



**CLAIRE'S COURT
SENIOR GIRLS**

**CURRICULUM
STATEMENT
YEAR 8 2022/2023**

Welcome to Year 8

This booklet is a collection of curriculum statements which outline for each subject and outlines what is being taught, how it will be taught, the resources that are used and how progress will be assessed. The overarching philosophy guiding our work is that of the **Clares Court Essentials**, in which we focus on developing in our young pupils that variety of skills and behaviours that will maximise their strengths to become successful learners in the 21st Century.

A PROBLEM SOLVING APPROACH

Wherever possible, the curriculum is constructed around a series of questions. This allows each subject to make use of a problem solving approach to teaching and learning, although there will be times when skills based work is learned and practised, and things need to be committed to memory. By these means we challenge our young learners to find the necessary information, select it, decide if it will help them answer the question and then construct a solution. This problem solving approach offers a more challenging and interesting approach to learning than simply requiring pupils to learn and regurgitate a series of facts.

Our assessment and marking processes also reflect this approach. Marks and credit will not only be given for finding the solution or by showing that factual knowledge has been acquired, but how well they have used the various skills within the 'essentials' approach.

DIGITAL TECHNOLOGY SUPPORTING LEARNING

To support learning and progression we make extensive use of the Claires Court Learning Environment, the 'hub'. The 'hub' makes use of G-Suite, Google Classroom and other cloud-based software to allow pupils to work collaboratively, share ideas and to communicate within our own 'walled garden'. It also provides a 'cloud-

based' work storage area known as the 'Drive', the great benefit of which is that work is accessible to them anywhere in the world.

DISTANCE LEARNING DURING SCHOOL CLOSURE

During any prolonged periods of school closure, pupils will continue to receive teaching and opportunities to learn through our Google Suite online platforms such as Google Calendar, Classroom, Gmail and Meets video conferencing. Pupils are supported by the [Claire's Court Handbook for Digital Learning](#), remotely by teachers and by parents at home in terms of how to balance work and play.

HOMEWORK

In September a homework timetable is issued for the coming year. Some homework will be set via Google classroom and will appear on each pupil's Google calendar as an assignment. All pupils will use the homework diary/pupil planners to record their homework on a daily basis which parents will be able to monitor and sign off each week. Form tutors will ensure that the homework diary/pupil planner is being used appropriately and will also sign each week.

BASELINE TESTING

Early in the new term for girls who are new to Year 8, we undertake a series of baseline tests to help us learn more about an individual's current capabilities and aptitude for learning against a standardised national background. These are MidYIS tests that give a measure of capabilities in vocabulary, Maths, shape manipulation and a skills test (proof-reading, perceptual speed and accuracy). All pupils follow the Accelerated Reading (AR) programme to engage pupils, motivate reading practice and improve reading progress. All pupils in Years 7 to 9 are enrolled in the AR programme and have a 35 minute reading lesson once a week. AR gives both pupils, parents and staff feedback based on the quiz results on a termly basis, which the librarian then uses to help your child set targets and direct ongoing reading practice. What they do not do is override a teacher's knowledge of your daughter, predetermine future success or give a limiting mind-set on what any child can achieve. In terms of learning and progression the single most important factor is the motivation and effort that your daughter puts into her learning, in all its facets.

ASSESSMENT AND MONITORING

To enable us to monitor the progress of a whole year group, pupils undertake a series of common tasks (CT) which are identical pieces of work for all pupils in a Year (girls and boys). These are normally taken once a term in each subject, with the summer examinations being the largest. The CT will vary - some will consist of an end of unit test, others will require greater in-depth study and personal research. In addition to identifying how well the whole year group is working, we will be able to identify those girls who are showing genuine scholarship potential as well as those who may be finding the work too challenging.

SUPPORTING LEARNING AT ALL LEVELS

We strive to make learning enjoyable, challenging and stimulating. Progress is not always even and not always linear, we all know the joy of a 'eureka moment'. We also know that sometimes we all need a little extra support and help. If your daughter experiences any problems in her learning, and understanding and progress seem to elude her no matter how hard she strives, please do not hesitate to contact her form tutor who will then pass on your concerns to the appropriate member of staff.

FINALLY...

We are passionate about learning, in all its forms and manifestations and we know that our parents value the benefits to their daughters of a broad, stimulating, and challenging education. We have a number of trips and activities that help bond the entire year group together, girls and boys. The academic work does step up in rigour, to meet the higher standards now expected in terms of knowledge and skill acquisition for GCSEs. We know that we are at our most successful when we are working in partnership together, so if you wish to know more, or have any questions at all, either general or specific to your daughter – our doors are open.

USUAL HIGHLIGHTS OF THE YEAR

- The various opportunities to work with the boys as well, through activity days spread through the year;
- Science, Technology, Engineering and Maths (STEM) events;
- Civil War Day;
- Charity fundraising and activity week;
- Participation in Art, Drama and Music events.

A full trips brochure 2022-23 is available covering the various residential opportunities throughout the year.



Steven Richards, Head of Senior Girls
September 2022

The Form Tutor

The form tutor is the first point of contact for all pastoral and academic issues regarding your daughter. As part of a tutor group, they will get to know her well during the course of the year and will be able to assist with any issues which arise. Form tutors play an important role in helping raise your daughter's attainment through monitoring of reports, discussion with subject staff, counselling her during any period of difficulty, supporting the delivery of learning skills and of course liaising with parents.

The tutor group meets each morning for registration, the reading of any notices and of course an opportunity to engage in discussion with her tutor. The form tutor also leads the PSHEE programme.

Pupils in Year 8 attend school assemblies on a day and take part in 'DEAR Friday' on a Friday morning where pupils are encouraged to 'Drop Everything And Read' during tutor time.

REPORTING

We report back on how well your daughter is progressing, her strengths and weaknesses, and how she can improve, in a variety of ways.

AUTUMN TERM

- October half term grade card - attitude to Learning (A2L) and attainment grades
- End of term report card - A2L and attainment grades and a short written report from the Form tutor.

LENT TERM

- Parents' evening - Meeting with all subject teachers
- February half term grade card - A2L and attainment grades
- End of term grade card - A2L and attainment grades.

SUMMER TERM

- June exam report card - Exam grades and percentages.
- End of term full report - Written reports from subject teachers and form tutor.

HOW PARENTS CAN HELP

There are many ways in which you can help ensure that your daughter makes the most of her opportunities and enjoys her life in school. Our aim is to develop a sense of independence and personal responsibility.

Please encourage her to become completely responsible for school books, kit and personal belongings. Having every item named is essential. Please

encourage her to prepare and pack all the equipment and books that are required the night before.

Your daughter receives part two work on Google Classroom and you can see a summary of work pending or missed. Please encourage your daughter to meet deadlines and to submit assignments promptly.

CONTACT

Your daughter's form tutor is the first point of contact:

8A - Ms Eva Urzaiz - emu@clairescourt.net

8B - Ms Annabel Foster - aaf@clairescourt.net

Head of Year - Mrs Fiona McWilliam - fjm@clairescourt.net

Art

The Art and Design course in Year 8 provides a thorough grounding of key artistic skills and an understanding of artists and art movements. Each programme of study is thematic, and introduces pupils to an assorted range of media and techniques, with close reference to the work of artists, both past and present. Pupils will become more familiar with the concept of the basic elements of art; 'line', 'shape', 'form', 'tone', 'texture', 'colour', 'pattern' and 'composition' through references to the natural and manmade world with an emphasis on the importance of primary observation to visual references.

Each pupil will be required to carry out research into artists and study examples of their work. The girls are taught how to appreciate the artistic 'journey' from the conception of an idea to the final realisation of a finished piece and will continue to use sketchbooks to document their work progressively. Pupils will increase their knowledge of artistic terms and learn how to use artistic vocabulary. This year we will be studying the theme of 'repetition', exploring ideas related to the title, developing work as a creative response to the title and producing final pieces.

WHAT WILL PUPILS STUDY AND LEARN?

<p>Autumn term 2022 <i>Repetition – Pop Art</i></p>	<p>Learning</p> <ul style="list-style-type: none">• How can I use line, shape and colour creatively?• How can I use editing software to develop my ideas?• How can I develop my drawing and painting skills?• Can I experiment and take risks with my artwork?• Which artists have used 'repetition' in their work?• Which artists are considered Pop Artists?• How can I use photography to aid in the production of my work?• How can I use discussion and reflective thinking to increase emotional intelligence, resilience and well-being? <p>Sources</p> <ul style="list-style-type: none">• Direct Observation• Photography• Trips to galleries. <p>Artist references</p> <ul style="list-style-type: none">• Andy Warhol• Roy Lichtenstein• Robert Rauschenberg• Jasper Johns.
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<p>Lent term 2023</p> <p><i>Repetition - Pattern</i></p>	<p>Learning</p> <ul style="list-style-type: none"> • Which artists have used 'repetition' and 'pattern' to inspire their work? • How can I explore 'pattern' creatively in my sketchbook? • Where do I go to research artists' work and find suitable images that inspire me? • How do I communicate my ideas in a sketchbook? • What is documentation? • How can I use discussion and reflective thinking to increase emotional intelligence, resilience and well-being? <p>Sources</p> <ul style="list-style-type: none"> • Direct observation • Ethnic and tribal history • Art history. <p>Artist References</p> <ul style="list-style-type: none"> • Bridget Riley • Yinka Shonibare • Friedensreich Hundertwasser • Sonia Delaunay.
<p>Summer term 2023</p> <p><i>Personal project</i></p>	<ul style="list-style-type: none"> • How can I get ideas from artists? • Which are the best artists to look at? • How can I mindmap creatively? • What's the best way of gathering personal research? • Which media and effects can I experiment with? • Can I document the journey from the beginning of an idea to a final piece in my sketchbook? • How can I use discussion and reflective thinking to increase emotional intelligence, resilience and well-being?

HOW WILL PUPILS LEARN?

- Working with assorted media such as pencil, colouring pencil, paint, fine line pen, ink, modroc and art mache;
- Experimenting with different techniques such as drawing, painting and model- making
- Researching artists and images using a variety of sources such as books, internet and magazines
- Learning how to appreciate and visually analyse a piece of artwork.

HOW WILL HOMEWORK BE ASSIGNED?

Lessons will be split into part one and part two with part two undertaken outside of the lesson, taking 20 to 25 minutes. Part two will take the form of a selection of observational studies, research or studies from artists' work and the pupils have a week in which to complete and hand it in. Each pupil is encouraged to complete the task whenever possible, however it is recognised that pupils work at different speeds

and levels of thoroughness and some might struggle to complete the task in the time expected. Allowance will be made for slower workers. Every piece of homework must be documented with an explanatory sentence.

WHAT RESOURCES WILL BE USED?

The school has well-resourced and equipped art rooms and all media and equipment is available in the art room and will be provided as necessary. However, the pupils are expected to bring the basic essentials such as pencils, eraser and pencil sharpener to classes, and sketchbooks must be brought to each lesson. The school provides individual A2 sized portfolios where the pupils store their work.

HOW DO WE MEASURE PROGRESS?

Progress is constantly monitored and assessment is ongoing throughout the projects. Regular written feedback is given on sketchbook work, final pieces and homework. An effort grade and an attainment grade are given at the end of each half term and end of term period. Reports are written once a year.

HOW CAN PARENTS HELP?

Many parents take their children on visits to art galleries and museums, both at home and during foreign holidays. This has proved to be of great benefit to the pupils' developing interest and understanding of the subject. It is beneficial if parents can encourage their children to talk about their work, especially as pupils are always told to show parents their sketchbooks at home.

There are many wonderful programmes on TV about art and artists and parents should encourage the pupils to sit and watch these wherever possible.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mr Joel Wareing - jow@clairescourt.net

Drama

Drama remains an important part of the balanced arts curriculum and is taught extensively as a discrete arts subject in Year 8. Drama is taught progressively, building upon previous learning. Work covered in Year 8 is aimed at personal development, confidence building and communication skills in order to provide a sound foundation for life.

Pupils will:

- Develop Drama techniques to explore in role a variety of situations and texts or respond to stimuli
- Work collaboratively to devise and present scripted and unscripted pieces which maintain the attention of an audience
- Extend spoken repertoire by experimenting with language in different roles and dramatic contexts
- Develop drama techniques and strategies for anticipating and visualising and problem-solving in different learning contexts
- Reflect on and evaluate presentations and those of others.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2022	Body and movement skills such as status, caricature, sculpting a character and physical comedy. <ul style="list-style-type: none">• How can I use my body to communicate with an audience?• How can I use my body to express myself?• How do I use my body to create a character?• Why is teamwork so important in Drama?
Lent term 2023	Issue based Drama - exploration and creation <ul style="list-style-type: none">• How can I get to know more about contemporary issues?• How can I communicate these issues to an audience?• Can I change people's attitudes through theatre?
Summer term 2023	Scripts and beyond - character, body language, projection and movement. <ul style="list-style-type: none">• How do I interpret a text?• How do I create a character?• How do I take a play from the page to the stage?

HOW WILL PUPILS LEARN?

Pupils will:

- Research, discuss and use Drama techniques to explore character and situations
- Devise and present scripted and improvised dramas in response to a range of stimuli, demonstrating their ability to investigate ideas, situations and events and an understanding of how theatre can communicate in innovative, challenging ways
- Develop and compare different interpretations of scenes or plays by different dramatists, working through a reduced history of the theatre
- Convey action, character, atmosphere and tension when scripting and performing plays
- Make critical evaluations of performances they have seen or in which they have participated, identifying the contributions of each of the participants
- Experiment with sound, voice, silence, movement, stillness, light and darkness to enhance dramatic action, and use theatre technology creatively.

Every lesson will start with a warm up exercise. This will enable pupils to get used to working together in groups. It also teaches the girls to take direction and to listen to others. Pupils are expected to keep a record of the work created and skill and techniques used.

HOW WILL HOMEWORK BE ASSIGNED?

Homework is not set on a regular basis in Drama.

WHAT RESOURCES WILL BE USED?

Pupils will use the internet, books, plays, the theatre but most of all their own creativity, enthusiasm and acting and design skills. Each pupil is offered opportunities to use the technical equipment such as lighting and sound facilities and encouraged to use the internet for targeted research. The more committed become adept at producing digital resources, such as movie 'shorts', sound 'effects' and clips and projections that bring atmosphere and effect to the scene.

HOW DO WE MEASURE PROGRESS?

Assessments are made throughout the year on pupils' ability to apply performance and/or other production skills through the creation and realisation of Drama. Each pupil is regularly assessed on their ability to sensitively and confidently work with others to create and perform a variety of drama. Assessment for learning takes place through teacher and pupil discussions which include self and peer evaluation and verbal feedback from the teacher. Pupils are assessed in accordance with the Drama department mark scheme, A (Very Good) B (Good) C (Reasonable) and D (Basic).

HOW CAN PARENTS HELP?

Family theatre trips engage and expose your daughter to a wide range of theatrical experiences. When your daughter is planning or preparing for Drama at school, discuss with her what ideas or resources she could bring in to enhance those ideas.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mr Chris Bennett - cmb@clairescourt.net

English

The English course pupils will study in Year 8 underpins the entire academic curriculum, not just that of English. We will cover all the key skills of reading, writing, speaking and listening each half term. In addition they will practise writing for a variety of purposes and in a number of registers, for example creative writing, letters, poems, leaflets, adverts and reports. Focus is also given to the traditional and essential language skills of grammar, vocabulary, punctuation and spelling. Pupils will practise comprehension of both prose and poetry, and will be exposed to texts by a range of diverse British voices. They will take part in speaking and listening activities individually as well as in groups.

WHAT WILL PUPILS STUDY AND LEARN?

<p>Autumn term 2022</p> <p><i>Major theme: 'Difficult Circumstances' Students will study one of the following texts, depending on ability: Set 1 - Lord of the Flies/The Curious Incident of the Dog in the Night-time /You Must be Layla Set 2 - Wilderness/ You Must be Layla</i></p>	<p>Reading</p> <ul style="list-style-type: none">• How can language be used in a text to create atmosphere?• How can you use evidence from the text to back up points about characters / themes / ideas? <p>Writing</p> <ul style="list-style-type: none">• What different techniques can we use to link our ideas within and between paragraphs?• How can I capture a character's 'voice' when writing as them? <p>Speaking and listening</p> <ul style="list-style-type: none">• How can we effectively discuss key themes and ideas in texts we have studied?• How can we work effectively as a group to solve a problem? <p>Assessment</p> <ul style="list-style-type: none">• Baseline Writing Assessment at the start of term.• End of unit Reading Assessment based on text studied.
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<p>Lent term 2023</p> <p><i>Major theme: 'Print Media and Writing to Persuade'</i></p>	<p>Reading</p> <ul style="list-style-type: none"> • How and why do magazines use language and presentational devices in unison? • How is magazine content shaped by the society and culture during which the piece was published? <p>Writing</p> <ul style="list-style-type: none"> • What is a magazine feature and how do you write one? • What different ways are there of presenting an interview in a magazine? • What decisions need to be made to make sure your magazine appeals to the reader? <p>Speaking and listening</p> <ul style="list-style-type: none"> • How can you persuade an audience to agree with your opinion? • What is an open question and why are they important to Speaking and Listening presentations? <p>Assessment</p> <ul style="list-style-type: none"> • The magazine produced will be the assessed piece.
<p>Summer term 2023</p> <p><i>Major theme: 'Classic and Contemporary Drama'</i></p> <p><i>Students will study either Sparkleshark, Noughts and Crosses, or another drama text.</i></p>	<p>Reading</p> <ul style="list-style-type: none"> • What are the key differences between prose and drama? • How do writers create character through dialogue? <p>Writing</p> <ul style="list-style-type: none"> • How can I use stage directions to good effect? • What forms and conventions are there in Drama? • What vocabulary is appropriate for my audience? <p>Speaking and listening</p> <ul style="list-style-type: none"> • How can we use rhetorical devices to make our scripts more engaging? • Why and how should we consider the audience when acting/presenting a play? <p>Assessment</p> <ul style="list-style-type: none"> • CT3 Reading Comprehension and Writing Task

HOW WILL PUPILS LEARN?

Year 8 are taught in streamed sets. Work is completed online and in exercise books.

HOW WILL HOMEWORK BE ASSIGNED?

Homework is set once a week. The nature of the tasks pupils will encounter will depend on the text or skill being taught at the time, but the homework tasks should take in the region of 30 minutes.

WHAT RESOURCES WILL BE USED?

Text choice in the novel unit will depend on the teacher's judgement of what is appropriate for the set. In the Print Media Unit, students will be asked to bring in old magazines and newspapers, although some will be provided.

The school provides each pupil with textbooks, exercise books, spelling books and vocabulary books. It is their responsibility to keep these in good condition. As well as the usual equipment, pupils are expected to have a personal reading book with them at school.

HOW DO WE MEASURE PROGRESS?

Progress is monitored by the use of classwork and homework assignments, and through termly assessments. We have individual assessment criteria for the three different strands of English, reading, writing and speaking and listening. Details of the assessment criteria will be provided, along with information about how this translates to report grading. The STAR reading test will be repeated to assess progress over the year.

HOW CAN PARENTS HELP?

Parents can assist by encouraging reading on a regular basis, particularly fiction. It would help enormously if your daughter would read to you regularly, which allows parents to see how her reading is developing. Reading of quality newspapers and magazines on a regular basis is also to be encouraged. It would be very beneficial to enter into discussions at home with your family about topical issues, perhaps using the daily news, television and print media as a starting point for debate. Trips to the theatre to watch productions would be both beneficial and enjoyable as family outings, and help build an understanding about 'public performance.'

FOR FURTHER INFORMATION PLEASE CONTACT:

Miss Fiona McWilliam - fjm@clairescourt.net

Mr Luke Wespieser – law@clairescourt.net

Mrs Sarah Austin-Smith - sra@clairescourt.net

Food Studies

We eat with our eyes, feasting on colours and aromas, anticipating the flavours that follow. The joy of eating is one of life's great rituals; a time to pause, to allow our senses to indulge. But as cooks it is a chance for us to tempt, to tantalise, to show off before giving the greatest gift of satisfaction, food to wow. Good food invites us to taste relaxation, to leave the baggage of the day behind, to forget our troubles and hassles, to lift our spirits and enjoy. As much of the course as possible is taught through practical work so that pupils will enjoy creating innovative, tasty and exciting dishes as part of their investigative work. Our vision is for our pupils to develop enthusiasm and passion for cooking as they learn to make great tasting healthy food.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2022	<ul style="list-style-type: none">• Why do we need to understand the nutritional properties of food?• What are the key principles of the Eatwell Guide?• How do we recognise the effects of healthy eating to our wellbeing?• Hygiene for health - How do we demonstrate good hygiene practices?• How do we keep our food safe? Classy classics <p>We will develop confidence in using a range of practical skills.</p> <ul style="list-style-type: none">• What are your traditional family favourites and why?• Can you use your skills to add your own twist? 'It is the season to be jolly' <p>How to be frivolous with festive favourites!</p>
Lent term 2023	Get saucy <p>Investigate methods of sauce making</p> <ul style="list-style-type: none">• Why is viscosity important?• How do we add flavours?• How do you devise menus and keep to time restrictions?• Why is it important to expand your ability to evaluate your work?• How do we use the variety of staple foods from around the world? Dressing up <ul style="list-style-type: none">• Creative style and food presentation secrets.

Summer term 2023	<p>Use your loaf</p> <ul style="list-style-type: none"> • Which bread making techniques work well and why? <p>Exploring cooking terminology</p> <ul style="list-style-type: none"> • What does it mean? <p>Food Science</p> <ul style="list-style-type: none"> • Why and how do ingredients in food work? • Is it sustainable? • What are the effects on the environment?
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HOW WILL PUPILS LEARN?

Our aim is to provide our pupils with a rich and varied learning experience so that they develop the ability to work skilfully and knowledgeably with food. Through a wide range of practical activities we want the girls to experiment and be innovative with food, developing the confidence to learn independently. They will carry out practical tasks on their own and work together in mixed ability teams, giving pupils the opportunity to learn and practise skills and build a range of techniques. Developing skills in product analysis and sensory evaluation will show that pupils can critically assess their own creations and those produced by others, suggesting ideas for improvement, and use spreadsheets to map the results. By taking photographs of work, pupils will be able to keep a record of what they have made to show progress. If a recipe is unsuccessful then we want pupils to stick at it, be resilient, carefully consider why it didn't work and then try cooking it again. Food preparation assignments will give the girls the opportunity to problem solve and understand how food products are conceived, researched and developed. These tasks will enable pupils to demonstrate imagination, inventiveness, critical thinking and problem solving skills. If a pupil finds they have a talent for this subject it means that they can set themselves a more rigorous challenge.

HOW WILL HOMEWORK BE ASSIGNED?

Homework will typically consist of the preparation and weighing of ingredients for practical lessons.

WHAT RESOURCES WILL BE USED?

- Named container to take home practical work
- A4 folder, subject dividers and plastic wallets
- Ingredients as required (most weeks).

HOW DO WE MEASURE PROGRESS?

Progress is monitored and assessed by folder work, written exercises, reports of practical investigations and evaluation exercises. During practical lessons, progress and attainment will be observed and marked by the teacher. In the summer term pupils will also sit a short exam assessing all of the topics that they have studied since September.

HOW CAN PARENTS HELP?

- Taking an active interest in promoting healthy eating and an active lifestyle
- Assisting with weighing out ingredients accurately but not doing it for your daughter
- Encouraging cooking at home
- Collecting information that might be useful for a project such as photos, magazines, recipes and books
- Organise a first-hand experience of a food related visit, such as a museum, in-store bakery, restaurant and specialist food market or to meet with a professional who works in the food industry
- Watching food related programmes such as Masterchef and Great British Bake Off.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mrs Kerry Irons - kei@clairescourt.net

Geography

"Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me geography is a great adventure with a purpose." ~ Michael Palin

WHAT WILL PUPILS STUDY AND LEARN?

<p>Autumn term 2022</p>	<p>First half of term - Weather and Climate</p> <ul style="list-style-type: none">• What is the difference between weather and climate?• How do we measure elements of the weather?• What are low pressure and high pressure systems and what weather do they bring?• How to interpret a weather forecast and write your own. <p><i>Pupils will have a formal test at the end of this unit.</i></p> <p>Second half of term - Weather Investigation & Climate Change</p> <ul style="list-style-type: none">• This is a more practical extension of the theory learnt before half term.• Pupils will make some of their own weather monitoring equipment and learn how to collect primary and secondary qualitative and quantitative data. <p><i>Pupils will produce a formally written up (but fully guided) enquiry project.</i></p> <ul style="list-style-type: none">• An introduction to climate change; causes and potential consequences.
<p>Lent term 2023</p>	<p>First half of term - The Geography of Crime</p> <ul style="list-style-type: none">• What does geography have to do with crime?• How to spot patterns and describe them on maps• What are crime hotspots and how can they be tackled?• International crime on the seas - maritime chokepoints and piracy hotspots. <p><i>Pupils will complete a short summative test.</i></p> <p>Second half of term - Coastal Landscapes</p> <ul style="list-style-type: none">• What processes are at work on our coasts?• Which processes work together to create our coastlines?• How are coastal landscapes used and managed?• Pupils will learn to identify physical and human features along coastlines. <p><i>There will be a formal test at the end of this unit.</i></p>

<p>Summer term 2023</p>	<p>First half of term -An introduction to tectonic hazards</p> <ul style="list-style-type: none"> ● How do the Earth's tectonic plates move? ● What are volcanoes? ● Volcano model - house competition! <p><i>Revision for End of year examination</i></p> <p>Second half of term - Settlements:</p> <ul style="list-style-type: none"> ● Why do settlements grow and change over time? ● How can we identify settlement shape and function using digital maps? ● How can we assess the environmental quality of a place? <p><i>Pupils will complete a piece of local fieldwork comparing two small settlements.</i></p>
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HOW WILL PUPILS LEARN?

In Year 8 Geography is studied once each week and is taught in form groups. Pupils will work individually, in pairs and in groups on various tasks, enabling them to develop the essentials of collaborative and creative working. They will take part in class debates and conduct presentations, developing their communication skills and have opportunities to be reflective learners through peer and self-assessment. Local fieldwork will take place in the summer term to compare two settlements in terms of their shape, function and environmental quality.

HOW WILL HOMEWORK BE ASSIGNED?

Topics vary in their delivery of homework, some topics will require pupils to answer a number of extended questions in their exercise book whilst other tasks will be set and completed via Google Classroom. Other topics will expect pupils to be reflective learners, or undertake independent research. There will usually be one piece of homework set per week but it will be set when appropriate.

WHAT RESOURCES WILL BE USED?

Google Classroom will be used to organise lessons, homework and revision materials for CommonTasks and tests. Pupils will be expected to use their "Geog.atlas" (provided in Year 7). Pupils will be taught to use basic GIS software, including websites such as Digimaps and the Ordnance Survey mapzone.

HOW DO WE MEASURE YOUR PROGRESS?

Work is marked according to attainment from A to D and effort from one to four, where one is outstanding and four is poor. Pupils will receive a common task or assessment each half term which will comprise either a test or a piece of project work.

HOW CAN PARENTS HELP?

Geography is everywhere; therefore all trips abroad and within the UK are of benefit. Pupils should be encouraged to look around them and identify both physical and human elements of the landscapes they visit. Pupils should watch the many documentaries available on the BBC iPlayer and other providers including Netflix and Disney+ for the National Geographic channel. Regular reading of the newspaper and the watching of news programmes is also beneficial. Parents can test their son regularly on key words and their definitions and help them prepare for the termly tests.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mrs Jo Andrews (Head of Department) – jea@clairescourt.net

Mr Edd Thorne (Key Stage 3 Geography Coordinator) ejt@clairescourt.net

History

How did Britain develop an Empire?

This year you will be studying how the British Empire developed. In particular we will explore the subject of slavery and Britain's involvement in this organised world trade by studying the transatlantic slave trade. We will look at Britain's involvement in the Indian subcontinent and Africa and the consequences of British intervention on those places. Lastly we will complete a research project on crime and punishment in Britain itself at this time. This year will give you a broad view of the trends and developments that created the society we live in today.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2022	1.1. What was the relationship between the British Empire and slavery? What is an Empire? An exploration of key concepts and world empires <ul style="list-style-type: none">● When did Britain begin to build an empire?● Why do Americans speak English?● Slavery: a human failing? An investigation into slavery throughout history.● What part did Britain play in the transatlantic slave trade?● What was 16th century West Africa like? Study of the kingdom of Benin and Songhai Empire.● British involvement in the Slave trade: Why was the Middle Passage so horrific?● What was life like for an enslaved African on a Plantation?● Common task on Middle Passage: Source analysis and Extended writing task● Why was slavery abolished?
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<p>Lent term 2023</p>	<p>2.1: Why did British interest turn to the East?</p> <ul style="list-style-type: none"> ● Who dominated North America in the 18th Century? ● How did a seven year war between Britain and France cause the loss of Britain's American colonies ? ● How did Britain develop her Empire after the loss of the American colonies? ● How did the Europeans take over India? ● Indian Mutiny or War of Independence ? ● What was the impact of British rule in India? ● Common Task 2: Interpretation analysis of British in India ● What was the scramble for Africa? ● Why was Wednesday 22 January 1879 such a momentous day in British History? ● How did a War in Africa change British schools?
<p>Summer term 2023</p>	<p>3.1: How large was the British Empire by 1901?</p> <ul style="list-style-type: none"> ● Presentations on British Colonies including Australia, New Zealand, Canada, the West Indies and Individual African nations. ● End of year common Task: you will be tested on a selection of the topics studied throughout the year. ● Project on Crime and Punishment in the UK 1750-1900: <p>You will carry out an investigation into the crimes committed and punishments handed out in modern England. You will learn about highwaymen, the creation of the Police force and reform of British prisons and laws.</p>

HOW WILL PUPILS LEARN?

Individual, pairs and group work as appropriate. Pupils will have one one hour lesson a week, which includes investigative tasks, re-enactments and role-play. Pupils work in their form groups. Pupils will be expected to work online using Google Classroom, supported by the Claires Court 'hub'. This will provide access to tools, tasks and support materials to enable our pupils to undertake individual or collaborative work when appropriate, both in class by means of Chromebooks, and at home on personal devices.

HOW WILL HOMEWORK BE ASSIGNED?

This will usually take the form of a reading or a written exercise, to last approximately 20 minutes. From time to time a computer-based task may be set or a learning task if there is to be a test.

WHAT RESOURCES WILL BE USED?

Work is supported by our textbook, 'Revolution, Industry and Empire'. This text has an enquiry-based approach which accords well with our philosophy of how History is best learned. Pupils will also have an exercise book and will need to be well equipped for every lesson so they will need to keep work in a plastic wallet. If pupils joined in Year 7 then they can use the one they were given then.

HOW DO WE MEASURE PROGRESS?

There will be common tasks, one in each term, with the last one taking the form of an exam on the whole year's work.

HOW CAN PARENTS HELP?

If the girls want to develop their interest in History further, we encourage parents to visit appropriate sites with their daughter. Get ahead with reading, such as 'Horrible Histories', watch appropriate TV programmes, discuss what you have seen and the past in general; all this encourages you to see that History is still all around us, part of what we are. Pupils can ask parents to test learning homework, especially before exams and common tasks.

FOR FURTHER INFORMATION PLEASE CONTACT:

Ms Camilla Bullough - crb@clairescourt.net

Information and Communication Technology (ICT)

'Creative insights often occur by making connections between ideas or experiences that were previously unconnected. Just as intelligence in a single mind is interactive, creativity is often interdisciplinary.' (Robinson)

In Year 8, pupils will continue to develop their understanding and creative use of a range of information and communication technology systems. We will go beyond identifying the main functions and features to extend skills and techniques in order to make effective and imaginative use of these resources. The focus on further developing an understanding of the technical, moral and legal issues when using ICT systems continues, as does the increased expectation that pupils will refine their solutions to reflect different viewpoints as well as the needs and interests of a specified audience.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2022	Programming control systems <ul style="list-style-type: none">• What is a Control System?• What are algorithms, programs and code?• Why are these important and how are they used?• Can I create programmes to control various technology systems?• How do I test and verify my results? Computers – Past, present and future <ul style="list-style-type: none">• What was the first ever computer?• What made it a computer?• What are the key components of a computer?• How do they 'talk' to each other? Explore these concepts: virtual reality, augmented reality, perceptual computing and smartphone as PC. What is the next 'big' change with computers?
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<p>Lent term 2023</p>	<p>Online surveys</p> <ul style="list-style-type: none"> • What is involved in creating an online survey? • What is a hypothesis and how does it inform my questionnaire? • Does my questionnaire collect the data I expected? • How do I analyse and interpret data? • What are the essential steps to creating a survey report? • Have I reviewed the report against my original intentions? <p>BBC school report</p> <ul style="list-style-type: none"> • What are the key considerations when designing and creating a news report for a specified audience? • How do I contribute to the planning and development of a BBC School Report? • Have I considered the needs and interests of different audiences and the ethical and moral issues? • What are effective techniques to enable me to capture, edit and present ideas on film?
<p>Summer term 2023</p>	<p>Designing and programming interactive games</p> <ul style="list-style-type: none"> • What are the main steps in designing and programming interactive games? • Do I know and understand the key software features that enable different kinds of action and interaction? • Can I apply these appropriately? • What is meant by and can be achieved by using 'code'? <p>Photo editing</p> <ul style="list-style-type: none"> • How do I capture and edit photographic images? • How are images used to improve documents and presentations? • Can images be used to inform and mislead? • Are there technical, moral and legal issues I should be aware of when using photographic images?

HOW WILL PUPILS LEARN?

Most themes last for half a term and incorporate a range of activities. Pupils will work individually and collaboratively to produce their own learning outcomes. All schemes of work are designed to enable very different solutions and encourage our pupils to experiment, be creative and take informed risks.

HOW WILL HOMEWORK BE ASSIGNED?

Homework, though not always set, is designed to encourage independent learning and research to inform and consolidate classwork.

WHAT RESOURCES WILL BE USED?

Many of the ICT systems used in school are equally accessible securely from anywhere in the world including at home. Pupils are actively encouraged to harness personal technology devices, systems and software available to them providing they remain vigilant about e-safety. Furthermore, pupils should hold onto the fact that not only is technology changing rapidly but also, there is rarely a single, right way of achieving things. Finding alternatives is highly encouraged!

HOW DO WE MEASURE PROGRESS?

Greater emphasis is placed on understanding how a design brief informs research, planning, development and evaluation of learning outcomes. Self and peer review based on reflective practice and negotiated criteria is central to how we understand and take forward an evolving and informed self-awareness of 'what went well' and 'even better if'.

HOW CAN PARENTS HELP?

Most activities undertaken at school can be developed from home using the same technology systems or perhaps undertaking independent research, or utilising different technology solutions. Pupils are always encouraged to gain different viewpoints and relate their learning to real-world and work related contexts. Any feedback will help irrespective of how much your daughter's ideas are reflected in her work.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mr André Boulton - anb@clairescourt.net

Information Skills

The aim of the Information Skills lessons is to show our pupils how to find, evaluate and use information sources in the school library and beyond, to promote independent learning and to encourage and develop reading for pleasure.

"But need alone is not enough to set power free: there must be knowledge."

Ursula K. Le Guin

WHAT WILL PUPILS STUDY AND LEARN?

Introduction: *How do I use my school library and its resources?*

- Library orientation, procedures and expectations
- How to search the library database 'Access-It' and borrowing records

Non-fiction: *How can the library support my learning?*

- Quality online resources available through the school library: how to find, evaluate and use them for homework and research, e.g. The Day news and media service, Britannica School online encyclopedia and CREDO
- Learning the Dewey Decimal system and how will it help you find information
- Planning and managing research projects efficiently
- Understanding copyright and what it means in research
- Appreciating academic honesty and using the Harvard referencing system

Fiction: *What shall I read?*

- How to become a better reader and increase your reading level
- Using the Accelerated Reader reading development programme and its resources and how to earn Book Point Stars
- CILIP Carnegie Medal: evaluating the shortlisted titles
- Reviewing annual book awards and their winners

Beyond the school library:

- Public Library enrolment and using online information sources
- How to find free ebooks and audiobooks
- World Book Day activities and competitions

HOW WILL PUPILS LEARN?

Each pupil will attend one lesson on a rotational basis in the Senior Girls' library, learning through practical activities, discussion and project work.

WHAT RESOURCES WILL BE USED?

Pupils will access the Accelerated Reader (AR) reading development programme and associated resources, along with school library resources both in print and online.

HOW DO WE MEASURE PROGRESS?

Progress is monitored through the completion of class work and reading practice quizzes using Accelerated Reader. Pupils will take termly reading assessments using the AR STAR reading assessment programme to monitor reading age and development.

HOW CAN PARENTS HELP?

Please help your daughter make the time to read for at least 20 to 30 minutes every day, creating a regular, daily reading habit. On at least a once a week basis please listen to your child reading out loud, ideally for 20 minutes. Our advice on 'Radio Reading' can be found [here](#).

FOR FURTHER INFORMATION PLEASE CONTACT:

Mrs Paula Copeman, Head Librarian - pac@clairescourt.net

Mathematics

Mathematics is an interconnected subject in which our pupils need to be able to move fluently between representations of mathematical ideas. Pupils should build on the knowledge from Year 7 and establish links across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

In Year 8, we will continue to learn topics for KS3. Those who grasp the concepts rapidly will be challenged through being offered rich and sophisticated problems to boost attainment levels. Those who are not sufficiently fluent will be given opportunities to consolidate their understanding, including additional practice, before moving on.

There will be a common task each term where attainment will be assessed in order to monitor progress and we will act accordingly. We review setting at the end of each common task to ensure that progress is on track and suggest the correct set where we think each pupil will flourish best.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2022	Indices, Factors, Multiples <ul style="list-style-type: none">• Factors and prime numbers• Prime factors• Index notation• HCF and LCM. Question: Express 60 and 105 as a product of prime factors, and hence deduce the HCF and LCM of 60 and 105. Angles <ul style="list-style-type: none">• Angle facts• Angles and parallel lines• Angles in a quadrilateral. Fractions and Percentages <ul style="list-style-type: none">• Revision of operations with fractions• Fractions in context• Conversion of fractions and percentages• Finding percentages• Increasing and decreasing quantities by a percentage. Question: The population of a town is 120,000. What is the total population after a 5% increase?
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	<p>Probability</p> <ul style="list-style-type: none"> • Experimental probability • Finding simple probabilities • Expectation <p>Rounding and estimation</p> <ul style="list-style-type: none"> • Order of operations • Problems in context • Rounding • Estimating <p>Question: Estimate the cost of 5 boxes of Christmas cards at £3.99 per box.</p> <p>Straight line graphs</p> <ul style="list-style-type: none"> • Coordinates • Plotting points on a straight line • Horizontal and vertical lines. <p>Question: Can you convince me that $x=1$ is a vertical line?</p>
<p>Lent term 2023</p>	<p>Triangles, Parallelograms, Trapezia, Circles</p> <ul style="list-style-type: none"> • Areas and perimeters of 2D shapes • Introduction to circles • Formulae for circumference and area • Problems in context. <p>Question: How many times will a wheel of diameter 30cm revolve when travelling 500m?</p> <p>Brackets and Equations</p> <ul style="list-style-type: none"> • Brackets • Expansion of single brackets • Linear equations • Common factors <p>Question: Solve $5(x+3)=23$.</p> <p>Data analysis</p> <ul style="list-style-type: none"> • Displaying data • Frequency tables • Discrete ungrouped data • Mean, median, mode and range. <p>Question: Construct a frequency table for the results of a Maths test</p>

	and illustrate the data with a line graph.
Summer term 2023	<p>Pythagoras' theorem</p> <ul style="list-style-type: none"> • Finding the length of the hypotenuse • Finding the length of the other sides • Problems in context. <p>Question: A ladder of length 8m is placed against a wall, 2m from its base. What is the height of the ladder?</p> <p>Ratio and proportion</p> <ul style="list-style-type: none"> • Equivalent ratios • Direct proportion; proportional division • Linear conversion. <p>Question: Divide £20 in the ratio 2:3:5.</p> <p>Sequences</p> <ul style="list-style-type: none"> • Finding the nth term of a linear sequence. <p>Question: What makes 4, 7, 10, 13 a linear sequence? What is its formula?</p> <p>Probability - Two events</p> <ul style="list-style-type: none"> • Outcomes with two events • Probability using listings <p>Question: What is the probability of obtaining two '6s' when throwing a fair dice twice?</p> <p>Bearings and scale drawing</p> <ul style="list-style-type: none"> • Calculate bearings • Scale drawings which could include bearings. <p>Question: What angle have you turned through from N to SW?</p>

HOW WILL PUPILS LEARN?

Pupils will develop their mathematical and analytical skills through a mastery approach that includes explanation, discussion, modelling and practise - as well as working on rich open-ended tasks to develop their problem solving skills. This enables all students to make excellent progress, ensuring that the most gifted mathematicians, as well as those who need support, are both challenged and engaged.

HOW WILL HOMEWORK BE ASSIGNED?

There is 1 homework per week set for Maths, using the Sparx Maths website. Sparx homework is tailored to your child, and should offer them just the right level of challenge, based on the topics that their teacher has set. Homework contains 3 elements: Compulsory, XP Boost and Target. All questions in the Compulsory section must be answered correctly for the homework to be marked as complete. XP Boost and Target sections are optional, XP Boost questions are at a similar level to Compulsory, and offer extra practice. Target questions have been designed to challenge your child.

WHAT RESOURCES WILL BE USED?

Students are issued with a copy of Essential Mathematics by Michael White at the beginning of the year. They are required to bring this to every lesson along with a pen, pencil, ruler, protractor, a pair of compasses and a scientific calculator (Casio fx-83GTX).

HOW DO WE MEASURE PROGRESS?

We informally monitor progress and understanding through questioning and classwork in each lesson. Formally, in order to monitor performance, each pupil will sit a common task each term and will have the chance to go over their test papers, in order to assess what went well and to help them develop a strategy for improvement. Test scripts are then sent home so that parents are kept informed of progress. If we feel a pupil is falling short of their expected grades we will inform parents so we can plan and implement a course of action for support.

HOW CAN PARENTS HELP?

We would ask parents to encourage constant revision to ensure pupils don't forget what they have learned. This could be through the use of online resources such as Dr Frost where students have access to a Year 8 course section which is specific to this curriculum statement. Family outings to encourage some awe and wonder of all things mathematical, scientific and technological would be a huge bonus – the National Science Museum, Bletchley Park and the National Space Centre are a few you might consider.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mrs Rachel Barnes - rlb@clairescourt.net

Modern Foreign Languages: French

In Year 8, pupils will build upon the skills introduced in Year 7, learning how to give and understand information about themselves and others, and to express a range of opinions. They will continue to develop their grammar skills, learning how to use the present tense of regular and irregular verbs, as well as the near future tense. Pupils will also enhance speaking skills to enable them to sustain a longer conversation about themselves.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2022	Module 1 C'est perso <ul style="list-style-type: none">• Describing yourself & other people• Likes and dislikes• Present tense of avoir & être• Adjectival agreement• Present tense of regular -er verbs Module 2 Mon collègue <ul style="list-style-type: none">• School subjects• Telling the time• Food• Asking questions• The partitive article
Lent term 2023	Module 3 Mes passe-temps <ul style="list-style-type: none">• Technology• Free-time activities• Sport• Opinion phrases followed by an infinitive• Jouer à and faire de (present tense) Module 4 Ma zone <ul style="list-style-type: none">• Talking about where you live• Giving directions• Making plans• Aller à (present tense)• Present tense of pouvoir and vouloir
Summer term 2023	Module 5 Partez! <ul style="list-style-type: none">• Holiday destinations and activities• Reflexive verbs• The near future tense• Je voudrais + infinitive

HOW WILL PUPILS LEARN?

Pupils will have two one-hour lessons each week. The language is taught through the four key skill areas of listening, speaking, reading and writing, using a highly communicative approach. Pupils are encouraged to use as much French as possible in class in order to improve speaking and listening skills.

Lessons will often incorporate a variety of interactive and digital media and we will also use online learning resources to reinforce vocabulary. The websites we use in school are made available to pupils so that they can continue or extend their own learning at home.

HOW WILL HOMEWORK BE ASSIGNED?

Pupils will receive one piece of homework per week of 20-30 minutes. Homework will often take the form of vocabulary learning, a comprehension or consolidation exercise or dedicated time using one of the language-learning websites. In addition, pupils are encouraged to extend and refresh their vocabulary in-between lessons. Little and often is the key to success here!

WHAT RESOURCES WILL BE USED?

Each pupil will be lent a copy of 'Studio 1'. This contains all the vocabulary covered throughout the year as well as multiple exercises to practise the four key skills. The girls will also receive an exercise book in which to complete work and to keep additional worksheets. Pupils should bring their Chromebook and all their books to every lesson along with the usual stationery, including scissors, glue and colouring pencils.

In terms of digital resources, we use Google Classroom to share classwork and homework materials. The teachers will provide login details for [linguascope.com](https://www.linguascope.com), an online vocabulary resource, and may also direct pupils to a number of other websites to enhance learning, such as Zut!, Languagesonline, Memrise, and Quizlet.

HOW DO WE MEASURE PROGRESS?

Progress is monitored regularly through vocabulary tests, classwork and homework exercises. Exercise books are checked regularly by the teacher for accuracy in written work. Pair work and listening, reading and speaking activities are assessed during class time by the teacher, pupils or their peers as appropriate. Pupils can expect to have regular vocabulary tests to monitor progress and an end of unit test at the end of each topic, which assesses progress in the four key skill areas of listening, speaking, reading and writing. At the end of the year there is an examination which tests all four key skills on all the topics covered.

HOW CAN PARENTS HELP?

The biggest difference parents can make to their daughter's progress is by encouraging them to learn vocabulary regularly. Parents could help by testing their

daughter, by playing some of the online games with them or even trying to keep up and learn the language as well!

A trip to a French-speaking country, when possible, would be of enormous benefit. The Channel ports of Calais and Boulogne are accessible for a day trip if a longer trip is not possible, and a trip to one of the occasional French markets locally, where the stallholders are often happy to speak to customers in French, would be a good experience!

FOR FURTHER INFORMATION PLEASE CONTACT:

Mrs Diana Wadsworth - dfw@clairescourt.net

Modern Foreign Languages: German

In Year 9 pupils will build on the skills introduced in Year 8, learning to give and understand information about holidays, media use, healthy lifestyles, school trips and going out. Pupils will learn new vocabulary, different tenses and other grammar points such as word order and adjective endings through the topics covered.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2022	Ich liebe Ferien! <ul style="list-style-type: none">• Holidays - Discussing past holidays, where you stayed, how you travelled, what the weather was like• Practising the perfect tense Bist du ein Medienfan? <ul style="list-style-type: none">• Media preferences - Discussing films, television programs, books, use of modern technology, using the 24 hour clock• Using modal verbs, prepositions with the dative case, different tenses
Lent term 2023	Bleib gesund! <ul style="list-style-type: none">• Healthy lifestyle - Discussing breakfast, traditional German food, dinner parties, a healthy lifestyle• Using the imperative, Klassenreisen machen Spass! <ul style="list-style-type: none">• School trips - Discussing daily routine, giving directions, describing a festival, talking about an activity holiday• Practising reflexive and separable verbs and adjective endings
Summer term 2023	Wir gehen aus! <ul style="list-style-type: none">• Going out - Discussing clothes, fashion, going out• Using 'wenn' clauses and the future tense

HOW WILL PUPILS LEARN?

Pupils will have two one hour lessons each week. The language is taught through the four key skill areas of speaking, listening, reading and writing, using a highly communicative approach. There is a big focus on communication so pair work, group work and games are commonplace during lessons.

All lessons rely on significant use of a variety of interactive and digital media and we also use online learning resources to reinforce vocabulary such as [linguascope.com](https://www.linguascope.com), [Seneca](https://www.seneca.com), [Languagesonline](https://www.languagesonline.com), [Memrise](https://www.memrise.com) and [Quizlet](https://www.quizlet.com).

The websites we use in school are also made available to pupils so that they can continue or extend their own learning at home. Video clips and songs in German are also frequently used in lessons for a more genuine and varied learning experience.

HOW WILL HOMEWORK BE ASSIGNED?

Each pupil will receive one piece of homework of approximately 30 minutes. This can be to learn for a vocabulary test the following week, a reading or writing consolidation exercise in workbook or exercise books or dedicated time using one of the language learning websites.

In addition to the work set, pupils are encouraged to extend and refresh vocabulary in between lessons by visiting one of the websites mentioned. It is a good idea to try and do ten minutes of German practice a day, little and often is the key to success.

WHAT RESOURCES WILL BE USED?

We will use the textbook Stimmt 2 which will be provided by the school. The book includes listening, reading, speaking and writing exercises and all the vocabulary covered throughout the year. Each pupil will also receive a workbook, Übungsheft, which has additional reading and writing exercises to extend learning, as well as an exercise book. Pupils should bring their chromebook and all books to every lesson along with usual stationary to include scissors, glue and colouring pencils.

In terms of digital resources, pupils will need to be familiar with Google Classroom and teachers will provide a login for interactive websites to enhance learning. Revision material will be posted on google classroom so that pupils can review the lessons or catch up easily if they have been absent.

HOW DO WE MEASURE PROGRESS?

Progress is monitored regularly through vocabulary tests, classwork and homework exercises. Exercise books and workbooks are checked regularly by the class teacher for accuracy in written work. Pair work and listening, reading and speaking activities are assessed during class time by the teacher, pupils or their peers as appropriate.

Pupils will also have regular vocabulary tests to monitor progress and an end of unit test at the end of each topic, which assesses progress in all four key skills: speaking, listening, reading and writing. At the end of the year there is an examination which tests all four key skills on all the topics covered.

HOW CAN PARENTS HELP?

The best way to support your child is to ensure that they are regularly and thoroughly learning the vocabulary they are set. Parents can also engage in the online activities their children will be familiar with.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mrs Annette Denton - ahd@clairescourt.net

Modern Foreign Languages: Spanish

In Year 8 we will build on the skills introduced in Year 7, learning to give and understand basic information about ourselves and others and express a range of opinions. Pupils will continue to develop grammar skills, learning how to use the present and future tenses to talk about plans for the weekend for example. Pupils will also enhance speaking skills to enable them to sustain a longer conversation about a range of topics.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2022	Mi familia y amigos ¿Cómo es tu familia? <ul style="list-style-type: none">• Talking about myself• My family ¿Cómo son tus amigos? <ul style="list-style-type: none">• What do your friends look like?• What are they like? Mi tiempo libre ¿Qué te gusta hacer en tu tiempo libre? ¿Qué haces en tu tiempo libre? <ul style="list-style-type: none">• Free time – sports, hobbies, time phrases, and what you like to do and why.• using regular and irregular verbs in the present tense.
Lent term 2023	Mi casa ¿Cómo es tu casa? ¿Cómo sería tu casa ideal? <ul style="list-style-type: none">• Life at Home - where you live, rooms in a house, describing your bedroom, expressing opinions and describing your dream house. ¿Qué haces para ayudar en casa? <ul style="list-style-type: none">• using a range of adverbs and verbs in the present tense to talk about household tasks. ¿Qué tiempo hace? <ul style="list-style-type: none">• What is the weather like? ¿Cómo es tu pueblo? <ul style="list-style-type: none">• Talking about places in town.• describing what you do in town.

<p>Summer term 2023</p>	<p>Mi pueblo <i>¿Cómo es tu pueblo?</i></p> <ul style="list-style-type: none"> • Town and Country - learning about Spanish towns and cities, places in a town and directions. <p><i>¿Qué vas a hacer el próximo fin de semana?</i></p> <ul style="list-style-type: none"> • Using the near future to talk about what you and others are going to do on the weekend. <p>Mi instituto <i>¿Qué asignaturas estudias?</i> <i>¿Cómo son tus profesores?</i></p> <ul style="list-style-type: none"> • School – subjects, timetable and describing teachers. <p><i>¿Cómo es tu instituto?</i></p> <ul style="list-style-type: none"> • Describing your school environment. • Talking about school rules and extracurricular activities. <p><i>¿Qué planes tienes para el futuro?</i></p> <ul style="list-style-type: none"> • Using the near future and other future expressions to discuss future plans.
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HOW WILL PUPILS LEARN?

Pupils will have two one hour lessons each week. The language is taught through the four key skill areas of speaking, listening, reading and writing, using a highly communicative approach. There is a big focus on communication so pair work, group work and games are commonplace during lessons.

All lessons rely on significant use of a variety of interactive and digital media and we also use online learning resources to reinforce vocabulary. The websites we use in school are also made available to pupils so that they can continue or extend their own learning at home. Digital voice recorders and video may also be used in lessons to allow personalised learning and greater differentiation across groups.

HOW WILL HOMEWORK BE ASSIGNED?

Pupils will receive one piece of homework of approximately 30 minutes. This will normally be to learn for a vocabulary test the following lesson, though on occasion it might be a simple consolidation exercise in workbooks or exercise books or dedicated time using one of the language learning websites.

In addition to the work set, pupils are encouraged to extend and refresh vocabulary in between lessons by visiting one of the websites mentioned below. It is a good idea to try and do ten minutes of Spanish practice a day, little and often is the key to success!

WHAT RESOURCES WILL BE USED?

Each pupil will be lent a copy of 'Claro 1'. Additionally, they will have access to the textbook online. This has listening, reading, speaking and writing exercises and all the vocabulary covered throughout the year. Pupils will also receive an exercise book in which to complete work and to keep additional worksheets. Pupils should bring all three books to every lesson along with the usual stationery to include scissors, glue and colouring pencils.

In terms of digital resources, we use Google Classroom and the teacher will provide pupils with a login for Claro 1 online. We also use many other websites to enhance learning, such as Linguascope, Languagesonline, Memrise, and Quizlet.

HOW DO WE MEASURE PROGRESS?

Progress is monitored regularly through vocabulary or grammar tests, classwork and homework exercises. Exercise books are checked regularly for accuracy in written work. Listening, reading and speaking activities are assessed during class time by the teacher, you or your peers as appropriate.

Each pupil will take a unit test at the end of each topic. At the end of the year there is an examination which will test all four key skills: speaking, listening, reading and writing, on all the topics covered.

HOW CAN PARENTS HELP?

Pupils should enlist family support to make the most of this opportunity to learn Spanish; parents can ask to test vocabulary, perhaps encourage their daughter to support the Spanish-based activities around school and family life and if possible. We encourage visits to Spain, when possible as even for a few days, would be of enormous benefit.

The key to success in any language is listening constantly and repeating the words and verbs. Thus, the best way to support is to ensure that your daughter is learning the vocabulary and the grammar set - a little and often, regularly and rigorously is the way to success.

FOR FURTHER INFORMATION PLEASE CONTACT:

Ms Eva Urzaiz - emu@clairescourt.net

Music

'Music creates order out of chaos: for rhythm imposes unanimity upon the divergent, melody imposes continuity on the disjointed, and harmony imposes compatibility on the incongruous.' Yehudi Menuhin

Music is all around us, we listen to it at all times of the day for many different purposes, but do we really hear? Learning music teaches us how to understand what we hear; it teaches us to work with others; and to gain confidence, learning to perform and take part with enthusiasm and resilience.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2022	Ukulele performance <ul style="list-style-type: none">• Where did the Ukulele come from?• What impact has its development had on the music industry?• Can you learn how to play the Ukulele?• Are you able to put together a group performance of a popular song using Ukulele and your voice? Blues <ul style="list-style-type: none">• What is harmony?• How does the Blues work?• What is the cultural background to the Blues?• How is Blues music constructed?• How do I write in Blues style?
Lent term 2023	Salsa <ul style="list-style-type: none">• What are salsa rhythms?• What are the cultural origins of the genre?• I create a piece using polyrhythms, bass lines and melodies? Vocal sequencing <ul style="list-style-type: none">• How can I create a song using sequencing software such as Garageband or Logic Pro?• How can I create layers in music?• How can I process and edit sound samples?

Summer term 2023	Pop performances <ul style="list-style-type: none"> • What is a riff? • How are pop songs structured? • Why are they so 'catchy'? • Can I work as part of a whole class performance? • Can I lead sections of the performance? • Should I create my own backing track? • How do I record the final performance?
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HOW WILL PUPILS LEARN?

Most topics last for half a term and pupils will work in pairs or small groups to complete performance and compositional tasks. Tasks are designed to encourage pupils to experiment and be creative. The extended topic in the summer term is intended to culminate in a final performance shown to a wider audience, either within the school or to parents.

HOW WILL HOMEWORK BE ASSIGNED?

No official homework is set but sometimes pupils might be asked to practice a part at home or at lunch time ready for a performance.

WHAT RESOURCES WILL BE USED?

The work is approached practically with the emphasis being on performance. We will use a range of instruments from the MIDI keyboard and music sequencing software to classroom percussion and vocals.

HOW DO WE MEASURE PROGRESS?

Pupils will use the classroom as a stage, performing to classmates on a regular basis. Each half term activity culminates in a class concert which is recorded and an assessment grade is given. Each pupil is encouraged to evaluate their own and others work, having an opinion about what improvements could be made in the future.

HOW CAN PARENTS HELP?

Behind every great performer is a great parent, please encourage pupils to learn a musical instrument either at school or outside, and practise regularly. Listen to music with them, go to concerts, and enjoy participating in music with them.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mr Dan Gravett - dng@clairescourt.net

Personal, Social, Health and Economic Education

(PSHEE)

Pupils will follow the Jigsaw PSHEE programme which is a whole school approach to PSHEE/Health and Well-Being, including statutory RSE (England DfE 2019). Every year group studies the same learning theme at the same time, spiralling the learning up through the age groups.

There are 6 half-term units in Year 8:

- Being Me In My World
- Celebrating Difference
- Careers (Unifrog)
- Healthy Me
- Relationships
- Changing Me

Each unit has a Big Question, encouraging a philosophical approach as well as providing a focus to be reflected upon as the topic progresses.

The [overview](#) shows more detailed content for each half term unit and what the pupils will study to help them answer the Big Question.

Claire's Court also uses Unifrog to support pupils with their careers choices. Unifrog is a one-stop-shop where pupils can easily explore their interests, then find and successfully apply for their next best step after school.

WHAT WILL PUPILS STUDY AND LEARN?

AUTUMN TERM 2022	Being Me In My World <ul style="list-style-type: none">● Can I choose how I fit into the world? Celebrating Difference <ul style="list-style-type: none">● How different are we really?
LENT TERM 2023	Careers - Unifrog <ul style="list-style-type: none">● What does success mean to me? How do I make informed GCSE option choices? Healthy Me <ul style="list-style-type: none">● Can I become more responsible for my health and happiness?
SUMMER	Relationships

TERM 2023	<ul style="list-style-type: none"> • Because I am worth it...or am I? <p>Changing Me</p> <ul style="list-style-type: none"> • What factors can make an intimate relationship happy and healthy?
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HOW WILL PUPILS LEARN?

Pupils are taught in their tutor groups. Tutors will follow the Jigsaw scheme that covers all the outcomes in the DfE statutory Relationships, Sex and Health Education (England 2019) and all the outcomes in the PSHE Association Programmes of Study (2020). The approach starts from the assumption that young people want to know this information and are keen to have the opportunity to explore it and their own thoughts and feelings about it in a safe environment.

The programme expects student engagement and takes an inclusive and mature approach to the subject. We do not skirt around the issues young people need to know about in order to keep themselves safe and make well-informed choices. Some issues could be considered sensitive, so teachers will be vigilant to signs of any pupil needing pastoral support should any of the lessons be particularly pertinent or raw for anyone.

HOW WILL HOMEWORK BE ASSIGNED?

No homework is set in this subject however pupils are encouraged to discuss topics at home to further their understanding.

WHAT RESOURCES WILL BE USED?

- Presentations, worksheets and videos will be used by the form tutor
- External speakers are also invited in to support some of the topics covered.

HOW DO WE MEASURE PROGRESS?

Starting points are observed and the programme encourages self-reflection towards the end of each unit and includes a 'workbook' of summative assessment tasks in lesson 6 of each unit.

HOW CAN PARENTS HELP?

Please read the Jigsaw ['A brief guide'](#) leaflet

Please take time to discuss social, political and other issues in the news. Encourage your daughter to use a variety of media to make herself aware of the issues in the world such as newspapers, TV and radio news and blogs.

The school's major events are listed in the school calendar. Parents are invited to take part in the corporate life of the school as much as possible, by attending these functions. By encouraging your daughter to take part in events you are helping to foster loyalty and respect among the girls for their school. You would also be supporting the school's sense of community.

On a personal level you should have received a generic booklet dealing with starting life in Senior school, and issues such as friendships, falling outs and bullying. Please discuss these matters at home, but also speak to your daughter's Form Tutor if you have any concerns.

FOR FURTHER INFORMATION PLEASE CONTACT:

Ms Fiona McWilliam - fjm@clairescourt.net

Physical Education (PE)

Our primary aims are to inspire the development of 'intelligent performers' and to encourage our pupils to understand the importance of a balanced, active, healthy lifestyle. Pupils will have the opportunity to build on skills learnt in previous years, increasing your level of precision and performing with greater refinement, clarity and fluency. The girls will continue to develop physical competence and confidence and be encouraged to make sound decisions, selecting appropriate skills and strategies and applying these effectively and safely in challenging situations.

Throughout the year pupils will be encouraged to show an increasing sensitivity when working collaboratively with others, to improve performance and use appropriate technical terms to describe activities. Pupils should understand and recognise the importance of rules, safety procedures and take the initiative to plan for safe exercise. This in turn should encourage choices that will contribute to healthy living through understanding the long term effects of exercise on physical, mental and social health.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2022	Lesson	Activity	Duration	Time
	Games	<ul style="list-style-type: none"> Netball/Hockey Netball/Hockey 	Weeks one to six Weeks seven to 12	Two hours
	PE	<ul style="list-style-type: none"> Swimming Gymnastics 	Weeks one to six Weeks seven to 12	One hour
	Well-being	<ul style="list-style-type: none"> Martial Arts 	Weeks one to 12	One hour
Lent term 2023	Games	<ul style="list-style-type: none"> Hockey/Netball Netball/Hockey 	Weeks one to six Weeks seven to 12	Two hours
	PE	<ul style="list-style-type: none"> Gymnastics Indoor Cricket 	Weeks one to six Weeks seven to 12	One Hour
	Well-being	<ul style="list-style-type: none"> Martial Arts 	Weeks one to 12	One hour
Summer term 2023	Games	<ul style="list-style-type: none"> Athletics Sailing/paddle sports 	Week 1-12	Two hours
	PE	<ul style="list-style-type: none"> Swimming Tennis 	Weeks one to six Weeks seven to 12	One hour

HOW WILL PUPILS LEARN?

The staff within the PE department have high expectations in terms of your achievement, behaviour, appearance, sportsmanship, fair play and most importantly enjoyment. We expect all pupils to uphold these values.

As a department we aim to meet the needs of all our pupils and enable them to enjoy success and learn through disappointment. Success will be relative to the ability of the individual. In lessons we use a variety of teaching methods to target the different types of learner. We use ICT and media as well as pupil and teacher demonstrations to meet the needs of our visual learners. For auditory learners we use verbal instructions and reciprocal sheets. Kinaesthetic learners are given lots of opportunity to learn through movement. In summary, we differentiate through our resources, by supporting in various ways, by setting tasks and observing our pupils' responses.

HOW WILL HOMEWORK BE ASSIGNED?

Whilst there is no homework set, throughout the year in addition to the core programme each pupil has the opportunity to attend additional co-curricular activities to extend their sporting endeavours beyond curriculum time. Pupils have the opportunity to play for school teams and compete in inter-house events at the end of each unit of work in the following activities: cross country, netball, hockey, athletics and swimming. The school offers similar competitions to other schools within the county and invests and focuses more specifically on netball, hockey, tennis and athletics. In these specific sports we have regularly won national gold medals both historically and in recent years.

WHAT RESOURCES WILL BE USED?

The work is approached practically with the emphasis being on performance. Pupils will require the need for extra items of kit alongside sports clothing requirements such as a hockey stick, gum shield and shin-pads are also strongly recommended, and tennis racket. Team wear is also available for the netball, hockey, athletics or cross country squads and pupils would like to purchase these items.

HOW DO WE MEASURE PROGRESS?

Throughout KS3 pupils should develop knowledge of activities, develop the ability to think critically and reflect constructively on their own and others performances. Pupils will take more responsibility for their learning and improve their interpersonal and self-motivational skills.

Our more able pupils lead sessions through taking the warm up and cool down, recording, umpiring and officiating. The use of video analysis is used to support areas of the curriculum. On occasions pupils may be asked to source specific items for different activities or research specific topics linked to learning.

HOW CAN PARENTS HELP?

We appreciate all parental support in ensuring the girls have named kit and that they are encouraged to take part in a balanced, active and healthy lifestyle through the enrichment of co-curricular activities, which may lead to them joining local clubs and teams. Support at fixtures is also greatly appreciated and something the PE department tries to encourage.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mrs Rebecca Brownlie - rbb@clairescourt.net

Religious Studies (RS)

In RS we consider both religion and philosophy. All humans are naturally curious about life, so during KS3 we will study some of the major questions that humans have asked since the human race began and look at how different religions have responded to these questions. In each lesson pupils will need to use their own experience of the world to help them understand some very tricky problems. To get the most out of this subject, pupils should work hard to listen to others and to express their own ideas. For a lot of the questions that we will think about, there are no right or wrong answers. What is important is that our pupils think!

Each pupil will be pushed to question and challenge things that they would normally simply accept, and helped to explore issues that have both global and local significance. Over the course of Years 7 to 9 pupils will develop a range of skills and abilities, to be able to think critically about important questions, to be good communicators of their own views and able to reflect on other views; to see connections between beliefs and actions; and, to be able to deal with philosophical and ethical problems. Pupils will also be expected to demonstrate these developing skills by writing in a range of contexts.

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2022	Buddhism <ul style="list-style-type: none">• Who was the Buddha?• What did he teach?• What is enlightenment?• How does meditation work? An introduction to Buddhism will allow us to reflect on the Buddha's teachings and how they compare with other religions. By attempting to create mandalas and experiencing meditation, pupils may also learn calming techniques that could help in everyday life.
Lent term 2023	Hinduism <ul style="list-style-type: none">• How many gods are there in Hinduism?• What is the caste system?• What is karma?• Who was Gandhi? This study allows us to question whether Hinduism is monotheistic or polytheistic. Pupils will learn about the major Hindu gods and their role in the world. Pupils will also use a study of the varnas and Gandhi to reflect on fairness in society.

Summer term 2023	Islam <ul style="list-style-type: none"> • Who was Muhammad? • Why is Makkah so important? • Why do women have to cover up? • Why is there Islamic extremism? <p>Pupils will gain a basic knowledge of the origins of Islam and its key beliefs. At a time when Islam is one of the most important issues in world affairs, we will also investigate the origins of extremism and Islam in the media.</p>
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HOW WILL PUPILS LEARN?

RS follows a pedagogy known as critical realism. Pupils are introduced to key philosophical questions through a study of different religions, and through these introductions are encouraged to develop their own views, thoughts and ideas. The very nature of the subject involves critical thinking. Moral, philosophical and ethical dilemmas requiring such thinking are considered in all schemes of work. Pupils are encouraged to be reflective about their personal views as well as thinking about and evaluating other points of view. In order to do this well, they need to become knowledgeable about different religious responses through personal research as much as through classroom teaching: in essence our pupils are guided to become enquirers.

Much of the work is done in groups and pairs, and several pieces of work are completed collaboratively. Pupils will learn how to communicate their findings and views through group work, discussion and in assessed presentations. Problem-solving takes place in a number of ways, for example when the girls apply their knowledge of a religious view and work out how that group might respond to an ethical or philosophical quandary. Pupils have one lesson each week.

HOW WILL HOMEWORK BE ASSIGNED?

Homework is given out once a week and can take many forms including research and revision about the topic studied that day. A common homework task will be to summarise the day's learning in an artistic form such as a collage or poem. Google Classroom is a powerful tool that will be used often for homework tasks such as collaborative research projects.

WHAT RESOURCES WILL BE USED?

Pupils work in exercise books, with stimulus sheets given out during lessons to provide support. There are no textbooks, although there is a huge amount of material on the RS page of the Claires Court 'hub' for pupils to access as well as shared resources on Google Classroom.

HOW DO WE MEASURE PROGRESS?

In each lesson pupils will need to do some serious thinking and in most lessons, or as part of the homework, they will produce a piece of writing that demonstrates their thinking skills. Over the year we will complete three common tasks which will take the form of exam style questions. Marks for each assessment, effort and presentation will be entered into the mark sheets contained at the back of each pupil's exercise book which parents will be able to see. There is also an assessment grid at the back of each exercise book which explains what each grade means and gives guidance on how to move up a grade.

HOW CAN PARENTS HELP?

The news is full of stories that are linked to the topics studied and the types of questions that pupils will be asked to consider. Parents can support their daughter by discussing global events around the dinner table, such as "What do you think about...?"; "What are your views on...?" are just the sort of questions that allow pupils to develop both their oracy and subject knowledge. The BBC website has a number of excellent links for religious, ethical and moral exploration.

FOR FURTHER INFORMATION PLEASE CONTACT:

Ms Mandy Davis - mcd@clairescourt.net

Science

Science is everywhere, from the training of the most successful sportsman to the food we eat, the clothes we wear, and the software that allows us to text our friends and use our mobile phone. We aim to introduce our pupils to the impact Science has on the world today, whilst developing the skills required of an independent learner.

Our two year programme is tailored towards posing questions and allowing pupils to construct their own meaning through various learning activities, both inside and outside the Science laboratory. This will give a sound base for starting the GCSE Science courses in Year 9.

The way we study the Sciences at Claires Court is one of our great strengths, with abundant opportunities to conduct practical experiments, and develop sound knowledge, led by expert teachers in well-equipped laboratories. Here are some examples of the questions you will be studying:

WHAT WILL PUPILS STUDY AND LEARN?

Autumn term 2022	Metals and their uses <ul style="list-style-type: none">● Why are metals useful?● Why does rust cost the UK £50 billion each year? Light <ul style="list-style-type: none">● How does light travel?● What similarities are there between a camera and your eyes?● How does a filter make blue light? Food and nutrition <ul style="list-style-type: none">● How do you know what is in your food?● Could we survive on a diet of insects?● What makes us fart? Periodic table <ul style="list-style-type: none">● How would you group the elements?● How can we write a chemical reaction?● Why are some elements so dangerous?
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Lent term 2023	<p>Earth and Space</p> <ul style="list-style-type: none"> • Do you think that money should be spent on finding out more about the planets and stars? • How did we find our way around before satellite navigation? • What changes happen to an astronaut when in space? <p>Breathing and respiration</p> <ul style="list-style-type: none"> • How does training change the body's systems? • Why do we breathe? • Why do we get tired when exercising? <p>Combustion</p> <ul style="list-style-type: none"> • How can we reduce pollution from our cars? • What caused the Hindenburg disaster? • Can sugar be used to power our cars? •
Summer term 2023	<p>Energy transfers</p> <ul style="list-style-type: none"> • How does thermal energy change temperatures? • How does heating transfer energy? • How do we control energy transfers? <p>Working Scientifically</p> <ul style="list-style-type: none"> • We will spend this term developing mathematical, analytical and scientific skills ready for the start of the GCSE course • We will use our skills to overcome scientific challenges and produce successful outcomes.

HOW WILL PUPILS LEARN?

Pupils are taught all three sciences by the same teacher in their form groups, with two lessons a week. The questions above are translated into exciting learning opportunities which allow pupils to work together in groups to find their own route to an answer. Laboratory and field work are incorporated in the year of study and the girls will learn the importance of problem solving in a creative and critical way whilst collaborating with their fellow pupils. Differentiation happens as they delve deeper and deeper into the solution under the watchful eye of their teacher. Safe scientific practice is always at the forefront.

HOW WILL HOMEWORK BE ASSIGNED?

There will be one piece of homework set each week. This will be varied in nature and will be aimed at further consolidation and/or further development of taught topics. This is a time to complete exciting projects and to show off knowledge and expertise, often in a creative way.

WHAT RESOURCES WILL BE USED?

Chromebooks, together with well-equipped laboratories and the great outdoors,

provide opportunities to produce work which varies in nature and to research the latest developments in the scientific world. Pupils will use various ICT skills to present findings to their peers which also helps the teachers to assess each pupils' learning skills. Pupils will receive a course textbook for the duration of the academic year, and have access to the online platform, 'ActiveLearn'. The teachers will share work on Google Classroom which gives each pupil the opportunity to work independently throughout the year.

HOW DO WE MEASURE PROGRESS?

Learning skills are assessed during each learning activity. Formative assessments in the classroom take place through questions posed, peer assessment and various other independent learning activities. We aim to ensure each pupil develops those learning skills which they naturally find more challenging. Work is marked regularly and this takes the form of verbal, written, or online marking. Google documents are commented on online. Progress is monitored by use of weekly homework assignments and common tasks every term. Progress is carefully tracked in terms of correlations between benchmarks and what each pupil is actually achieving. Discussions between teacher and parents will be made as soon as the teacher feels a pupil is making insufficient progress. During the summer term, each pupil will sit an end of year examination which tests the understanding of Science they have developed during the year.

HOW CAN PARENTS HELP?

Parents can support learning by using the questions posed above as starting points of conversations, and by encouraging their daughter to watch scientific documentary programmes relevant to these topics. Discussing scientific news items, as and when they arise, builds understanding and broader cognitive framework. Our 'Science in the news' notice board and dedicated Google area should evoke discussion around the dinner table too. An outing to the various Science museums and exhibitions from a young age evokes an interest in the subject and is strongly recommended.

FOR FURTHER INFORMATION PLEASE CONTACT:

Mrs Helen Williams - haw@clairescourt.net

Textiles

Textiles is ideal for pupils who enjoy practical work such as drawing, designing and physically making things. While some written, critical and analytical skills are required, the emphasis of the course in Year 8 is on practical work. Each individual programme of study is thematic and introduces our pupils to an assorted range of media and techniques. The main aim in Year 8 is to build upon skills learned in Year 7 and apply them to an individual piece of work which reflects a personal response to understanding Textile media and materials. A continued awareness of designing and making is also an important feature of the course and the final piece from each project should be of good quality.

WHAT WILL PUPILS STUDY AND LEARN?

<p>Autumn term 2022 <i>'Textiles for the home - Interiors and Design'</i></p>	<p>How can I:</p> <ul style="list-style-type: none"> • Use line, shape and colour creatively? • Develop drawing and painting skills? • Experiment and take risks with my artwork? • Use a variety of textile and embellishment techniques to implement into my sketchbook and samples? <p>Media</p> <ul style="list-style-type: none"> • How can I use calico fabric, wadding and various fabrics to create new surfaces? <p>Sources</p> <ul style="list-style-type: none"> • Direct observation • Given and own research such as photographs and pictures • Artists. <p>Artists or textile artists reference</p> <ul style="list-style-type: none"> • Cath Kidston • Laura Ashley • Sarah Graham • Will Cotton • Anthropology.
<p>Lent term 2023 <i>'Pattern in Textiles'</i></p>	<ul style="list-style-type: none"> • Pictures • Artists <p>Textile artists</p> <ul style="list-style-type: none"> • Zandra Rhodes • Vivienne Westwood • Manish Aurora • Mary Quant • William Morris

<p>Summer term 2023</p> <p><i>'Jewellery and Accessory Project'</i></p>	<p>How can I:</p> <ul style="list-style-type: none"> • Design and make a creative piece of jewellery or a fashion accessory using textile techniques? <p>Media</p> <ul style="list-style-type: none"> • How can I use fabric, wire, hand embroidery and machine embroidery? <p>Sources</p> <ul style="list-style-type: none"> • British Museum Jewellery collection • V&A Jewellery collection. <p>Textile artists and designers</p> <ul style="list-style-type: none"> • Jan Knibbs • Katherine Wardropper • Betty Pepper.
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HOW WILL PUPILS LEARN?

Throughout the course, each pupil will be expected to work individually and collaboratively, producing drawings; creating design work; experimenting with samples in a range of media; researching relevant artists, textile artists and designers and design movements. Discussion at all stages is actively encouraged and work is reviewed at the end of most lessons. By talking about their work pupils will become familiar with language and specialised terminology.

We will be working with an assorted range of media including scrap papers and fabrics, silk paints, wire, cloth and felt and experimenting with different techniques like: drawing, silk painting, hand stitching, machine sewing and felt making. We will also be researching textile artists and designers using a variety of sources such as books, magazines, gallery visits and the internet. ICT is used as a tool to aid design work where appropriate. Pupils are encouraged to type written work and will be expected to use the internet, the Library and our extensive collection of books to research and develop knowledge of current topics, and to widen their understanding and appreciation of the subject.

HOW WILL HOMEWORK BE ASSIGNED?

Homework will be set on a weekly basis and is expected to take 30 minutes. Homework will take the form of a selection of observational studies, design work, research or studies from textile artists' work. Pupils will have a week in which to complete and hand it in. The girls are encouraged to complete the task whenever possible, however, it is recognised that we all work at different speeds and levels of thoroughness and allowance is made for slower workers. However, rushed, untidy or scrappy homework is not acceptable and there should always be evidence of individual effort. Every piece of homework must be documented with an explanatory sentence.

WHAT RESOURCES WILL BE USED?

The school has a well-resourced and equipped textiles room and all media and equipment is provided as necessary. However, pupils are expected to bring the basic essentials such as pencils, eraser and pencil sharpener to classes. Sketchbooks must be brought to each lesson.

HOW DO WE MEASURE PROGRESS?

Progress is constantly monitored and assessment is on-going throughout the projects. At the end of each project, the complete set of work will be assessed and discussed. Where appropriate it will be mounted and displayed. All sketchbook work, homework and common tasks are marked in accordance with the Art and Textiles department marking scheme. An A2L grade and an attainment grade are given at the end of each half term and end of term period. Reports are written twice a year.

HOW CAN PARENTS HELP?

Many parents take their daughters on visits to art galleries and museums, both at home and during foreign holidays. This has proved to be of great benefit to the pupils' developing interest and understanding of the subject. The V&A Museum and Fashion and Textiles Museum are a rich source of inspiration and information. It is beneficial if parents can encourage their daughters to talk about their work especially as they are always told to show parents their sketchbooks at home. There are many wonderful programmes on TV about art and fashion and parents should encourage the pupils to sit and watch these when possible!

FOR FURTHER INFORMATION PLEASE CONTACT:

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*this booklet is correct at the time of going to print and details may be subject to change 08/22