbettmaths.com This is an excellent site to use for assessment materials, the papers are graded and the answers are available for you to check any completed assessments
Half term 3 (Jan-Feb)	Algebra Calculations Measures More Algebra	https://www.bbc.co.uk/education A good site to use for general information, it gives you good notes and ideas on revision support and is a useful site for finding out ways to do problems in maths.
Half term 4 (Feb-Mar)	Probability Proportion Transformations	Kay Stage 3 Revision Workbooks, new specification, there are loads of different ones out there, please contact Mr Mason if you need any advice on which ones are best for the course that we are following.
Half term 5 (Apr-May)	Indices Sequences Two dimensions	www.mathsbox.org.uk Mathsbox offers a wealth of materials to support a very wide range of different topics, it covers all areas of the curriculum and will support students in completing practice questions.
Half term 6 (May-July)	Equations Surveys Three dimensions	GCSE Revision Guides, never too early to start to use the examination boards own Revision Guide, please contact Mr Mason if you would like to purchase a guide to support the teaching of maths.

Home learning tasks	Weekly Basic Skills tasks. My maths to support current learning. Plenty of Flip Learning activities to prepare students for the lesson ahead.
Assessment – tasks, frequency, style	Rock Stars – weekly focus on times tables, Term assessment for entire year group to baseline each student, Faculty Assessments are completed each half term so that the teaching staff may make more accurate projections on progress.
Equipment that students will need	Scientific calculator (we prefer a Casio), ruler, pencil, protractor and compass.

How to help your child at home	Share sessions on 'My Maths' with them. Test them on times tables every day. Review the Weekly Skills tasks to see common problems that they get wrong. Ask to see their Diagnostic Book, this has teacher comments and Upgrade Time in it.
Extra-curricular activities and trips within the subject/faculty	Maths club on Thursday after school with all of the maths teaching staff. Extra-Curricular and Enrichment activities – details on our website.
Faculty Leader	Mr Mason - please contact at masont@elizabethan.notts.sch.uk
Teachers within the faculty	Mr Dainty, Mrs Bowler, Mrs Lindley, Mr M Lister, Mrs Scott, Ms Lester, Ms Ellis

Year 8 Music & Dance

- Music & Dance will form 1 part of your Expressive Arts Rotation
- The subjects in the rotation are Drama, Art, and Music & Dance
- You will be taught in 2 blocks of lessons throughout the year
- During each block you will have 2 lessons per week
- Each block contains 12 -14 Lessons
- Lessons will alternate between music and dance each week depending on staffing.

	Curriculum Content	Suggested reading or extension activities
Block 1a Dance	Street Dance: Basic/Foundation steps Developing own choreography	Evaluate a range of YouTube performances from professional street dance groups/performers (eg: Diversty, Flawless, George Sampson, Twist & Pulse)
Block 1b Music	Repeated Patterns: Ostinato Exploring how patterns can be used in music Improving notation reading and keyboard skills	Listen to a variety of musical styles to identify repeated patterns within pieces.
Block 2a Dance	Contemporary Dance: Basic/Foundation steps Developing own choreographic ideas	Evaluate a range of YouTube performances from professional contemporary groups/performers (eg: performances from "So you think you can dance") Read up on contemporary choreographers eg: Martha Graham, Matthew Bourne.
Block 2b Music	Film Music: Improving listening and appraising skills Developing own composition to fit a storyboard	Listen to a variety of music from film (eg: John Williams, Hans Zimmer, James Horner) and try to identify instruments and intentions.

Home learning tasks	Home learning tasks will take a variety of forms, from preparing ideas for a performance in the next lesson, evaluating work completed in the classroom, to researching a particular topic that is being studied.
Assessment – tasks, frequency, style	<p>In KS3 pupils are assessed under the following Criteria:</p> <ul style="list-style-type: none"> • Keyboard & Composition skills • Movement & Choreography • Performance skills <p>Students will be assessed on a regular basis in the classroom. This may be an informal self-assessment task, a peer assessment, or a formal teacher assessment of the work at the end of each unit. Verbal feedback will be given frequently.</p>

Equipment that students will need	Students are encouraged to bring PE kit to wear in all dance lessons for health and safety purposes plus a full water bottle. Students are expected to bring their own headphones/ear phones to music lessons for health and safety purposes.
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How to help your child at home	Encourage pupils to discuss dance/music after they have watched any (be it in a movie, on stage, in a TV show, or even a Soap Opera!) Strictly Come Dancing, X Factor and similar programs are excellent for looking at quality and a range of styles. Key Questions: <ul style="list-style-type: none"> • What was effective about the dance/musical performance? Why was it effective? • What was not effective? Why was it not effective? How could it have been improved? • How did the performers create dramatic tension? • How did the designers (sound, music, set, lighting, costume, special effects) help to create the scene?
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	Enable (if possible) student access to seeing live performances on the stage: local amateur/touring productions, regional productions (Sheffield and Nottingham have a fantastic range), national productions/ West End Shows (mostly London based, but some tour to regional venues).
Useful websites/books/resources	http://www.majesticretford.com/ - What's on in Retford! Spotify, Grooveshark, ClassicFM www.sheffieldtheatres.co.uk Official site for the city's three theatres. Includes details of upcoming events and facilities.
Extra-curricular activities	KS3 Drama Club (Tuesday after School throughout the year). School Production – annual production rehearsals during autumn and early spring term. Dance Club (See Mrs Cowan for details). Choir (Tuesday after school throughout the year). Musical opportunities – keep your eyes on the notice board for more details!

Faculty Leader	Mr Trippett
Teachers within the faculty	Mrs Cowan

Year 8 PE

	Curriculum Content
Half term 1 (Sep-Oct)	A blend of baseline assessment, Football, Rugby, Netball, Gymnastics.
Half term 2 (Nov-Dec)	A blend of Football, Rugby, Netball, Gymnastics, Fitness, Basketball.
Half term 3 (Jan-Feb)	A blend of Football, Rugby, Netball, Gymnastics, Fitness, Basketball, Badminton.
Half term 4 (Feb-Mar)	A blend of Football, Rugby, Netball, Gymnastics, Fitness, Basketball, Badminton.
Half term 5 (Apr-May)	A blend of Athletics, Tennis, Rounders, Cricket, Softball
Half term 6 (May-July)	A blend of Athletics, Tennis, Rounders, Cricket, Softball

Home learning tasks	The PE department does not set traditional homework tasks. We encourage students to participate in a wide range of extra-curricular clubs and activities. We also ask students to follow sporting events through different types of media coverage.
Assessment – tasks, frequency, style	Students undertake base line testing during the first few weeks of term. From this students will be ability grouped. Students are assessed then at the end of every activity, which occurs every 6/8 weeks.
Equipment that students will need	Students will be required to bring their full PE kit – as per the requirements stated in the school planner.

How to help your child at home	Encourage your child to adopt a healthy and active lifestyle outside of school hours. We therefore recommend that students undertake the recommended 30 minutes of exercise every day.
Useful websites/books/resources	www.bbc.co.uk/sport
Extra-curricular activities and trips within the subject faculty	The extra-curricular programme generally follows the activities which are being delivered during their lessons to allow students further time to develop their skills. In addition to this, we run a full fixtures programme where we compete against other local schools in various activities.

Faculty Leader	Mr Bright
Teachers within the faculty	Mr Brown, Miss Clark, Miss Bramley, Miss Stephen, Miss Riley

Years 7-10

Personal Development and Fundamental British Values

PSHE (Personal, Social, Health and Economic) education gives students the knowledge, skills, and attributes they need to keep themselves healthy and safe and to prepare them for life and work in modern Britain. From making responsible decisions about alcohol to planning for the future, PSHE education helps pupils to manage many of the most critical opportunities, challenges and responsibilities they will face growing up. This, and much more, forms the basis of what we call PD lessons.

An audit of PSHE in 2017 indicated that students valued the work they did in PD, as they could see the relevance of it to their own lives and their own futures.

The PD curriculum varies from year group to year group. For Year 7, the topics covered are as follows:

Autumn Term: managing transitions, road safety and careers

Spring Term: the environment, elections and political parties

Summer Term: relationships, healthy lifestyles and personal safety

Since 2011, all schools have had a duty to promote Fundamental British Values. These are defined as:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect for and Tolerance of those of different Faiths and Beliefs

The suggestion is not that these values are held by British people only, rather that they underpin British society. Students learn about these values across the school, including PD lessons, and they have the opportunity to put them into practice in many areas. For example, House Captains and other student leaders are voted for democratically, and all students have a voice for their views through their representatives at House and School Council meetings.

You will find more information on our website about Fundamental British Values in the “Academy Information” section.

Thank you.

Year 8 RE

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	<ul style="list-style-type: none"> What is crime? What is punishment? Young offenders Capital punishment. 	<ul style="list-style-type: none"> To research the history of the prison system and how it has changed over time.
Half term 2 (Nov-Dec)	<ul style="list-style-type: none"> Christian attitudes towards crime and punishment. Muslim attitudes towards crime and punishment. 	<ul style="list-style-type: none"> Complete a MindMap showing Hindu and Jewish attitudes towards crime and punishment.
Half term 3 (Jan-Feb)	<ul style="list-style-type: none"> Life of Siddhartha Gautama The Four Noble Truths The Noble Eightfold Path 	<ul style="list-style-type: none"> Research the similarities and differences between Buddhism and the other 5 major religions of the world.
Half term 4 (Feb-Mar)	<ul style="list-style-type: none"> Buddhist worship The Wheel of Life 	<ul style="list-style-type: none"> Research and practise mindfulness.
Half term 5 (Apr-May)	<ul style="list-style-type: none"> What makes you, you? How much is a human worth? Are humans special? 	<ul style="list-style-type: none"> Create a college depicting utopia and dystopia.
Half term 6 (May-July)	<ul style="list-style-type: none"> The purpose of human life How free are we? What does the future hold for humanity? 	<ul style="list-style-type: none"> Discussions about how to communicate with others and how much we are valued.

Home learning tasks	Various tasks are given such as research tasks, presentations to prepare, worksheets and watching YouTube clips/documentaries.
Assessment – tasks, frequency, style	Assessments are given at the end of each academic topic in written form, generally these will be a summary of the topic to demonstrate understanding. Less formal assessment will be made throughout each topic so that understanding can be gauged. These will be in the form of presentations, questioning and research tasks.
Equipment that students will need	Expected school equipment: Pen, pencil and ruler.

How to help your child at home	Discussion with students on the work they are currently doing (see above for more detail).
Useful websites/books/resources	BBC Bitesize.
Extra-curricular activities and trips within the subject/faculty	Extra-Curricular and Enrichment activities – details on our website

Faculty Leader	Mrs Gillon
Teachers within the faculty	Ms Ager, Mrs Scott, Mrs Reid, Mrs Hudson, Ms Lester

Year 8 Science

	Curriculum Content	Suggested reading or extension activities
Term 1 (Sep-Dec)	8A Food and Nutrition 8E Combustion 8F The Periodic Table 8I Fluids 8J Light	BBC Bitesize (KS3 Science). Active Learn (username and password provided by class teacher). Educake (username and password provided by class teacher). GCSE Science YouTube videos. Working scientifically Exploring Science Year 8 and Year 9 books. Horrible Science books.
Term 2 (Jan-April)	8C Breathing and respiration 8D Unicellular organisms 8G Metals and their uses 8H Rocks 8K Energy Transfers	BBC Bitesize (KS3 Science). Active Learn (username and password provided by class teacher). Educake (username and password provided by class teacher). GCSE Science YouTube videos. Working scientifically Exploring Science Year 8 and Year 9 books Horrible Science books
Half term 3 (Apr-July)	8B Plants and their reproduction 8L Earth and Space 9A Genetics and evolution 9B Plant growth 9E Making materials 9F Reactivity 9I Forces and motion 9J Force fields and electromagnets	BBC Bitesize (KS3 Science). Active Learn (username and password provided by class teacher). Educake (username and password provided by class teacher). GCSE Science YouTube videos. Working scientifically Exploring Science Year 8 and Year 9 books. Horrible Science books.

Home learning tasks	Posters Worksheets Individual Research Practical write ups – writing conclusions, drawing graphs, writing a method Analysis of data Literacy activities Revision Model Making
Assessment – tasks, frequency, style	Students will sit formal assessments at the end of each term (December, March and July). These tests will be based on the skills and knowledge taught across all the units of study during that term. The final exam will be based in the school hall. Students will also have mini tests throughout the topic they are working on which will cover recall of facts, basic knowledge and understanding of the relevant topic and literacy and numeracy skills. Assessment and class books will also be marked according to the Science departments marking policy.

	In preparation for the high demands of the new GCSE course, students will be assessed on KS3 core practical investigations, which will involve, writing a scientific method, calculating data, analysing data, drawing graphs and writing conclusions.
Equipment that students will need	Scientific calculator (needed for all biology, chemistry and physics units throughout KS3 and KS4). Protractor.

How to help your child at home	<p>Ask your children what they are currently doing in Science and get them to talk to you about what they are learning.</p> <p>Try not to let your child use the internet to do their homework all the time.</p> <p>If your child says they are struggling with their homework get them to discuss what they already know with you and use this as a starting point.</p> <p>If your child has been given project work to do over a period of time, help them to plan the time they spend on it so that it isn't done and rushed at the last minute.</p>
Useful websites/books/resources	<p>KS3 Bitesize.</p> <p>The School VLE.</p> <p>A general science encyclopaedia and dictionary may help.</p>
Extra-curricular activities and trips within the subject/faculty	<p>Science Ambassadors.</p> <p>London Trip.</p> <p>Science Activities during activities week.</p> <p>Revision Sessions for individual topics – at lunch or afterschool. See your teacher for details.</p> <p>Extra-Curricular and Enrichment activities – details on our website</p>

Faculty Leader	Miss McGill
Teachers within the faculty	Mrs Astle, Mrs Gibbs, Mr A Lister, Mr Mason, Mr Alexander, Mrs Smith, Miss Ratcliffe, Miss Hankinson, Mrs Gray

Year 8 Spanish

	Curriculum Content	Suggested reading or extension activities
Half term 1 (Sep-Oct)	Talking about activities and expressing opinions Describing friends and using adjectives Understanding nationalities Talking about places in town and using the near future	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 2 (Nov-Dec)	Talking about television programmes and giving opinions Talking about films and comparing things	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 3 (Jan-Feb)	Inviting someone to go out making excuses Using modal verbs Saying what someone else likes or dislikes	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 4 (Feb-Mar)	Describing past holidays and using the preterite Saying what you did on holiday	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 5 (Apr-May)	Giving more details about your holiday and learning more about Spanish-speaking countries	www.linguascope.com www.memrise.com Mary Glasgow magazines
Half term 6 (May-Jul)	Talking about mealtimes and using time expressions Shopping for food Eating at a restaurant Talking about a past meal	www.linguascope.com www.memrise.com Mary Glasgow magazines

Home learning tasks	<ul style="list-style-type: none"> • One vocabulary learning task will be set each week • Topic revision from a range of websites • Written tasks • Reading comprehensions • Worksheets • Cultural research projects
Assessment – tasks, frequency, style	Students will be assessed on the four skills of listening, speaking, reading and writing throughout the year. They will complete x3 assessments for each skill over the year and assessments will be completed at the end of each half term.
Equipment that students will need	Collins Easy Learning Dictionary A4 ring binder folder to organise work

How to help your child at home	<ul style="list-style-type: none"> • Regularly quiz students on vocabulary from vocabulary books • Encourage students to spend half an hour each week using revision websites • Help your child make time to practice. Learning a language is like learning to play an instrument. There needs to be time to practice.
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	<ul style="list-style-type: none"> • Have your student teach you to say something in the language every day. Explaining is learning. Let your child laugh at your mangled pronunciation – and correct you. • Find cultural events connected to the language and culture being studied. • Provide videos, books and music in the language. • Look for opportunities outside the classroom.
Useful websites/books/resources	www.linguascope.com ; www.memrise.com
Extra-curricular activities and trips within subject/faculty	<p>Educational trip to Barcelona in February 2017</p> <p>Educational trip to Madrid in 2018</p> <p>MFL Homework Support every Wednesday lunch and after school.</p> <p>Extra-Curricular and Enrichment activities – details on our website</p>

Faculty Leader	Mrs Morris
Teachers within the faculty	Miss Bryant Mr White (Vice Principal)

