



BYRCHALL
HIGH SCHOOL

A GUIDE TO

YEAR
8



LIVE TO LEARN | LEARN TO LIVE

Contents

Welcome to Year 8.....	4
Holiday Dates	5
The School Day	6
Byrchall Positive Behaviour Systems	7
Uniform & Resources.....	8
Celebrations	10
Support with Learning.....	11
Attendance & Absences	12
Assessment & Reporting	15
Personal Development.....	17
EduLink One Mobile App.....	18
Activities	19
Art	21
Computing.....	23
Drama.....	25
English	27
Food Preparation & Nutrition.....	31
French	33
Geography.....	35
History.....	38
Maths.....	40
Music.....	44
Personal Development.....	46
Physical Education	49
Product Design.....	55
Religious Education	58
Science	61
Spanish.....	65



Welcome to Year 8

DEVELOPMENT: The Key to Long-term Success

We hope you will find this information useful and will keep this booklet for reference throughout the year. Please contact us to discuss any concerns or issues you may have with regard to the information and guidance we have set out in the following pages.

Pastoral Information

The Form Tutor is usually the first port of call for day to day issues in school. The Year 8 Form Tutors are listed below, with school email addresses that you can contact them on:

8R1	Mrs K Millward	kmillward@byrchall.wigan.sch.uk
8R2	Miss S Daniels	sdaniels@byrchall.wigan.sch.uk
	Mrs M Mehnert	mmehnert@byrchall.wigan.sch.uk
8S1	Mrs S Foster	sfoster@byrchall.wigan.sch.uk
8S2	Mrs A Hassan	ahassan@byrchall.wigan.sch.uk
	Mrs K Williams	kwilliams@byrchall.wigan.sch.uk
8T1	Mr D McCarrick	dmccarrick@byrchall.wigan.sch.uk
8T2	Mrs C Rigby	crigby@byrchall.wigan.sch.uk
	Mrs R McCarthy	rmccarthy@byrchall.wigan.sch.uk
8V1	Mrs J Ward	jward@byrchall.wigan.sch.uk
8V2	Miss K Rogerson	krogerson@byrchall.wigan.sch.uk

**PASTORAL
SUPPORT
TELEPHONE
NUMBER
(01942) 728221
Extension 224**

(HoY) for Year 8 is Mr D Abbott (dabbott@byrchall.wigan.sch.uk). This will change to Miss R Radcliffe (rradcliffe@byrchall.wigan.sch.uk) The Assistant Headteacher in charge of the lower school is Mrs Fletcher (dfletcher@byrchall.wigan.sch.uk). The Assistant Headteacher in charge of safeguarding and inclusion is Mrs Hudson (ahudson@byrchall.wigan.sch.uk). The pastoral team is supported by the SENCO, Mrs Sutton.

There are a number of staff in school who are designated staff in charge of child protection. The named designated person for Safeguarding is Mrs Hudson. The deputy designated lead is Mrs K Macey. The Pastoral Support Officer is Mrs J Williams. The attendance team is run by our Attendance Support Manager, Mrs L Johnson, and she or a member of her team may contact you in relation to your child's attendance. We are committed to full attendance in school and believe that outstanding attendance is crucial for a child to make good academic and social progress.

We also have a First Aider in school - Miss D Worrall. She is not a school nurse, but can deal with minor accidents that happen in school and she oversees Health Care Plans for children with medical conditions such as diabetes.

Holiday Dates

AUTUMN TERM 2022	
Staff Training Day	Monday 5th September 2022
Term Starts	Tuesday 6th September 2022
Half Term Holiday	Monday 24th October 2022 – Friday 28th October 2022
Term Ends	Friday 16th December 2022
SPRING TERM 2023	
Staff Training Day	Tuesday 3rd January 2023
Term Starts	Wednesday 4th January 2023
Half Term Holiday	Monday 20th February 2023 – Friday 24th February 2023
Term Ends	Friday 31st March 2023
SUMMER TERM 2023	
Term Starts	Monday 17th April 2023
Bank Holiday	Monday 1st May 2023
Half Term Holiday	Monday 29th May 2023 – Friday 2nd June 2023
Term Ends	Friday 21st July 2023

The School Day

Your child should arrive in school by 8.25 am at the latest to allow time to get to their form room by 8.30 am. Students can arrive in school from 7.45 am to get breakfast in the Dining Room, supervised by a member of staff, or they can go to the LRC and use the facilities in there for some additional learning.

Registration is from 8.30 - 8.55 am each morning. In registration your child will receive their morning mark and their form teacher will check that they are ready for the school day by ensuring that they are wearing their uniform correctly and have a planner and all the necessary equipment (pen, pencil, ruler, etc.) for the day.

Twice a week there will be a formal assembly for each year group during registration.

If your child arrives in school after registration (8.50 am) they must sign in at Student Enquiries.

Period	Time	Length
Warning Bell	8.25 am	
Registration	8.30 - 8.55 am	25 mins
Period 1	8.55 - 9.55 am	60 mins
Period 2	9.55 - 10.55 am	60 mins
Break	10.55 - 11.15 am	20 mins
Warning Bell	11.10 am	
Period 3	11.15 am - 12.15 pm	60 mins
Period 4	12.15 - 1.15 pm	60 mins
Lunch	1.15 - 2.00 pm	45 mins
Warning Bell	1.55 pm	
Period 5	2.00 - 3.00 pm	60 mins
Finish of day	3.00 pm	
Total =		32.5 hours

Strong Recommendations

We highly recommend that your child gets the most out of what Byrchall has to offer to support their personal and educational development. Your child can access our LRC or one of our many after school clubs for sports, performing arts, community activities, enterprise events, subject clubs or for homework and intervention to support learning. An example of the range of opportunities on offer can be seen on the Activities Page.

Days and timings for these may change throughout the year according to events; you and your child will be informed through the school website, social media or the Edulink One app. We will email information to parents, as the school has adopted a paperless communication policy, so please ensure your contact details are routinely checked and updated. This can be done via the school office or in the Edulink One app.

Byrchall Positive Behaviour Systems

Celebrations and Consequences

We expect all our students to be part of our school community, show respect and behave responsibly so that everyone can safely fulfil our school mission statement

Live to Learn: enjoy and achieve, Learn to Live: now and in the future.

We reinforce our expectations with a range of celebrations and consequences. We seek to create an environment which encourages and reinforces positive behaviour and fosters positive attitudes. We do this with a variety of immediate and longer-term awards for students who do, and continue to do, the right thing. However, we recognise that young people do make poor choices at times and we have a tiered system of consequences for managing such situations. Your child will be given a number of opportunities in a lesson to correct any unhelpful behaviour. However, if they continue to behave inappropriately this will be recorded on our system and they will face a consequence, which will depend on what they have done.

Sanctions range from a short break time detention, contact home to a longer lunchtime or after school detention, to time in our Reflection room and some element of restorative justice. Our behaviour system is divided into two levels; Stage 1 for low level classroom behaviours or uniform infringements up to lesson truancy and failure to follow a reasonable instruction and Stage 2 for more serious issues such as hurting another student or being rude to staff. Our expectations for



Uniform & Resources

School uniform is checked by form tutors every morning to ensure that students uphold our high standards with regard to dress code, and to check on essential items for a successful day. Students are expected to wear their uniform correctly at all times, and this includes the journey to and from school. If there is a breach of the uniform code, home will be contacted to try to remedy the situation. It may mean that the student concerned will have to work off timetable until the issue is resolved. For the complete list of uniform for Byrchall High School, please contact the main school office. Below is a summary:

Normal Uniform

- Blazer - regulation claret with badge
- Trousers - boys regulation charcoal grey, girls' regulation grey school trousers
- Skirt - regulation grey stitched down pleated skirt of a reasonable length
- Shirts/blouses:
 - Boys Years 7-10: plain white school shirt no badges
 - Boys Year 11: plain blue school shirt no badges
 - Girls Years 7-10: plain white reverse collar shirt (short sleeves an option)
 - Girls Year 11: plain blue reverse collar shirt (short sleeves an option)
- V-neck plain claret slip over jumper (optional)
- Regulation school tie for boys, optional grey/claret scrunchie for girls
- Socks/tights - boys plain black socks, girls plain black socks or opaque black tights
- Shoes - plain black shoes, low heels for girls
- Coat - single colour waterproof coat/jacket **NOT** a 'hoodie'
- Jewellery - the school operates a no jewellery policy, only a watch may be worn
- Hair - no extreme hair styles; hair should be of a natural uniform colour
- Makeup - no makeup to be worn, no false eyelashes and no false nails.
- Students wearing incorrect uniform will be asked to change into the correct item of uniform as required

Physical Education

All items should be clearly marked with the owner's initials.

- White/black trainers - no Velcro
- Football boots - advice can be given by PE staff
- Regulation claret/navy polo shirt reaching below the hips for girls and boys
- Regulation claret/navy shorts for boys, "skort" for girls
- Regulation reversible claret/navy rugby shirt for boys
- Regulation claret socks for boys and girls

- Navy regulation hooded sweat shirt and navy jogging bottoms for girls and boys

Protective Clothing

Art: Old shirt or apron.

Product Design: Apron. Personalised embroidered aprons for Food are available from Sportsline. Students with hair of a length that could potentially be of a hazard are expected to tie it back.

Equipment

Students are expected to come to school each day with the necessary basic equipment that they will need for their lessons. As a minimum it is expected that students will have a pen, pencil and ruler along with their jotter and reward card. These will be checked each morning by form tutors. Students may find it helpful to have a scientific calculator for Maths and Science lessons. Your child's Maths teacher will recommend the most appropriate model to buy.

Mobile Phones/Headphones/Airpods

We appreciate that, as parents, you may wish your child to have a mobile phone so that you can contact them after school. In school, however, phones can be a distraction from learning and are not always conducive to a positive learning environment. The use of social media, messaging and texting can also be an issue that our pastoral team are having to deal with too often. We therefore have a policy that phones should be switched off in school (not just on silent) and be put away in bags or blazer pockets. If a phone, headphones or airpods are seen or heard in school during the school day they will be confiscated. The mobile phone protocol gives more detailed information on the sanctions for not following our rules on mobile phones.

Shoes

Along with the uniform mentioned on the previous page, special mention needs to be made about shoes. Only black shoes are allowed to be worn in school; **not boots or trainers**. Please beware of shops or your children telling you that certain footwear is

acceptable. Trainers have trainer soles, shoes do not. Please speak to a member of the pastoral team if you are unsure if certain footwear is acceptable for school. Students not wearing the correct footwear will be required to change them for a pair of appropriate shoes provided by school.

Hair

Hair should be of a reasonable style. Extreme hairstyles are not acceptable. We do not allow shaved heads, tramlines or extreme graduations of hair length. Only natural hair colours are permitted.

Celebrations

We believe in focusing on the positive at Byrchall. To fit in with this there are a range of positive awards for your child to earn that cover all aspects of school life. Celebrating and promoting our core values is a key part of developing the potential of our students, as this:

- promotes a sense of belonging to our school community
- builds and maintains relationships between staff and students
- makes school an enjoyable experience
- encourages students to repeat desired behaviours
- contributes to students' self-esteem and confidence

House Points - 'Spend, Save or Donate'

All students will have a house point card which teachers will stamp for a range of positive reasons, such as good work, good manners, being helpful, etc. When your child has a full house point card they can exchange this for a voucher that they can 'spend' in the Fair Trade Tuck Shop or 'save' it to buy something more expensive. Alternatively, your child can 'donate' their card to allow school to purchase 'gifts for life' for less fortunate communities in our world. House points are also given electronically for 100% attendance, participation and contributing to the school community.

Subject Awards

Many subjects run their own additional reward schemes to supplement the House Point system.

These include raffles, praise cards, 'stars of the week' and treats.

Recording Celebrations

All awards are recorded electronically on your child's records and this will accumulate House Points for themselves, and their house. You can keep track of your child's personal House Points through the Edulink One app. House Point totals will be published at the end of the year and celebrated at our annual Founder's Evening. The winner of the House Points competition for each year group and House are celebrated weekly.

Founder's Evening

We also celebrate subject and school achievements at our annual Founder's Evening at Haydock Park Racecourse.

End of Year Celebration

Each year group will have a specific reward event in the Summer term. Students will qualify for

his reward e.g. a trip or a party by earning achievement points and not accruing behavior points.

The criteria for qualification will be published in September.

Support with Learning

EduLink one MOBILE APP

The EduLink One App helps parents to keep track of many aspects of school life, such as homework, events, attendance, remote learning, behaviour and achievements, whilst on the move (see page on EduLink One Mobile App). The school will share all information and updates with parents via the EduLink One App.

Homework

Regular homework is an integral part of learning. The tasks set will help students to consolidate, develop and broaden their learning. It also helps students to become confident and independent learners, which will help them throughout their time at school and in adult life. Students in Year 9 should have between 6-10 hours of homework per week. All homework will be posted on the EduLink One App and website, and students will record it in their jotters along with the date for completion. Homework activities can take many forms. Some examples of the types of homework students could be given are:

- Extended writing pieces
- Reading
- Preparation for assessments
- Research and note-making
- Learning key vocabulary/formulae etc.
- Designing and creating a visual piece of work
- Past exam paper practice

Intervention

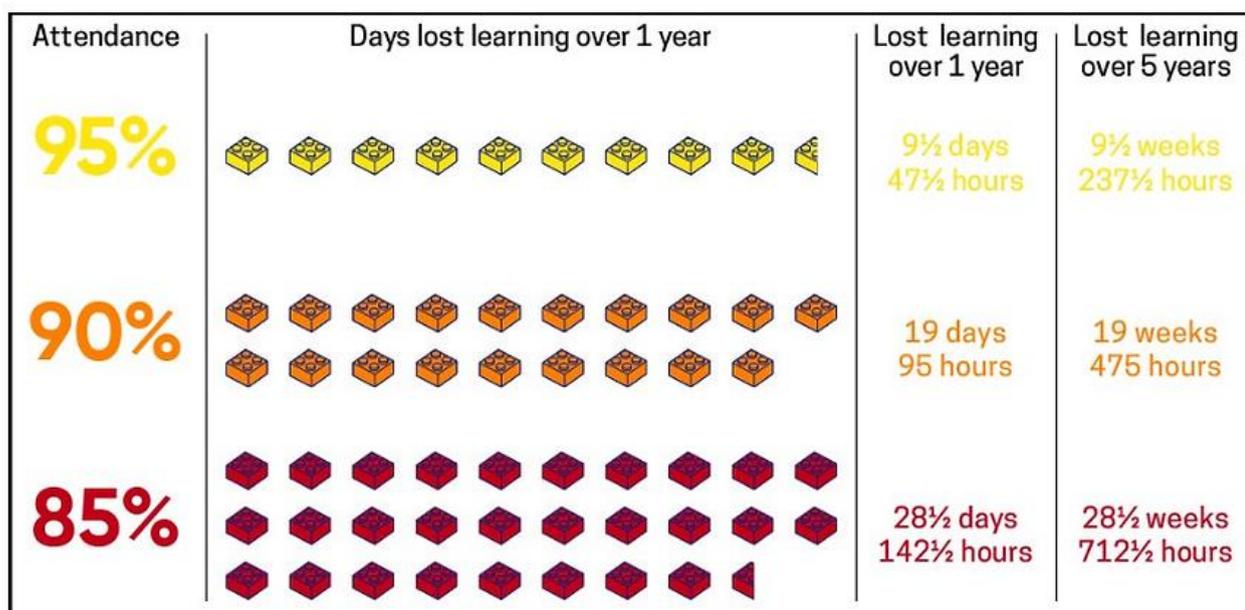
Students who need additional support to achieve their full potential are placed on an Individual Intervention Programme (IIP). They will be monitored and supported by a member of the Intervention team.

Students who are identified as having any additional needs will be supported in a range of ways. For example, they may work one-to-one or in a small group with a Specialist Intervention Tutor or be given additional work to challenge them.

Attendance & Absences

At Byrchall High School outstanding attendance and punctuality is our aim for every student. Full attendance maximises learning opportunities and parents/carers have a vital role in promoting good attitudes towards attendance. We ask for support from parents/carers to ensure that their children are present at every opportunity, to arrive on time and to avoid allowing children to stay at home unnecessarily, or taking them out of school without authorisation. Evidence shows that students who attend school regularly make better progress both academically and socially. Therefore, we monitor and review the attendance of all pupils constantly

Research shows there is a link between the amount of time a student takes off school, and how well they do in their exams. This is why we have a minimum attendance target of 97%+ for each student. Every lesson counts and it is this commitment to learning that will have a positive effect on student's examinations and their futures. We are proud of our attendance figures that are above both the Local Authority and National Average.



If you know that your child will be absent from school for any reason, please telephone the school

and follow the menu to report a student absence. This must be done on the **first day of absence**,

and **every day thereafter**. Please inform the attendance team of the reasons and circumstances

relating to the absence. For extended absences due to illness, we may request that medical

evidence be provided. You can also report a child's absence through the Edulink One mobile app;

again this must be done on **each** day of a student's absence to keep school up-to-date.

We would ask parents to avoid, as far as possible, arranging medical and/or dental appointments during school hours.

We operate an automated system called Truancy Call which will initiate a text/phone call to

parents if a child does not have a registration mark and where we have not received notification of an absence. If parents receive this, we ask that they respond as soon as possible so that we can confirm the wellbeing and safety of their children. This can be done by responding to the text directly or by following the prompts in the voice message to return the call directly without incurring call charges.

Schools have a legal responsibility to record all authorised and unauthorised absences. Periods of absence not supported by a reason for the absence will be considered as unauthorised.

Parents have a legal responsibility under section 444 of the Education Act 1996 to ensure their children regularly attend the school at which they are registered. School works proactively with families to support them and reduce absence. Unauthorised absence is a serious matter and, where it becomes persistent (less than 90%), school may refer families to the Local Authority for further action.

Punctuality

The school day begins at 8:30am. All students are expected to be in school and ready to learn at this time. Punctuality is very important for several reasons:

- The school day begins with form time or assembly. This is a very important part of the school day, as students follow a personal development curriculum and prepare for the day or week ahead. Important information and announcements are shared with students during this time. Being late means that students are unprepared to learn.
- Punctuality is always stated on any reference given by school. Should the problem be persistent this will lead to an adverse comment about punctuality being recorded on school records and any future references.
- No student can afford to miss any part of lessons without good reason.

Minutes late per day	Learning time lost in a year
5 minutes	3½ days
10 minutes	7 days
15 minutes	10 ½ days
20 minutes	14 days
30 minutes	21 days

afford to miss any
without good

School sends an automated text/phone call to parents when a student is late to school. If students arrive after form time, 9am, a U mark will be recorded in the register and this counts as a missing morning mark. Where punctuality to school becomes an issue, school will work with students and their families to make rapid improvement. This will include letters, phone calls home, meetings with parents and/or students and detentions for students that are persistently late.

Holidays

Guidance from the Department of Education states that headteachers should not grant leave of absence for holidays in term time unless there are exceptional circumstances.



Assessment & Reporting

The school sets challenging targets for all students, and their progress towards these targets is closely monitored across their five years in school. Further details can be found in the Curriculum and Assessment Booklet.

You will receive a progress report three times per year. You will receive reports containing information about progress towards targets, your child's attitude to learning and their approach to homework. All progress reports will be available to download through the Edulink One app after they have been issued.

The reports will use the following codes and measures:

Progress	Making exceptional progress
	Making good progress
	Making expected progress
	Making less than expected progress
Attitude	A+ Always participates in lessons, behaves well and tries hard with the tasks set
	A Usually participates in lessons, behaves and tries with tasks set
	A- Participation in lessons and behaviour are too often below acceptable standards
Homework	H+ Homework always on time and of a high standard
	H Homework completed to an average standard
	H- Homework frequently not completed or completed to a poor standard

In addition to the reports, there will be two opportunities for parents to meet staff to discuss progress during the year. In Year 8, there will be an Evening with the Form Tutor in December and a Parents' Consultation Evening with individual staff in the Spring Term.

Further details can be found in the Curriculum & Assessment booklet.

Key Dates

September	
October	
November	
December	Progress Report & Form Tutor Evening Thursday 8th December 2022
January	
February	
March	Progress Report Friday 24th March 2023
April	Parents' Consultation Evening Thursday 20th April 2023
May	Internal Exams 2nd – 5th May 2023
June	Progress & Personal Development Report Friday 9th June 2023
July	



Personal Development

As well as supporting our students to achieve their academic potential, we also believe in developing their personal, social and thinking skills so they become independent, caring and healthy global 21st Century citizens. Most of the personal development work is linked to our ethos:

LIVE TO LEARN: enjoy and achieve
LEARN TO LIVE: now and in the future

Some of the ways our school life is organised to achieve these aims are:

Personal Development Lessons

Students study a well-rounded programme which includes Citizenship, personal, social and health education (PSHE), RSE, careers, enterprise and personal learning skills (one hour per week). They are taught by their tutors in their form groups. In addition to this there is a form-time programme in which students develop their leadership, organisation, resilience, initiative and communication skills.

Form and House time

Students spend 25 minutes a day with their form group and tutor.

Each student is a member of one of our 4 historic houses:

- Romans (green)
- Spartans (purple)
- Trojans (blue)
- Vikings (red)

They contribute to the success of their House by taking part in competitions, events and regular student council meetings. They also contribute to their House with personal achievements such as house points.

Enrichment and Ethos Days

These are full days within the school year, during which students will focus on an element of their personal development.

Health & Wellbeing

Health and wellbeing is integrated into all of our personal development opportunities and is linked to the Wheel of Wellbeing.

The school Chaplain supports individual students. There is a dedicated team of student Mental Health Ambassadors who also support individuals, when needed.

EduLink One Mobile App

We use a mobile app called EduLink One, which can be downloaded free of charge from the Google Play Store or Apple App Store. Alternatively, it can be accessed without a mobile device through a website at byrchall.edulinkone.com. This system will let you receive notifications from school, including details of any achievements or detentions that have been given to your child.

You can also report absences, check homework, monitor spending in the canteen, get up-to-date information on attendance and punctuality, and update your contact details without needing to contact the school office. This will be the main way of communicating with parents so it is important to download the app. School has a paperless communication policy.



Activities

There are a wide selection of clubs and activities for pupils to take part in. We highly recommend that every child tries at least one extra-curricular activity to broaden their skills and experiences. The clubs listed below are just an example of the types of opportunities available and all pupils will be issued with a timetable to help them decide what to try.

Astronomy Club	Lego Robotics Club
Badminton	Lunch Club
Basketball	Maths Club
Book Club	Maths STEM Club
Brass Group	Minecraft Club
Breakfast Club	Netball
Creative Writing	Pais Team
Dance Club	Christian Workshop
Dodgeball	Product Design Club
Drama Performers Club	Retro Games Club
	Rugby
	Science Club
	Steel Pans
	Table Tennis





YEAR 8 CURRICULUM

Art

“Art is not what you see but what you make others see” - Edgar Degas

In Art we create a working atmosphere where students love to learn, are confident to take risks and have the skills to adapt and develop independently or as a team. As staff we aim to nurture students’ passion for the subject through exciting and creative lessons. We embrace and celebrate the uniqueness and individuality of all our students.

Autumn	Spring	Summer
Tim Burton Character	Mark Hearld	Aboriginal Painting

Homework will be set in the following formats to support independent learning.
Keywords followed by a spelling test in lesson. Reading information about specific artists and art movements finding key facts and images.

- Producing tonal drawings
- Artists research pages
- Pen drawings
- Colour theory
- Designing
- Responding to feedback
- Painting
- Collage

Unit	Duration (weeks)	Learning Objectives/Outcomes
Tim Burton	14	<ul style="list-style-type: none"> • Develop an understanding of Tim Burton and how his illustrations have influenced films • Gain a deeper understanding of Burtons work and create an interesting artist research page • Explore the use of pen and pencil techniques • Learn how to use illustration techniques in the style of Tim Burton mosaic • Create a personal portrait influenced by Burtons work • Develop techniques when selecting, mounting and presenting finished outcomes • Discuss their own and others work using appropriate key language and critical understanding

Mark Hearld	13	<ul style="list-style-type: none"> • Develop an understanding of Mark Hearlds illustrations • Gain a deeper understanding of Mark Hearlds work and create bird designs inspired by his artwork and seasons • Explore the use of seasons to write a short story/poem • Learn how to use mixed media techniques including- colour selection and construction techniques • Develop expressive mark-making techniques using a variety of different tools • Develop techniques when selecting, mounting and presenting finished bird outcomes • Discuss their own and others work using appropriate key language and critical understanding
Aboriginal	13	<ul style="list-style-type: none"> • Develop an understanding of Aboriginal culture • Gain an understanding of symbolism within various cultures • Develop further understanding of colour mixing techniques • Develop communication skills when working in Pairs/groups to create a final painting • Further develop skills when using tools to create various marks



Computing

Preparing students for tomorrow, bit by bit

The Computing department will help to create, share, and apply knowledge in all branches of Computer Science and ICT. We will educate students to be successful, ethical, and effective problem-solvers with a passion to innovate and create, rather than just passive consumers and users of technology. We will develop an understanding and appreciation of all aspects of digital products, from how they work to how they look. We will foster curiosity and encourage exploration to create students who can contribute positively to the well-being of our society and who are prepared to tackle the complex 21st Century challenges facing the world.

Summary focus areas:

- Innovate, create, develop
- Solving 21st Century problems
- Active developers not passive consumers

Autumn		Spring		Summer
Video & Sound Editing	Binary & Logic	Data Handling	Networks, Laws & E-Safety	Intro to Python

Homework for Computing is designed to cover a range of concepts and topics to extend and supplement the curriculum delivered in lessons. Students can hand in homework either digitally or on paper, and will be expected to exercise their creative as well as academic skills. Homework helps to develop independence, resilience and time-management skills. Activities could include tasks such as:

- Research and presentation of findings
- Creative use of graphics and design to present understanding
- Visual representations of concepts and theories

- Literacy-based activities, such as poetry or song lyrics for a topic
- Comprehension-based quizzes

Completed activities will be collected and marked, and failure to submit homework on time will require students to attend interventions to ensure this is not left unsubmitted for too long.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Video & Sound Editing	16	<ul style="list-style-type: none"> • Film making techniques and methods • Planning video • Editing video in linear video editing software • Applying effects and transitions • Use and impact of sound effects & music • Types of sound effect • Using sound libraries and editing sounds
Binary and logic	12	<ul style="list-style-type: none"> • Counting in binary • Converting text into binary • Understanding and evaluating Boolean logic • Logic diagrams and truth tables • Solving problems using logic
Data Handling	16	<ul style="list-style-type: none"> • Revisit basic spreadsheet functionality • Advanced formulas and features and their uses • Using spreadsheets in real-life contexts • Uses of data and databases • Database terminology • Creating databases using Microsoft Access • Forms, queries and reports
Networks, Laws & E-Safety	16	<ul style="list-style-type: none"> • How computers communicate using networks • Types of network and their uses • Security threats to networks • Preventing security issues using hardware and software • Legislation and data • Social engineering • Staying safe online • Malware and viruses
Intro to Python	16	<ul style="list-style-type: none"> • Introduction to algorithms • Introduction to programming languages • Common programming constructs • Solving problems with code • Procedures • Variables & data structures • Commenting and documenting code

Drama

Arts for All

The Performing Arts Faculty aims to encourage and develop creativity, sensitivity and confidence in all students. We actively seek to promote an understanding of personal and social values, culture and the world around us. Together, with our students, we explore the ways in which ideas can be communicated and shared through performance mediums.

The faculty provides a wide variety of learning opportunities that enable all students to establish a knowledge and understanding of Dramatic and Performance Art forms. As well as academic and practical study we promote expression and performance as a learning tool through which students are encouraged to explore ideas, wider cultures and the world around them.

In providing students with many performance experiences we value and celebrate their talent and hard work as they grow and develop into skilled, creative and confident students, who enjoy learning and value their culture and the Arts.

Autumn		Spring		Summer	
Abstract/ Physical Theatre : Alice in Wonderland	Scripted : The Cursed Child	Devising: The London Riots	Script: Game Over	Shakespeare: Romeo and Juliet	Introduction to Arts Industry: TIE

Students have two timetabled homeworks for Drama each week. This predominantly takes the form of extended pieces of work, drafted and executed over time to prepare for written exams, portfolios or in some cases controlled tests. The students are under close supervision from teaching staff who support drafts in their preliminary stages, monitor progress and provide targets for improvement re: curricular target criteria.

Possible homework/coursework tasks for Y9:

- Script writing
- Character charts and research
- Writing (extensively) in role
- Practical coursework and performance evaluation
- Theatre visits
- The learning of set scripts
- Written response to character
- Theatre review
- Learning Log entry

Unit	Learning Objectives/Outcomes
Teechers	<ul style="list-style-type: none"> • Artistic intentions • Context and structure • Historical/social context • Understanding stage directions • Multi-role play • The complexity of character relationships
Brief- Cookies	<ul style="list-style-type: none"> • Responding to themes of text • Analysing and interpret themes for target audience/ censorship • Devise as an actor and make key directorial decisions in creating work inspired by this text
Brecht/BLM	<ul style="list-style-type: none"> • Explore and perform work of Bertold Brecht • Explore effective use of techniques in context of BLM • Explore and perform features of courtroom Drama- To Kill a Mockingbird stimulus • Devise, Learn and adapt script.



English

A mastery of English is the key to opening the doors of success

Creating opportunities for students to develop a love of the English language lies at the heart of the English department. With a team of subject specialists, we work tirelessly to provide students with a range of exciting and challenging classroom activities and precisely selected texts linked to the expansion and consolidation of their reading, writing and speaking and listening skills and ultimately, the creation of critical and creative thinkers who collaborate and communicate effectively. We encourage students to reflect on the texts we read, make their own judgements and draw their own conclusions.

We are passionate about storytelling in all its forms and want our students to develop and share a similar passion and enthusiasm.

Our aim is to empower students to read critically, write fluently, analytically and creatively and speak effectively so they will have the necessary skills and abilities to succeed in an increasingly complex, ever-changing and competitive world.

Autumn		Spring		Summer	
Baseline assessments	Shakespeare's Romeo & Juliet	Dystopia (novel)	Discovering Different Cultures	End of Year Examination (Explore fiction texts)	National Theatre Live!
Playing the Detective			Exploring fiction texts mini-scheme		Globetrotters

The Year 8 curriculum is designed to further strengthen the skills gained during Year 7 English lessons whilst immersing students into a broader range of both fiction and non-fiction texts.

Homework is a tool used to build, develop and consolidate students' English skills as well as teaching them about organisation, responsibility and independent learning. It is set once weekly. Individual homework will be set by the class teacher and linked to the topic being covered. Spelling will form one aspect of the weekly homework. Homework is recorded in students' planners; they are afforded time to record this during lessons. It can also be viewed on the EduLink mobile app and website.

Students in Year 8 carry on with their Accelerated Reader programme from Year 7. The programme is used to continue to improve reading speed and fluency. Students will be expected to read their Accelerated Reading book, for fifteen minutes daily, as part of their weekly homework. Students must bring their Accelerated Reader book to school with them every day.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Baseline Assessments	2	Assessing students in reading (comprehension, understanding of vocabulary, inference skills), writing and general literacy skills to ascertain strengths and limitations at the beginning of the academic year.
Playing the Detective/ Creative Writing	22	Objectives: Understand increasingly challenging texts through – <ul style="list-style-type: none"> • learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries • making inferences and referring to evidence in the text • knowing the audience for and context of the writing and drawing on this knowledge to support comprehension checking their understanding to make sure that what they have read makes sense • knowing how figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning and understanding how these have been used • studying setting (including atmosphere and tension building) plot, and characterisation, and the effects of these
Shakespeare's <i>Romeo & Juliet</i>	21	Objectives: <ul style="list-style-type: none"> • read a wide range of classic literature fluently and with good understanding, and make connections across their reading • read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas • develop the habit of reading widely and often • appreciate the depth and power of the English literary heritage • write accurately, effectively and analytically about their reading, using Standard English • acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read

Dystopian Novel (Reading)	18	<p>Objectives:</p> <p>Understand increasingly challenging texts through –</p> <ul style="list-style-type: none"> • learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries • making inferences and referring to evidence in the text • knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension checking their understanding to make sure that what they have read makes sense • knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • recognising a range of poetic conventions and understanding how these have been used • studying setting, plot, and characterisation, and the effects of these • understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play making critical comparisons across texts
Discovering Different Cultures	18	<p>Objectives:</p> <ul style="list-style-type: none"> • knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • recognising a range of poetic conventions and understanding how these have been used • studying setting, plot, and characterisation, and the effects of these • understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play making critical comparisons across texts • studying setting, plot, and characterisation, and the effects of these • making critical comparisons across texts Stories, scripts, poetry and other imaginative writing • applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form
Exploring Fiction Texts	5	<p>Objectives:</p> <ul style="list-style-type: none"> • reading a wide range of texts, fluently and with good understanding • reading critically, and use knowledge gained from wide reading to inform and improve their own writing • writing effectively and coherently using Standard English appropriately

		<ul style="list-style-type: none"> • using grammar correctly, punctuate and spell accurately • acquiring and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language
Globetrotters	18	<p>Objectives: Write accurately, fluently, effectively and at length for pleasure and information through:</p> <p>writing for a wide range of purposes and audiences, including:</p> <ul style="list-style-type: none"> • researching, processing and selecting appropriate information • applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form • drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing <p>planning, drafting, editing and proof-reading through:</p> <ul style="list-style-type: none"> • considering how their writing reflects the audiences and purposes for which it was intended • amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
National Theatre Live!	2	<p>Objectives:</p> <ul style="list-style-type: none"> • understanding and appreciating a live theatre performance • discussing plot and character to evidence understanding • making inferences about the text commenting upon the use of dramatic devices
Spoken Language – Speaker of the Year	5	<p>Objectives: Speak confidently and effectively, including through –</p> <ul style="list-style-type: none"> • using Standard English confidently in a range of formal and informal contexts, including classroom discussion • giving short speeches and presentations, expressing their own ideas and keeping to the point • participating in formal presentation and structured discussions, summarising and/or building on what has been said
Film Adaptation	15	<p>Objectives: Write accurately, fluently, effectively and at length for pleasure and information through:</p> <p>writing for a wide range of purposes and audiences, including:</p> <ul style="list-style-type: none"> • researching, processing and selecting appropriate information • applying their growing knowledge of vocabulary, grammar

		<p>and text structure to their writing and selecting the appropriate form</p> <ul style="list-style-type: none"> • drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing <p>planning, drafting, editing and proof-reading through:</p> <ul style="list-style-type: none"> • considering how their writing reflects the audiences and purposes for which it was intended • amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
The Literacy Hour/Accelerated Reading	39	<p>Objectives:</p> <p>Consolidate and build on their knowledge of grammar and vocabulary through –</p> <ul style="list-style-type: none"> • extending and applying grammatical knowledge • studying the effectiveness and impact of the grammatical features of the texts they read • drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects • using Standard English confidently in their own writing and speech <p>Develop an appreciation and love of reading, and read increasingly challenging material independently through:</p> <ul style="list-style-type: none"> • choosing and reading books independently for challenge, interest and enjoyment • re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons

Food Preparation and Nutrition

Nutrition isn't about eating it's about learning to live.

Food is a vital part of our daily lives and is essential for life. As our students become adults and have busy lives, it is easy to choose food which has been ready prepared. However, it is more nutritious and often cheaper to cook simple, delicious food. Our students need to develop their knowledge and understanding of Nutrition, healthy eating, food preparation, hygiene, cooking techniques, and sensory characteristics.

Our lower school curriculum covers a broad range of topics that will set students up with a range of practical skills and a breadth of knowledge to enable them to become successful

learners. We encourage the development of practical and research skills and resilience in a safe environment, allowing students to demonstrate commitment and act on feedback. We also encourage students not only to follow a recipe but also to substitute ingredients and cooking methods as appropriate, demonstrating an understanding of food choices e.g. veganism, allergies and healthy eating as well as likes and dislikes and cultural/religious considerations

At the same time, we want to help our students become discriminating consumers of food products, enabling them to participate in society in an active and informed manner, to this end we encourage students to understand the environmental factors which affect the inequalities in food distribution on a global scale and give them an understanding of the need to minimise 'food waste' starting with their own practise. Recipes/ingredients will be set weekly. In addition to this the following types of homework will be set occasionally:

- Reading recipes
- Responding to feedback
- Gathering sensory feedback from home
- Watching food programmes
- Researching ingredients, commodities



Practical	Practical Skills	Knowledge and Understanding
		Hygiene – cross contamination food poisoning Bacterial growth and temperature Control
Meat and Vegetable Kebabs	Use of raw meat Knife skills – vegetable preparation Use of the grill	Meat – types Provenance – where it comes from
Sweet n Sour	Safe handling of meat Vegetable preparation Frying Thickening – cornflour	Traffic Light System Labelling – link with Eat well Guide
Creamy Curry	Safe handling of meat Use of spices Dairy food in cooking	Impact of social media/online on Food
	Research Tasks – Food from around the world	Food in different countries and cultures
Risotto	Frying Vegetable preparation Addition of liquid	Staple foods – types, use and value in the diet
Macaroni Cheese	Boiling Gelatinisation Use of the grill	Gelatinisation
Quiche	Pastry Skills – rubbing in, rolling, lining a tin Baking blind	Dairy foods in the diet
Victoria Slices	Creaming method Portion Control	Cake Making Ingredients
Ginger Cakes	Melting Method Portion Control	Cake making Method
Calzone	Making a dough – using yeast Rolling and shaping Assembly and sealing	Bread making

French

We aim to create lifelong linguists who thrive in the 21st century

We provoke students' curiosity and appreciation of wider cultures and develop aspirational and independent linguists who achieve their full potential. We create a learning environment that

nurtures the enjoyment of language learning, engenders pride in successful linguistic acquisition

and application while providing a diverse, challenging and inspirational menu of language skills

for all learners.

Autumn		Spring	Summer	
Vive les vacances	J'adore les fêtes	A loisirs	Le monde est petit	Le sport en direct

In year 8, students will receive homework once a week. Homework will be vocabulary learning

and/or grammar related as well as a variety of different exercises and tasks to support their learning. There may also be translation and written tasks to complete.

If a student fails to hand in homework, a detention should be set and the class teacher should contact home.

Unit	Learning Objectives/Outcomes
Vive les vacances - Holidays	<ul style="list-style-type: none"> Using the comparative and superlative Discussing holidays and making holiday plans Using the future tense Saying what you did on your holidays in the past Describing a day in a theme park Talking about the weather Talking about disaster holidays Cultural focus – Holiday destination <i>La Francophonie</i>
J'adore les fêtes - Festivals	<ul style="list-style-type: none"> Talking about and describing festivals and celebrations Saying what you like and dislike in tenses Present tense of –er and –re verbs Using transactional language at a market Using prediction to build on difficult reading and listening skills Talking about future school trip Talking about New Year celebrations in 3 tenses

<p>A loisirs - leisure</p>	<ul style="list-style-type: none"> • Talking about TV and film preferences • Talking about reading preferences • Describing how you use technology in day-to-day life • Using a variety of negatives • Using three tenses in speaking and writing • Arranging to go to the cinema • Talking about shopping in the past tense • Adverbs of frequency • Giving justified opinions • Describing other people's preferences • Going to the cinema
<p>Le monde est petit - Town and home</p>	<ul style="list-style-type: none"> • Describing where you live and what is in your regions • Comparative and irregular adjectives • Using prepositions • Using the partitive article • Past, present and future tense • Revisit the conditional tense to say where you would like to live • Describing what you do to help around the house • Talk about moving house • Discussing daily routine • Giving directions
<p>Le sport en direct - Healthy Lifestyles</p>	<ul style="list-style-type: none"> • Talking about sports and sports people • Learn different items of food • Learn how to use our conversational skills in a restaurant • Be able to use 'prendre' and superlatives correctly • Recap the perfect tense • Look at past adverbs • Use opinions in the past tense correctly • Re-visit the conditional tense • Use complex sentence starters • Be able to use the verb 'préférer' to say what we prefer • To talk about injury and illness • Use 'devoir' to be able to give advice • Recap the near future tense

Geography

Geography - the future of the world within our hands

Geography helps students to make sense of their surroundings and to understand the variety of physical and human conditions found on the earth's surface. Geography prepares students with the knowledge, skills and understanding to make sense of their world and to face the challenges that will shape our societies and environments at the local, national and global scales. We strive to ensure geography stimulates an interest and a sense of wonder about places. Personal experiences are used to investigate places from the personal to the global.

Autumn		Spring		Summer	
How can we protect the culture of indigenous people whilst still providing opportunities for tourism?	Do developing nations (NEEs) have an obligation to protect our	Which historical factors have influenced Britain's physical	How can we limit the difference in impacts and responses to tectonic	What are the social, economic and environmental challenges facing a HIC?	Is mitigation or adaptation the best solution to combat the challenges of climate change?



Unit	Duration (lessons)	Learning Objectives/Outcomes
How can we protect the culture of indigenous people whilst still providing opportunities for tourism?	7	<ul style="list-style-type: none"> • Where is Kenya? • Poverty in Kenya. • Tourism in Kenya. • Ecotourism in Kenya. • The Masaai People. • Urbanisation in Kenya. • Assessment
Do developing nations (NEEs) have an obligation to protect our environment?	7	<ul style="list-style-type: none"> • What are the global ecosystems of the world? • Layers of the Rainforests • Causes of deforestation in the Amazon Rainforest • The Impact of Deforestation on climate change. • Methods of reducing deforestation • Reducing Deforestation – Who is responsible? • Assessment
Which historical factors have influenced Britain's physical landscape?	6	<ul style="list-style-type: none"> • What are glaciers and how do they form? • Landforms of Glaciation. • Identifying glacial landforms on a map. • The rock cycle. • Igneous, Sedimentary and Metamorphic rocks • Erosion. • Assessment.
How can we limit the difference in impacts and responses to tectonic hazards between HICs and LICs?	6	<ul style="list-style-type: none"> • Plate Boundaries. • Types of Volcano • The 3 Ps of Earthquakes (Japan) • 2011 Japan Earthquake. • Assessment.
What are the social, economic and environmental challenges facing a HIC? (Australia)	7	<ul style="list-style-type: none"> • Where is Australia? • History of Australia – Colonisation • Australia Day Debate • 2019 Bushfires- Causes and Impacts • Gentrification in Bondi Beach • Employment Structure in Australia • Assessment

Is mitigation or adaptation the best solution to combat the challenges of climate change?	6	<ul style="list-style-type: none">• What is climate change and what is the evidence for it?• What are the human cause of climate change?• What are the physical causes of climate change?• How can we adapt to climate change?• How can we mitigate against climate change?• Assessment.
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History

To make a success of our future we must have an understanding of our past

The Greek word historia translates as “inquiry” and this is fundamental to our department. We seek to challenge and excite, to provoke and to enlighten, to make History fun and fascinating. We want to foster learning that poses more questions than answers, that leaves students asking what happened next, why did she do that, what will happen to him and how does this affect me. We want to nurture that inquisitive mind that fosters a thirst for learning, a growing independence, a desire to take risks and reach their own conclusions. Students should be proud to be historians; to gain knowledge of their identity, their belonging and to learn tolerance in an intolerant world.

Students will be set homework in accordance with Year 8 homework plans. Teachers will introduce the homework tasks at various points during the half term in line with the schemes of work. Students can decide to complete that week or wait until the end of the unit and complete all, as long as the final deadline is met.

Unit	Duration (lessons)	Learning Objectives/Outcomes
How significant is Oliver Cromwell?	6	<ul style="list-style-type: none"> • To examine the different reasons for the start of the Civil War • To evaluate the significance of Oliver Cromwell • To evaluate how well Cromwell was remembered • To evaluate the results of Cromwell’s and their relevance in UK today • To evaluate how remarkable Cromwell’s life was • To evaluate how much Cromwell resonates with us today
Was the British Empire successful?	8	<ul style="list-style-type: none"> • To analyse the different reasons for Britain having an empire • To analyse emigration data to identify and explain patterns and trends • To identify who did and did not like the empire and select appropriate evidence • To explain reasons between different perspectives in different sources • To use evidence and own research to arrive at a reasoned judgement

What are the problems with the evidence of the Industrial Revolution?	8	<ul style="list-style-type: none"> • Identify and explain the continuity and changes between farming, the domestic system and the factory system • To rank and make judgements about features of the Industrial Revolution • To select and combine a variety of pieces of evidence about children in the Industrial Revolution • To evaluate the utility, limitations and reliability of source materials
Why was Jack the Ripper never caught and identified?	6	<ul style="list-style-type: none"> • To investigate the condition of Victorian Whitechapel and select evidence to explain how it led to Jack's escape • To analyse how Victorian poverty led to Jack's escape • To evaluate the reliability of eye-witness reports linked to the topography of the area • To analyse the limitations of policing in Victorian England and the growth of mass media in influencing police actions • To structure and create a reasoned conclusion to show why Jack the Ripper was not caught
With revolutions all around the world, why did Britain not have one?	6	<ul style="list-style-type: none"> • To define what we mean by the term revolution and describe characteristics of a revolution • To look back at previous work on empire and identify causes of revolutions • To explain causes, events and consequences of revolutions in America, France and Russia • To explain causes, events and consequences of the Peterloo Massacre • To assess the improving condition of British society that moved the country away from revolution • To evaluate whether Britain should have had a revolution or not
An investigation into the Suffrage movement	6	<ul style="list-style-type: none"> • To define the experiences of women in Victorian society, in terms of working conditions, living conditions and democracy • To investigate the suffrage movement • To describe different tactics used within the Suffrage movement and explain the success and impact of these tactics

Maths

Mathematics: working hard together, achieving together, making every lesson count

The Mathematics Team will provide students with exciting, relevant and challenging Mathematics, delivered by dedicated staff. Students will understand the underlying principles of the mathematics they learn, making links and developing reasoning skills and logical thinking.

They will progress towards being independent mathematicians who take ownership of their learning and can identify correct and incorrect work for themselves.

Students will have their confidence encouraged and their complacency challenged in order to maximise potential.

To achieve this, staff will design and develop simple and effective systems and interesting and effective teaching ideas and resources to enable classroom delivery and promote mathematics across the school.

Autumn		Spring		Summer	
Place Value and BIDMAS Data	Mathematical Diagrams	FDP Probabilit y Linear Graphs	Money and Time Formulae Polygons Units of Measure	Speed, Distance and Time Questionnaires and data collection	Transformations Maths in Action
Analysis Nets and Surface Areas	Ratio Basic Algebra Angles				

Students will receive one piece of homework per week that will be marked and returned to the student at the next available opportunity. The piece of work will be designed to last between 1 hour and 1½. Unless otherwise stated by the teacher students should complete homework in their book and show all working out. Homework could take a variety of formats including:

- Worksheet
- Research Project
- MathsWatch
- Revision
- Exam Practice

Unit	Duration (WEEKS)	Learning Objectives/Outcomes
Factors, multiples and primes; index notation, squares and roots	1	<ul style="list-style-type: none"> • Products of primes • LCM and HCF • Simplifying expressions using index notation • Squares, cubes, square roots and cube roots
Mathematical Diagrams	1	<ul style="list-style-type: none"> • Mathematical Diagrams • Mileage charts • Flow charts and networks
Number Bases and Binary	1	<ul style="list-style-type: none"> • Writing numbers in different bases • Base 5 • Working in Binary
Rounding and estimating, BIDMAS and use of a calculator.	2	<ul style="list-style-type: none"> • Rounding to given number of decimal places • Rounding to given number of significant figures • Estimating calculations by rounding to one SF • Efficient use of calculator • Using correct order of operations (including negatives)
Data Analysis	2	<ul style="list-style-type: none"> • Averages and Range • Pie charts • Scatter graphs • Stem and leaf diagrams • Comparing data • Estimate of mean from grouped data
Nets and Surface Areas	2	<ul style="list-style-type: none"> • Drawing accurate nets of solids • Calculating surface area • Calculating volume of prisms • Plans and elevations • Constructing triangles • Isometric drawings

Ratio	2	<ul style="list-style-type: none"> • Sharing quantities in a given ratio • Simplifying ratio • Best buys • Unitary method • Currency conversions • Link with scale drawings and maps
Algebra	1	<ul style="list-style-type: none"> • Expanding brackets • Simplifying by collecting like terms • Forming Equations from Geometric problems • Solving linear equations
Angles	2	<ul style="list-style-type: none"> • Calculating missing angles on parallel lines • Compass directions with bearings • Calculations with Bearings • Constructing Bearings accurately • Revise angle properties of special triangles and quadrilaterals
Fractions, Decimals and Percentages	2	<ul style="list-style-type: none"> • FDP conversions • Calculations with percentages (in context) • Four rules of fractions • Fractions of/Percentages of quantities • Increasing and decreasing by given percentage (use of multipliers)
Probability	1	<ul style="list-style-type: none"> • Probability of single events • Sample space diagrams • Probability of successive events • Listing outcomes
Linear Graphs	1	<ul style="list-style-type: none"> • Plotting linear graphs from table of values • Plotting linear graphs using own axes • Recognising parallel lines • Investigation into gradient and y-intercepts of linear graphs

Money and Time	2	<ul style="list-style-type: none"> • Looking into wages/bills • Expenses involved in running a home • SMSC comparing countries
Formulae	1	<ul style="list-style-type: none"> • Substituting values into given formulae (including negatives) • Rearranging Formulae
Polygons	2	<ul style="list-style-type: none"> • Interior angle sums of polygons • Exterior angles of Polygons • Regular Polygons • Combined polygons – calculating missing angles • Naming all polygons up to 10 sided
Units Estimating capacity, length, mass and conversions	1	<ul style="list-style-type: none"> • Conversions between units • Metric and imperial units • Estimating capacity, length • Density, mass and volume • Converting between units, metric and imperial.
Speed, Distance and Time	1	<ul style="list-style-type: none"> • Calculations involving speed, distance and time • Interpreting distance time graphs • Constructing distance time graphs • Looking into other travel graphs
Questionnaires and data collection	1	<ul style="list-style-type: none"> • Forming questions to be used in questionnaires • Being critical of bad questionnaires. • Discuss biased and leading questions • Designing data collection sheets
Transformations	1	<ul style="list-style-type: none"> • Carrying out Rotations, Reflections, Translations • Describing Rotations, Reflections and Translations • Enlargements • Link enlargements with similarity. • Combined transformations • Inc. centre of enlargements for more able

Music

Music for All

Central to the vision of the Music Department is the belief that Music is an essential part of life and integral to the development of the whole person. Our aim is to encourage and develop creativity, sensitivity and confidence in all students.

The Music Department provides a wide variety of learning opportunities that enable all students to engage with Music and Music Technology Art forms. As well as academic and practical study we promoting expression and performance as a learning tools through which students are encouraged to explore ideas, wider cultures and the world around them.

In providing students with many performance and composition experiences we value and celebrate their talent and hard work as they grow and develop into skilled, creative and confident students, who enjoy learning and value their culture and the Arts.

Autumn		Spring		Summer	
Just Play	Rap	Beethoven	Bandlab (Reggae)	Ensemble Skills	Film Music

Due to the practical nature of the subject, written homework will only rarely be set. This is always set as identified within modular plans, to extend/reaffirm and enrich students learning the pupil's learning at that particular point within module.

Students will be set homework tasks, specifically designed by teaching staff relating to the activity/skill being studied and in line with the ability and learning needs of the group.

Possible homework tasks for lower school:

- Listening to a specific piece of music, or artist. This could range from classical to popular music – with verbal feedback, or a short written summary to ensure completion of task.
- Attending an extracurricular club/ workshop
- Evaluating work of peers or self.
- Researching musical features of genres, styles or specific songs to use as inspiration for classroom activities, this could refer to chord sequences or rhythmic features etc.

This work will not be timetabled in the traditional way but will respond to the needs of students and the demands of the curriculum.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Just Play	6	Improving practical ensemble skills Extending skills on band instruments such as the Ukulele & Drumming
Rap	7	Looking at the basics culture of Rap music Learning to rap in time with music Learning about riffs
Beethoven	7	Learning about great composers Learning advanced keyboard technique Reviewing clef's such as bass clef Analysing scores
Ensemble Skills	6	Utilising all performance skills gathered for final group performances
Popular Keyboard	6	Giving students the opportunity to learn something they've always wanted to learn Focused on keyboard skills
Film Music	6	Composing simple tracks for Film music Using music technology to record ideas Looking at the way music influences emotion



Personal Development

Learn to live

The Personal Development programme will enable all of our students to feel positive about who they are and to enjoy healthy, safe, responsible lives. We want to prepare students for life outside of school; for students to be inspired by the issues of the community and world around them, to be increasingly aware and knowledgeable of those issues and to develop a passion to affect those issues positively. Students will have opportunities to learn about the possibilities for their future, to aspire to higher goals and to understand the pathways to get there. Furthermore, students will have opportunities to develop themselves; to develop social skills, personal skills and learn how to get the best out of the opportunities that they can create.

Autumn		Spring			Summer	
Health and Wellbeing	Living in the wider world	Relationships	Health and Wellbeing		Living in the wider world	Relationships
Safety and risk management: Alcohol and drugs	Careers and Aspirations: Option choices	Diversity, relationships, friendship and conflict resolution	Body Image	Self-esteem and sexual health, FGM	Digital literacy; online safety, media reliability and gambling	Identity and relationships: Gender and sexual orientation

Unit	Learning Objectives/Outcomes
Health and Wellbeing: Drug and alcohol	<ul style="list-style-type: none"> • about medicinal and recreational drugs • about the over-consumption of energy drinks • about the relationship between habit and dependence • how to use over the counter and prescription medications safely • how to assess the risks of alcohol, tobacco, nicotine and e-cigarettes • how to manage influences in relation to substance use • how to recognise and promote positive social norms and attitudes in relation to drugs

Careers and aspirations	<ul style="list-style-type: none"> • Financial literacy • Debt and financial solvency • The importance of budgeting and saving • How taxation and national insurance work • How public money funds services in the UK
Discrimination in all its forms	<ul style="list-style-type: none"> • How to manage influences on beliefs and decisions • about group-think and persuasion • The impact of racism and xenophobia • how to develop self-worth and confidence • about gender identity, transphobia and gender-based discrimination • How to recognise and challenge homophobia and biphobia • Explore how body image affects young people
Health and Wellbeing: Body Image Spectrum sexual health	<ul style="list-style-type: none"> • To describe how we can alter our body image • To explain why we may alter our body image • To create arguments against focus on perfect body images in the media • Issues around FGM and how we can support sufferers • To explain whether there is a link between toys and how we view ourselves • To explain whether there is a link between the media and how we view ourselves • To create suggestions to create more realistic and positive body images in the media • To identify different features of male and female puberty • To promote the normality of puberty • To investigate the sharing of images on social media and the effects that this may have

<p>Digital literacy, online safety, media reliability and gambling hooks</p>	<ul style="list-style-type: none"> • About online communication • How to use social networking sites safely • How to recognise online grooming in different forms, e.g. in relation to sexual or financial exploitation, extremism and radicalisation • How to respond and seek support in cases of online grooming • How to recognise biased or misleading information online • How to critically assess different media sources • How to distinguish between content which is publicly and privately shared about age restrictions when accessing different forms of media and how to make responsible decisions • how to assess and manage risks in relation to gambling and chance-based transactions
<p>Identity and relationships; gender and sexual orientation</p>	<ul style="list-style-type: none"> • To investigate the sharing of images on social media and the effects that this may have • To consider gender and sexuality • The qualities of positive, healthy relationships • how to demonstrate positive behaviours in healthy relationships • About gender identity and sexual orientation • About forming new partnerships and developing relationships • About the law in relation to consent

PHYSICAL EDUCATION

Team Byrchall - Sport for Life

- Promoting and celebrating success
- Encouraging all to lead a healthy, active lifestyle
- Giving any ability the chance to participate and engage
- Motivating all members of the school community
- Helping talented performers further develop
- Developing fair play and sportsmanship in students

‘Team Byrchall – Sport for Life’ encourages lifelong participation in sporting activity. The Team Byrchall ethos helps students to build confidence and security in PE, which in turn impacts on the high volume of students who are involved in extra-curricular activities both in and out of school.

Physical

- To promote an appreciation of physical movement through observation and analysis.
- To develop the student’s ability to plan and compose movement sequences in a wide variety of activities.
- To develop the capacity to create and express ideas through the media of planning, performing and evaluating movement.
- To utilise modern technology to analyse physical performance and movement.
- To encourage the appreciation of and the ability to monitor physical fitness.
- To encourage students to remember, adapt and apply knowledge, skills and concepts in a variety of movement related activities.
- To promote the development of movement coordination, confidence and the acquisition of a range of motor skills.

Personal

- To allow for students to work cooperatively and develop interpersonal and communication skills.
- To encourage responsible attitudes towards safety and develop a working knowledge of safe practice in all activities.
- To educate students with regard to health, hygiene and fitness.
- To give students the opportunity to discover and to use appropriately the facilities available locally.
- To develop a healthy attitude towards competition.
- To provide through all activities the highest form of enjoyment.

Students could study the units in any order depending on facilities, time of year and personalisation for the group.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Fitness (Girls)	8	<ul style="list-style-type: none"> • The effects of exercise on the heart rate • The effects of exercise on the breathing rate • Describe the flow of oxygen through the body • The difference between aerobic and anaerobic exercise • Long term effects of exercise on the body • Short term effects of exercise on the body • Identify a variety of training methods
Hockey	8	<ul style="list-style-type: none"> • Be able to articulate the 3 parts of a warm up and why this is important (S1) • How to perform and push pass and slap pass (F1, D1, S3) • Identify the difference between an open stick and Indian dribble (F3, D4, S6) • How to perform the block tackle in a game situation (F2, D3) • Why movement off the ball is necessary within a game situation (A1,A2) • Articulate the hockey rules and officiate a small sided game (S5)
Dance (Girls)	8	<ul style="list-style-type: none"> • How to create a still image (F1, D1, S1, A2) • Using a stimulus to create movement (F3, D1, D2, S1, A2) • To learn footwork depicting the Bollywood style (F4, D1, S5, A4) • Using a prop (F2, F3, D2, S4, A2, A4) • Structure (F3, D3, S4, A1) • Motif and development using Action, Space and Dynamics (F3, F4, D1, D2, D4, S1, S2, S4, S6) • Style (F4, D1, S1, S3, S5) • Accumulation (Relationship) (D4, S4, S6, A1) • Rhythm and timing (F2, D1, D2, S3, S5, A4) • How to correctly place and use arms and hands (F4, D1, S1, S3, S5) • Be able to use feedback as a way to improve (A3)
Dance (Boys)	8	<ul style="list-style-type: none"> • How to create a still image (F1, D1,) • What is a stimulus? (D2, D3, S1, A2) • How to use creative travelling movements (F1, F2, F3, F4, D1, D2, D4, S1, S3, S5, S6, A1, A2, A4) • How to use the choreographic devices of Unison and Canon (S4) • How to use Action, Space and Dynamics effectively (F2, D4, S1, S6, A1) • Style of dance (F1, F2, F3, F4, D1, D2, S1, S3, S5, A1, A2, A4)

		<ul style="list-style-type: none"> • Beginning, middle and end of a dance structure (F3, D3, S4, A1) • Peer and self-assessment to make improvements (D4, S2, S6, A3) • Leadership skills displaying rehearsal discipline (A3) • Performance skills (F1, F2, F4, D1, S3, S5, A2, A4) • Timing and musicality (F2, F1, S3, A4)
Fitness (Boys)	8	<ul style="list-style-type: none"> • How to calculate your aerobic training zone? • How setting SMART goals can motivate and improve performance • Be able to design an effective Fartlek training session for a game's player • How to change the time on stations in circuit training sessions and understand the effects on the body • Use of ICT and running apps and positive effect this can have on training • How to design an effective Tabata session • The short-term effects exercise has on the body systems
Hockey (Boys)	8	<ul style="list-style-type: none"> • Basic rules within skills and gameplay (F4, D3) • Technique and main teaching points for effective dribbling (F3, D4) • How to pass the ball using the push pass technique (F1, D1) • How to show effective technique for stopping the ball (D2) • Can explain a basic 1:1 marking system and demonstrate this in a game (D3)
Cricket	8	<ul style="list-style-type: none"> • Recap and development of pairs cricket • Batting grip and further development of pairs cricket • Development of batting technique – The Off Drive • Development of Bowling Action – Introduction to the run up • Further development of bowling skills – Introduction to line and length • Development of fielding skills • Development of batting, bowling and fielding skills in a game • Match play and summative assessments
Table Tennis	8	<ul style="list-style-type: none"> • Safely and correct set up of equipment for table tennis • To know when and how to perform a backhand push (F1, D1, D2, D3, S2, S5, S2) • When to play forehand drive in practises and games (F1, D1, D2, D3, S4, S5, S2, A1, A2, A4) • How to change elements of the serve to make it harder to return (F3, S1) • Basic technique for backhand service (D2 D3 D4 S1 S3 A1) • Can articulate rules for related to service technique (F3, F4) • To be able to articulate key rules of gameplay (F4, A3) • To be able to articulate and play correct scoring system within a

		competitive situation (F4, A3)
Athletics	8	<ul style="list-style-type: none"> • 100m – developing technique for speed, sprint starts • 300m/400m – speed pacing – percentage of max speed. In lane rules. • 800m – pacing and how to develop pace in a distance race without increased energy use. • Relay – down sweep, developing changeovers • Shot putt – adding in the glide for increased speed in run up. Recap of throwing technique. • Howler – adding in the cross step for speed into throw – developing individual throwing technique • Triple Jump – importance of height in each phase. Identifying weaker of jumps for improvement. Peer assessment to support technique. • Long Jump – developing run up to increase speed into jump. Awareness of need for height to create distance. Development of individual technique.
Rounders	8	<ul style="list-style-type: none"> • Underarm and overarm throwing technique F1, D3, S4 • Basic batting technique (forehand hit) F3, S1 • Basic positions/ roles and responsibilities of players (batter, bowler, backstop and bases) A3, A4 • Basic rules (no ball, don't drop your bat, obstruction) S3 • Should be able to understand the concept of scoring $\frac{1}{2}$ and a full rounder S3 • Show an understanding of how to correctly warm up and stretch at the start of the lesson F4
Ultimate Frisbee A		<ul style="list-style-type: none"> • How to position hands for throwing effectively • How to catch the disc in different circumstances • An understanding of how to throw the disc further (more spin to create distance). • Basic rules for gameplay of ultimate (or conditioned version of the game that we play). • How to change the angle of the release to curve or bend the disc • Know the importance of transition within the game

Ultimate Frisbee B	6-8	<ul style="list-style-type: none">• How to position hands for throwing effectively• How to catch the disc using more than one technique.• An understanding of how to throw the disc further (more spin to create distance).• Basic rules for gameplay of ultimate (or conditioned version of the game that we play).• Utilise the pivot to change the direction of play• Importance of movement to make pace in ultimate frisbee• Basic tactics for attacking play in ultimate
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Handball	8	<ul style="list-style-type: none"> • Basic rules applied to the game of handball (foot / 3 secs / 3 steps / double dribble / contact / areas) • Comparison of game to others they may have played (basketball / other invasion games) • How to dribble the ball effectively and associated rules. • Importance of using both hands to dribble • To be able to articulate how to perform a shoulder pass and hip pass. • To be able to perform different shooting techniques within rules of game. • Role of goalkeeper in defensive - including wide body position and narrowing angle. • Basic zone defensive system to reduce chances of scoring.
Basketball A	8	<ul style="list-style-type: none"> • Basic rules within skills and gameplay (DD, foot, travel, contact) F2 D4 A4 • To be able to use the pivot and articulate its use F2 D2 S4 • Technique and main teaching points for effective dribbling under pressure F2 F3 D2 S2 A1 • Know when to use different passes in different situations D1 S1 A1 S4 • How to show effective technique for shooting lay-up F4 D3 A3 • Can warm up effectively in a team and independently • How to shield the ball from other legally and effectively F2 A1 S6
Basketball B	8	<ul style="list-style-type: none"> • Basic rules within skills and gameplay (DD, foot, travel, contact) F2 D4 A4 • To be able to use the pivot and articulate its use F2 D2 S4 • Technique and main teaching points for effective dribbling under pressure F2 F3 D2 S2 A1 • Know when to use different passes in different situations D1 S1 A1 S4 • How to show effective technique for shooting lay-up F4 D3 A3 • Can warm up effectively in a team and independently • How to shield the ball from other legally and effectively F2 A1 S6



Football B	8	<ul style="list-style-type: none"> • When to pass and when to dribble? • Changing pace and direction to escape a defender • Using body to protect the ball - shielding • Move the ball quickly to maintain possession – playing 1 and 2 touch if possible • Switching play to isolate 1v1's • Combining to score – different movements to create space • Defending as a 2 to deny space and goal scoring opportunities • Importance of set piece routines to score goals • Roles and responsibilities in a 6 v 6
Football A	8	<ul style="list-style-type: none"> • What is a conditioned game? • What skills to perform with a defender at the front? • What skills to perform with a defender on the side? • Short passing technique to keep the ball • Weight of pass and the importance of this • Difference in technique for a long pass • Basic defending principles • Different variations of finishing • Roles and responsibilities in a 4 v 4
Rugby B	8	<ul style="list-style-type: none"> • Tackle technique to dominate the tackle (range of tackle positions). • Organising the defensive line • Ruck activities • Creating overloads • Keeping the ball alive and support play • Further kicks and when to use in game situations • Knowledge and understanding of positions within the game and qualities needed for them
Netball	8	<ul style="list-style-type: none"> • How and when to perform the turn in the air – what is the benefit of this skill? • Know the defensive passing and footwork techniques. • Know the attacking passing and footwork techniques. • Advanced dodging techniques – link to timing, movement and holding space • How to utilise players around the shooting circle to improve shooting success. • Understand the centre pass process

Gymnastics (Vaulting)	4-6	<ul style="list-style-type: none"> • To be able to show different shapes in flight • Understand and demonstrate the ability to control the body in movement and landings. D3 S4 • How to safely move equipment / apparatus F1 D1 S2 S1 • To safely move movements on to larger apparatus S3 S4 • Why there is a need to spot on larger apparatus • To spot basic areas in performance of themselves and others. • Link movements to basic movements at joints (flexion /extension/rotation etc
Gymnastics (floor)	4-6	<ul style="list-style-type: none"> • Block requirements, intro to basic jumps, importance of control, shape and quality. • Recap jumps, introduce rolls as a form of travel, introduce sequences. • Introduction of hands and feet movement into sequences. • Introduce safety rules for handling all types of apparatus. Organise apparatus groups. • Travel over and across various types of apparatus, start sequences. • Summative assessment lesson – refine and perform sequences.



Product Design

“Creativity is allowing yourself to make mistakes, Design is knowing which ones to keep” - Scott Adams

All Product Design staff will strive to enthuse, facilitate and shape our Byrchall students to be creative problem solvers who are confident, resilient and most importantly passionate about the products they design and make.

Students will build on previous experiences and will develop key skills in each specialist area.

- Resistant Materials – Polymers & Boom Box
- New technologies – Microbit and 3D printing
- Textiles – Fabric printing/Art Deco bag

Homework will be set in the following formats to support independent learning in our subject:

- Keywords followed by a spelling test in lesson
- Watching a video to learn a specific skill or to support a research activity
- Reading an article online with regards to product evolution – new materials /processes and products

Practising a particular skill such as:

- Sketching (2D and 3D)
- Producing a working drawing with measurements
- Generating design ideas
- Developing ideas
- Simple card modelling
- CAD (Corel Draw/Google Sketch Up)

Collecting research information such as:

- Measurements to ensure a product is ergonomic
- Imagery/inspiration to help with design tasks
- Customer interviews/feedback to help with evaluation
- Visits to shops to look at existing products
- Finding out about careers related to Product Design
- Investigating possible pathways with local colleges and universities
- Finding out local industries & jobs including apprenticeships

Unit	Duration (lessons)	Learning Objectives/Outcomes
Polymers and Boom Box	8	<ul style="list-style-type: none"> • Understand how polymers (thermoplastics & thermoforming) are classified and where they come from. • Learn how polymers can be shaped using heat and formers • Demonstrate how to set up and use the line bender & hot press safely • Be able to explain how a vacuum former works. • Be able to explain the environmental impact that polymers are having on our planet • Understand what a passive amplifier is and how it works • Be able to use manufacturing aids to help mark out your work • Be able to select, use hand tools and equipment to shape your work • Learn how to use isometric grid paper to explore your design ideas • Use CAD/CAM to personalise your ideas
Art Deco Bag	8	<ul style="list-style-type: none"> • Gain knowledge of the Art Deco Design Movement • Be able to create your own Art Deco patterns in your design work. • Be able to refine, develop and improve your design ideas by considering constraints. • Understand how repeat patterns can be used to develop fabric patterns • Be able to create your own printing block to create a repeat pattern • Further develop knowledge of colour theory and develop skills and techniques to create colour dye combinations • Develop techniques in making your own printed pattern fabric

12	Duration (lessons)	Learning Objectives/Outcomes
Microbit and 3D printing	8	<ul style="list-style-type: none"> • Understand what a microprocessor is and how it works • Be able to give examples of what products use microprocessors. • Learn how to program your own microprocessor using coding • Be able to improve your work through testing and evaluating. • Understand how microprocessors can be programmed to solve more complicated tasks • Be able to explain how 3D printing works and give examples of how it used • Be able to use digital measuring equipment to measure an object • Be able to produce an accurate working drawing • Further develop your evaluation skills using third party feedback.



Religious Education

Religious Education. It's more *RE*levant than you think

- What is the meaning of life?
- Why are we here?
- Is there a higher power?

Throughout the millennia of human experience, religion has expressed the deepest questions human beings can ask, and it holds a central place in the lives of all civilisations and cultures. Religious Studies at Byrchall aims to provide children with both a strong respect for faiths and cultures beyond Christianity and an understanding of the world around us.

Posing challenging questions, we aim to encourage students to reflect their own values and the values of others. In an increasingly material and technological world, that creates barriers between human interaction, we seek to connect young people spiritually, morally and culturally to the world around them.

We seek to engender a righteous sense of respect and tolerance for others, questioning assumptions, challenging casual prejudice and seeking answers to the questions that will confront them as citizens in modern Britain.

Autumn	Spring	Summer
Study of Eastern Religions (Sikhism, Buddhism and Hinduism)	What are the Abrahamic faiths?	How do different world views respond to moral issues and ethical issues?

Regular homework is an integral part of learning. Tasks set will help students to consolidate, develop or broaden their learning. It also helps students to become confident and independent learners, which will help them throughout their time at school and in adult life.

- Students are to be set homework in accordance to the whole school policy requirements.
- Homework set is designed to broaden and deepen knowledge acquired in lessons. Pre-assessment homework will allow students to revise for summative assessments.
- Homework set must be recorded by the teacher on the school's Edulink One app.

Unit	Duration (lessons)	Learning Objectives/Outcomes
Study of Eastern Religions (Sikhism, Buddhism and Hinduism)	17	<ul style="list-style-type: none"> • Founders-Guru Nanak • The 5 Ks • The importance of the Guru Granth Sahib • Charity and Community - The role of the Gurdwara • Seva • Key beliefs and teachings • Introduction to Hinduism • Belief on Brahman • Polytheism - Gods and Goddesses • How do Hindus worship? • The afterlife - reincarnation • The caste system today • Hinduism in modern Britain - charity and compassion • How similar are Hindu and Buddhist beliefs? • Worship and symbols • Buddhist beliefs. The 4 Noble Truths and the 8 Fold Path • The search for enlightenment - meditation
What are the Abrahamic faiths?	12	<ul style="list-style-type: none"> • The origins of Islam • The 5 Pillars • Salah and Wudu • Zakat and charity • Ramadan • The importance of Hajj • Sources of authority - The Qur'an • The mosque as a community hub • How can we combat Islamophobia? • Who were the Jewish patriarchs? • Costume and identity • Worship and prayer • The story of the Passover • The Seder meal and its importance to Jewish people • Jewish Food Laws

How do Religions respond to moral issues and ultimate questions?	10	<ul style="list-style-type: none">• What are moral issues?• Is war ever right?• Is capital punishment ever justified?• Is cheating in sport acceptable?• How precious is life?• Should animals have rights?• What are ultimate questions?• Is God real?• Is there an afterlife?• Will the world end?
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Science

'Inspiring young scientists of the futures, atom by atom'

Science surrounds us. It is everywhere in our daily lives – all day, every day! We want Science to inspire students to explore the world around them and recognise and understand this. We aim to excite and enrich with the practical applications of the subject, teaching students that doing science develops our ability to ask questions, collect information, organise and test our ideas, problem-solve and apply what we learn.

Science is a platform for building confidence, developing communication skills, and making sense of the world around us.

	Autumn	Spring	Summer
1	Digestion, health and disease		Respiration/Plants and photosynthesis
2	Periodic table/chemical reactions	Acids and alkali	Light
3	Energy and Electricity/ Earth and universe	Sound and properties of waves	Earth and universe

Science homework is an integral part of each students learning journey. Therefore the Science department will issue regular homework.

The homework set is designed to:

- Consolidate learning
- Allow further research on subjects
- Develop and practise essential scientific skills
- Provide extra challenge and support for students

At lower school (year 7-9) students will be set one piece of homework per week based on the skills and content that is currently being covered in lessons.

At upper school (year 10-11) students will be set two pieces of homework per week. One piece will be based on the current learning and the second homework will be a piece of recall work to consolidate previous topic and aid revision. Students studying separate sciences will receive three pieces of homework per week but of a shorter duration.

Homework is not expected to be completed in isolation and we actively encourage parents or any other person to help and support students while completing the tasks set. If a student is having difficulty completing homework they must bring this to the attention of their class teacher who will arrange a time suitable to go over any problem areas.

Unit	Learning Objectives/Outcomes
Digestion, health and disease	<ul style="list-style-type: none"> • Explain the content of a healthy balanced diet • Calculate energy requirements for different people • Describe the digestive system • Explain the function of the parts of the digestive system • Explain how the digestive system allows food to be digested • The importance of bacteria in the human digestive system • Micro-organisms • Fermentation • The process of anaerobic respiration in humans and micro- organisms, including fermentation, and a word summary for anaerobic respiration • Explain the functions of the key nutrients in a balanced diet • Explain the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases • Explain the effect of recreational drugs on the body • Explain the impact of exercise and asthma on the human gas exchange system
Periodic table / chemical reactions	<ul style="list-style-type: none"> • Explain why symbols are used to represent elements • Link the physical properties to the position in the periodic table • Use observation and patterns to explain the arrangement of the periodic table • Explain why a reaction is an example of combustion or thermal decomposition • Explain observations about mass during combustion and thermal decomposition reactions • Use particle diagrams to show what happens during oxidation, combustion and thermal decomposition reactions • Construct equations • Use experimental data to determine if a reaction is exothermic or endothermic

Energy and Energy transfers/ electricity	<ul style="list-style-type: none"> • Identify energy transfers as energy in/energy out • Describe the energy transfer between KE and GPE • Describe the energy transfer between KE and EPE • Identify renewable and non-renewable energy resources • Explain how current flows in terms of electrons • Compare how current flows differently in series and parallel circuit • Use a model to explain voltage • Use given data to determine the resistance and explain the differences in resistance between conducting and insulating components
Acids and Alkali	<ul style="list-style-type: none"> • Use a range of indicators and interpret the results • Explain how neutralisation occurs • Explain how to make specific salts through neutralisation
Sound and properties of waves	<ul style="list-style-type: none"> • frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound • sound needs a medium to travel, the speed of sound in air, in water, in solids • sound produced by vibrations of objects, in loud speakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal • Auditory range of humans and animals. • Compare and contrast longitudinal and transverse waves and give examples. • Compare and contrast the properties of sound and light waves. • Calculate wave speed
Respiration / plants and photosynthesis	<ul style="list-style-type: none"> • Explain how the alveoli are adapted for efficient gas exchange • Apply knowledge gained to locate structures within an actual lung • Apply knowledge of inhalation and exhalation to explain the balloon in a jar lung model • Explain what happens during ventilation to why it hurts so much to breathe after very intense exercise • Explain why our bodies sometimes carry out anaerobic respiration • Explain why a plant needs light, Carbon dioxide, water, chlorophyll • Write the word equation for photosynthesis • Explain how other organisms are dependent on photosynthesis • Explain how specialised plant cells are adapted for their function • Explain how gases move in and out of cells • Sketch and explain how the rate of photosynthesis is affected by changing conditions • Explain why glucose is not suitable for storage

Light	<ul style="list-style-type: none"> • The similarities and differences between light waves and waves in matter • Light waves travelling through a vacuum; speed of light • The transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface • use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye • light transferring energy from source to absorber leading to chemical and electrical effects; photo-sensitive material in the retina and in cameras • colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection.
	<ul style="list-style-type: none"> • Explain the composition of each layer of the Earth • Explain, in detail, the stages involved in the formation of igneous, sedimentary and metamorphic rocks • Link the properties of igneous, sedimentary and metamorphic rocks to their formation and structure



Spanish

We aim to create lifelong linguists who thrive in the 21st century

We provoke students' curiosity and appreciation of wider cultures and develop aspirational and independent linguists who achieve their full potential. We create a learning environment that nurtures the enjoyment of language learning, engenders pride in successful linguistic acquisition and application while providing a diverse, challenging and inspirational menu of language skills for all learners.

Autumn		Spring	Summer	
Las vacaciones	Todo sobre mi vida	A comer	Qué hacemos	Operacion verano

In year 8, students will receive homework once a week. Homework will be vocabulary learning and/or grammar related as well as a variety of different exercises and tasks to support their learning. There may also be translation and extended written tasks to complete.

If a student fails to hand in homework, a detention should be set and the class teacher should contact home.

Unit	Learning Objectives/Outcomes
Las vacaciones - holidays	<ul style="list-style-type: none"> Using the comparative and superlative Using the preterite tense of IR Using the preterite tense of regular AR verbs Using the preterite tense of ER/IR verbs Using the preterite of SER Discussing holidays Explore cultural differences between Spanish speaking countries
Todo sobre mi vida - leisure	<ul style="list-style-type: none"> Talking about TV and film preferences Talking about music preferences Using a variety of negatives Using comparatives Simple past tense Adverbs of frequency Describing how you use technology in your day to day life Giving justified opinions Describing others technological preferences
A comer - Food	<ul style="list-style-type: none"> Present tense recap Learn different items of food Learn how to use our conversational skills in a restaurant Using USTED/USTEDES

	<ul style="list-style-type: none"> • Be able to use 'se sirve' and superlatives correctly • Recap the preterite tense • Look at past adverbs • Use opinions in the past tense correctly • Re-visit the conditional tense • Use complex sentence starters • Be able to use the verb 'preferer' to say what we prefer • Recap the near future tense
<p>Qué hacemos - Free time</p>	<ul style="list-style-type: none"> • Using regular ER, AR and IR verbs • Using ME GUSTARÍA + infinitive • Using QUERER and PODER • Using reflexive verbs • Saying this/these in Spanish • Using the negative form • Revisit sequencers, intensifiers and time phrases • Give opinions and justifications • Discussing pastimes and free time activities • Using the future tense
<p>Operacion verano - Operation Summer</p>	<ul style="list-style-type: none"> • Using comparatives • Using the superlative • Using the imperative • Asking for directions • Describing a world trip • Using three tenses together • Describing a holiday home • Describing holiday activities • Talking about summer camps • Tackling challenging listening activities



BYRCHALL
HIGH SCHOOL

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