



**YEAR 8**

**COURSE GUIDE**

**2018– 2019**

## Year 8: Subject Leaders / Teachers

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

# English

**Subject Leader: Mr R Garry**

English is a statutory subject at Key Stage 3. Depending on their group, students receive three or four lessons of specialist teaching per week during which they develop their literacy skills through opportunities that include media and drama and by studying fiction and non-fiction, language and poetry. All units are designed to build on skills from previous years, as well as prepare them for the demands of their GCSE courses in English Language and English Literature in the future.

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

## Autumn Term

- Students start the year by developing their reading and writing skills through the study of a variety of gothic texts and extracts from Shakespeare's 'MacBeth'.
- Students study a novel; developing their reading skills and understanding of the techniques writers use to create texts. There are also opportunities to develop planning, empathetic writing skills and expanding vocabulary need.

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

## Spring Term

- Students then move on to consider non-fiction media texts where the focus is on analysing the language and presentation of charity advertisements. They will explore skills to compare texts.
- Students then study a range of dramatic monologues and explore a range of practical dramatic approaches.

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

## Summer Term

- Writing skills are the key focus for the next unit on 'Detective Fiction'. Students read a range of extracts from different crime writers through the ages and use the analysis of them to help develop their own writing style. They will widen vocabulary and explore the effect of different sentence structures.
- Students will spend some time revising for their Year 8 end of year exams during this term.
- The year ends with a focus on a range of poetry from an anthology of poems on the theme of 'Power and Conflict'. Students are encouraged to build on their knowledge and ability to both appreciate poetry as well as develop their analytical skills and understanding of poetic devices.

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

## Student Work

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

## Assessment

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

## Helping at Home

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

## Useful Websites

[www.bbc.co.uk/schools/ks3bitesize/english](http://www.bbc.co.uk/schools/ks3bitesize/english)  
[www.grammar-monster.com](http://www.grammar-monster.com)

# Mathematics

**Subject Leader: Mrs E Griffiths**

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

## **Autumn Term**

- Decimals
- Equations
- Transformations

## **Spring Term**

- Fractions
- Angles
- Sequences
- Percentages

## **Summer Term**

- Volume and surface area
- Statistics
- Probability
- Graphs
- Ratio and proportion

## **Student Work**

All mathematics work is completed in exercise books. In addition to the ongoing review of these books by students to consolidate knowledge, homework is set using a variety of resources including the online package 'MyMaths' or it may be a research or creative task.

## **Assessment**

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

## **Helping at Home**

- Utilising the MyMaths website and the Webb Maths page.
- Purchase and use revision guides.
- Regularly review work covered.
- Contact the school and talk to the mathematics department if you have any queries.

## **Useful Websites**

[www.MyMaths.co.uk](http://www.MyMaths.co.uk) (Username: marywebb/Password: *see exercise book*)

[www.counton.org](http://www.counton.org)

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

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

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

# Science

**Subject Leader: Mrs C Jones**

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

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

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

## **Autumn Term**

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

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

## **Spring Term**

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

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

## **Summer Term**

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

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

## **Student Work**

Work is completed in exercise books which are regularly checked. In science all exercise books are seen as a means for developing knowledge and understanding and consequently may, at times, resemble jotters. Homework will be set weekly where the work will relate to the unit being studied.

## **Assessment**

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

## **Helping at Home**

- Talk about the work.
- Encourage your child to log on to 'Educake', an online homework and revision package.
- Direct students to the appropriate pages in their revision guide.
- Encourage students to seek help from the science staff.
- Don't hesitate to contact the school and talk to the science team.

## **Useful Websites**

[www.bbc.com/education/subjects/Zng4d2p](http://www.bbc.com/education/subjects/Zng4d2p)

<http://ks3.org/support/>

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

# Art and Design

**Teacher in charge: Ms S Keeling**

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

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

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

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

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

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

Students use natural objects to complete a series of observational drawings in which they focus on development of good quality line, mark making and tone to describe three-dimensional shapes. They look at artist books in particular those of Lizzie Thomas. Students will use her work to inform the development of their own pop up artist book based on explorations of natural forms.

## **Student Work**

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

## **Assessment**

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

## **Helping at Home**

- Encourage students to look at a range of artists' work around studied topics. Look at art books, visit art galleries and use the internet for research.
- Encourage students to practise their drawing skills in their sketchbooks. Experiment with ideas, techniques and materials to produce their own serious art work regularly.
- Talk about their work with them.
- Allow them access to their own art materials.
- Encourage them to work on different scales and explore an idea in several different ways.

## **Useful Websites**

[www.bbc.co.uk/schools/ks3bitesize/science/](http://www.bbc.co.uk/schools/ks3bitesize/science/)  
<http://ks3.org/support/>  
[www.planetscience.org](http://www.planetscience.org)

[www.webucate.org](http://www.webucate.org)  
[www.scibermonkey.org/](http://www.scibermonkey.org/)

# Computing

**Subject Leader: Mr A Walker**

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

## **Autumn Term**

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

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

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

## **Spring Term**

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

## **Summer Term**

Students will be continuing to code using different programming languages.

## **Student Work**

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

## **Assessment**

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

## **Helping at Home**

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

## **Useful Websites**

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

# Design and Technology

## Subject Leader: Mr A Walker

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

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

## The Projects

- **Core skills, communication** - developing design communication skills which include sketching, drawing controlled lines, 3D sketching, annotation and orthographic drawing, manufacturing and architectural drawings.
- **Structures** - students investigate different types of structure; they consider the difference between static and dynamic forces and begin to identify forces acting on products and structures. The unit comprises a number of problem-solving, structure-building activities with the aim being to solve given problems by producing stable, functioning structures.
- **Mechanisms** - solve a series of mechanisms tasks through 'hands on' problem solving. Students have experience of levers, linkages, gears, pulleys, ratios, cranks and cams. They go on to design and make a mechanical toy.
- **Music festival project** - students investigate a variety of multicultural meals that are suitable for teenagers. They will investigate specific lifestyles, religious groups and dietary needs through investigation and will then focus on a particular style of food. Students research and explore a range of design solutions for a healthy ethnic dish influenced by lifestyle factors and cost their final product accordingly.
- **Pewter casting project** – students investigate metals and their sources. They design and manufacture a mould which is used to cast a product.

## Student Work

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

## Assessment

To ensure that a student is being assessed in all of the key skills in design and technology, each module has a different focus for assessment which will be made clear to the student. Students' progress in each of the modules is recorded on the sheet at the back of their exercise books. Student progress is monitored from their own Key Stage 2 starting point and against age related standards.

## Helping at Home

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

## Useful Websites

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

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

<http://www.bbc.co.uk/schools/gcsebitesize/design/>

<http://genieonline.com/>

# Drama

**Teacher in charge: Mr B Seager**

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

## **Autumn Term**

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

## **Spring Term**

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

## **Summer Term**

Students spend this term studying extracts from King Lear and some monologues from a variety of other Shakespearian plays.

## **Student Work**

Drama is a practical subject where students work in groups, pairs and on their own to develop performance skills. Each student is provided with an exercise book in which to complete tasks throughout the key stage. The tasks set include self-reflection, peer assessment, writing about the skills they have acquired, reflecting on how their skills have developed and research into the wider field of drama. Students also respond to extended written tasks based upon their studies. Homework is set a minimum of six times over the academic year.

## **Assessment**

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

## **Helping at Home**

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

# Geography

**Subject Leader: Mr P Lee**

Geography is one of the foundation subjects at Key Stage 3 and is part of the humanities department. Students study geography at different scales throughout the course, from global to local. They investigate human, physical and environmental aspects of geography across Key Stage 3. All students complete a baseline assessment in the autumn term to determine their geographical knowledge, skills and awareness. Skills, knowledge and understanding are developed through the teaching and learning of the subject.

## **Autumn Term**

- Weather and climate
- Ecosystems

## **Spring Term**

- Tropical rainforests
- Rivers and flooding

## **Summer Term**

- Climate change
- Changing economic world

## **Student Work**

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

## **Assessment**

A variety of methods are used to assess student attainment and progress - tests, decision-making exercises and extended pieces of writing are all used. Key assessments take place in each topic throughout the year, providing individual feedback to students. All results are collected and used to monitor progress.

## **Help at Home**

- Encourage your son/daughter to read through their workbook between lessons – reviewing and reflecting on their learning.
- Discuss the learning taking place in lessons.
- Encourage the reading of local and national newspapers.
- Watch and listen to appropriate news and current affairs programmes on TV, online and on the radio.
- Use an atlas, OS maps and maps of the local area – google maps are a great place to start.
- Don't hesitate to contact the school and talk to the humanities department.

## **Useful Websites**

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

<http://www.bennett.karoo.net/topics/ecosystem.html#ecosystem>

<http://content.swgfl.org.uk/rivers/>

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

<http://www.bbc.co.uk/education/subjects/zkw76sg>

[http://europa.eu/abc/index\\_en.htm](http://europa.eu/abc/index_en.htm)

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

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

<http://digimapforschools.edina.ac.uk/>

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

# History

**Subject Leader: Mr P Lee**

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

## **Autumn Term**

- Who was the most successful Tudor monarch?
- Civil War

## **Spring Term**

- Slavery and civil rights

## **Summer Term**

- WWI and WWII

## **Student Work**

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

## **Assessment**

A variety of methods are used to assess student attainment and progress - tests, presentations, decision-making exercises and extended pieces of writing are all used. Key assessments take place in each topic throughout the year, providing individual feedback to students. All results are collected and used to monitor progress.

## **Help at Home**

- Encourage your son/daughter to read through their workbook between lessons – reviewing and reflecting on their learning.
- Discuss the learning taking place in lessons.
- Encourage the reading of local and national newspapers.
- Watch and listen to appropriate news and documentary programmes on TV, online and on the radio.
- Read books about the topics and of the local area.
- Don't hesitate to contact the school and talk to the humanities department.

## **Useful Websites**

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

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

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

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

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

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

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

# Modern Foreign Languages

**Subject Leader: Ms J Thompson**

All Year 8 students study French. Spanish is introduced as a second language for some students. Students will study through topics from a variety of resources.

## Autumn Term

French: The students begin with the topic "Ma Zone" describing their town/village, giving detailed opinions and giving directions.

Spanish: Students are introduced to sound patterns, basic grammar and information on Spain and other Spanish speaking countries. They work from the accelerated VIVA 1 course and complete module 1: "Mi Vida"

## Spring Term

French: Students study the topic "Chez Moi, Chez Toi", which includes describing where they live in detail, talking about mealtimes and using the future tense.

Spanish: Students continue with their introduction to a second language, working through module 2 of VIVA 1: "Mi Tiempo Libre".

## Summer Term

French: The topic for the summer term is "Au Collège" which looks at the cultural differences and similarities between French and English schools and a film-based project "Les Choristes".

Spanish: Students work from the VIVA 1 textbook which is supported by interactive software, workbooks and tapes. The students complete unit 3 of VIVA 1: "Mi Insti", which includes school subjects and opinions. Unit 4 is also completed – "Mi Familia y Amigos".

## Student Work

Work is completed in exercise books which are regularly checked. In Modern Foreign Languages all exercise books are seen as a means for developing knowledge and understanding. Students are encouraged to take pride in their work. Work that covers different skill areas is organised in their books in a way that shows progression. Homework will be set weekly and may include vocabulary learning, written work, investigation or worksheets. A lot of the homework will be completed on 'Active Learn' - our digital online resource for all students to help with all aspects of the language. Students should expect to spend between 30 and 40 minutes on each piece set.

## Assessment

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

## Helping at Home

- Talk about the work.
- Assist with developing strategies for learning new vocabulary to include spellings.
- Assist with completing 'Active Learn' homework.
- Don't hesitate to contact the school and talk to the M.F.L department.
- Encourage attendance at the lunchtime homework club.

# Music

**Subject Lead: Mr G Sassano**

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

## **Autumn Term**

### **Unit 1: The Orchestra**

This is a unit that builds on work started in Year 7 and involves appraising. We focus on the listening aspect of music by analysing pieces of music and identifying instruments.

### **Unit 2: The Blues**

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

## **Spring Term**

### **Unit 3: Film Music**

Students have the opportunity to learn and perform the James Bond theme tune and compose a piece of film music for an Indiana Jones film clip. This is a very fast paced and energetic unit which focuses on key composition skills. In addition, students learn how to analyse film music.

## **Summer Term**

### **Unit 4: Ensemble Skills**

Students explore ensemble skills through rehearsals, communication and musicianship. Students prepare a cover song in their groups and perform at the end of the unit.

## **Student Work**

Written tasks consolidate work during lessons and provide a means of reference for students to revise from.

## **Assessment**

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

## **Helping at Home**

- Encourage participation in extra-curricular activities such as band or choir.
- Listen to a wide repertoire of music.
- Encourage singing at every opportunity.
- Don't hesitate to contact the school and talk to the music teacher.

## **Useful Websites**

<http://www.soundjunction.org/>  
<http://www.bgfl.org/virtualkeyboard/>  
[www.cansing.org.uk](http://www.cansing.org.uk)

# Physical Education

**Subject Leader: Mrs V Jevons**

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

## Autumn Term

- Basketball
- Problem Solving
- Football
- Netball
- Gymnastics

## Spring Term

- Healthy Active Lifestyles
- House Competitions
- Volleyball
- Leadership
- Badminton

## Summer Term

- Athletics
- Cricket
- Rounders

## Assessment

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

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

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

## Help at Home

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

## Useful Websites

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

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

**Key Stage 3 Leader: Miss S Pugh**

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

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

## **Autumn Term**

- Health and wellbeing
  - to include substance misuse

## **Spring Term**

- Relationships
  - to include sex education

## **Summer Term**

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

## **Student Work**

Much of the work will be class discussion which aims to encourage reflection on individual progress and to identify what needs to be done to build on achievements. Students have an exercise book in which they can make notes and record their ideas.

## **Assessment**

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

## **Helping at Home**

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

## **Useful Websites**

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

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

<https://kooth.com>

# Religious Education

**Subject Leader: Mr P Lee**

Religious Education (R.E.) is a foundation subject at Key Stage 3 and is part of the humanities department. Students study a variety of religions and beliefs by investigating certain themes. They are encouraged to express their opinion and evaluate it using their understanding of religious beliefs.

## **Autumn Term**

- What is authority?

## **Spring Term**

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

## **Summer Term**

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

## **Student Work**

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

## **Assessment**

A variety of methods are used to assess student attainment and progress - tests, presentations, decision-making exercises and extended pieces of writing are all used. Key assessments take place in each topic throughout the year, providing individual feedback to students. All results are collected and used to monitor progress.

## **Help at Home**

- Encourage your son/daughter to read through their workbook between lessons – reviewing and reflecting on their learning.
- Discuss the learning taking place in lessons.
- Encourage the reading of local and national newspapers.
- Watch and listen to appropriate news and documentary programmes on TV, online and on the radio.
- Read books about the topics and of the local area.
- Don't hesitate to contact the school and talk to the humanities department.

## **Useful Websites**

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

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

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

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



**YEAR 8**  
**REGISTRATION PROGRAMME**  
**2018-2019**

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