

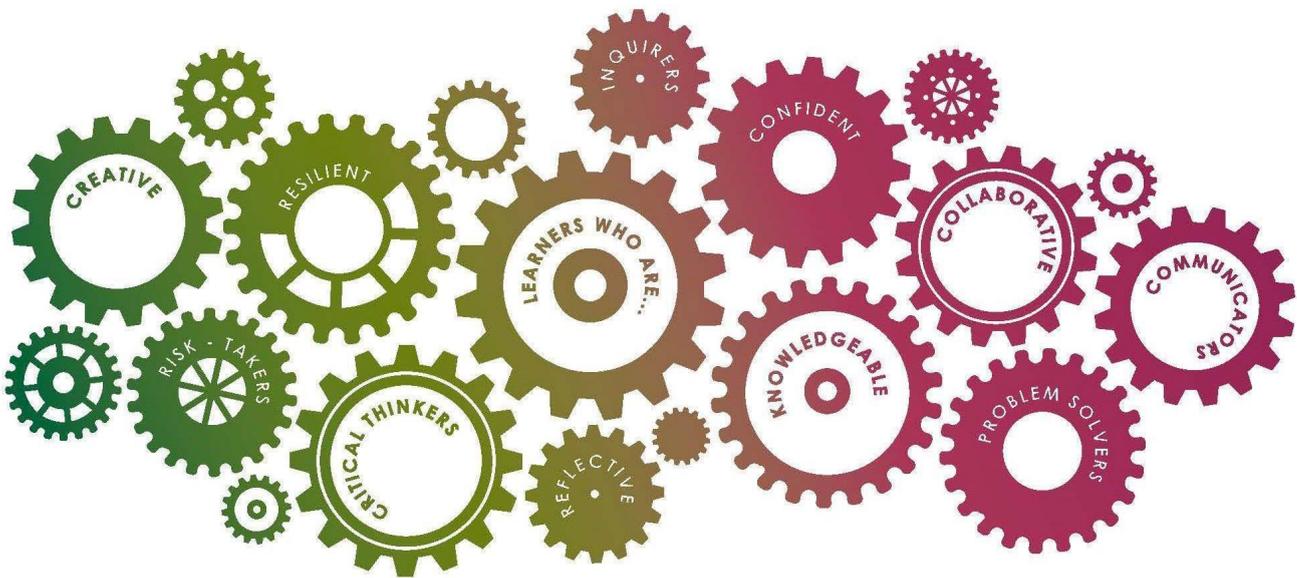


**CLAIRE'S COURT  
SENIOR BOYS**

**CURRICULUM  
STATEMENT  
YEAR 8 2022/2023**

# Welcome to Year 8

This booklet is a collection of curriculum statements which outline for each subject; 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 the variety of skills and behaviours that will maximise their strengths to become successful learners.



## **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. This 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, known as 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. This major initiative has been supported directly by Google and Claires Court is proud to have been one of Google's 'poster' schools from 2012 onwards.

## **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 [Claires 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 term for boys who are new to Year 8, we undertake a series of baseline tests, midyis and Suffolk tests, to help us learn more about an individual's current capabilities and aptitude for learning against a standardised national background. The midyis tests give a measure of capabilities in vocabulary, Maths, shape manipulation; a skills test such as proof reading, perceptual speed and accuracy and the Suffolk test is a basic reading and comprehension test. The results produce an overall profile which gives an indication of the range of an individual's current capabilities and any factors that might impact upon progress. With Accelerated Reader (AR) our librarian will continue to monitor your son's reading age and the improvement thereof and to allocate books appropriate to their reading age. What they do not do is over-ride a teacher's knowledge of your son, 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

son puts into his learning in all its facets. At the beginning of Year 8 each boy begins developing their personal pupil profile (PPP), with their tutor. This is an on-going document which records achievement and effort grades, individual work targets and aspirations. Please encourage your son to share this with you.

## **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 and 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 boys who are showing genuine scholarship potential as well as those who may be finding the work too challenging.

## **SUPPORTING LEARNING AT ALL LEVELS**

During your child's Claires Court education, you will see references to our scholars and others identified as able, gifted and enthusiastic. We offer all of our pupils' further opportunities to be challenged and stretched in lessons and beyond the classroom by providing more complex higher level work and challenges. We believe that anyone who shows a real enthusiasm and driving passion in school should be encouraged. Opportunity to win scholarship awards arises by specific scholarship assessment, and scholars are expected to uphold the highest standards and support the learning of others too.

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 son experiences any problems in his learning, and understanding and progress seems to elude him no matter how hard he strives, please do not hesitate to contact his 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 sons of a broad, stimulating, and challenging education. We have a number of trips and activities that help bond the entire year group together, boys and girls. 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 son – our doors are open.

## Usual highlights of the year

- The various opportunities to work with the girls 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.

A handwritten signature in black ink that reads "James Wilding". The signature is written in a cursive style with a horizontal line underneath the name.

James Wilding – Academic Principal and Head of Senior Boys  
September 2022

# The Form Tutor

Pupils will be allocated a form group and a form tutor. The form tutor is the first point of contact for you and your son regarding pastoral and academic issues. The form group will meet each morning, when registration will take place. The form tutor will get to know your son well during the course of the year, aiming to assist with any pastoral issues which arise in school, as well as helping to raise your son's attainment through monitoring of reports.

## **METHODOLOGY**

Pupils meet at 8.40am for registration each morning (following an 8.35am reminder bell), until 9.10am. Pupils should arrive in their specified school uniform with their Chromebook (fully charged), pencil case and books ready for lessons one. The form tutor will register the form, and monitor pupil's organisation and progress, sometimes delivering PSHEE work. They will check if there are any messages from parents. Notices may be read out to the form group, and each Friday the school bulletin is sent home by email.

## **EQUIPMENT NEEDED**

- Chromebook
- Pencil case, books and equipment for lessons one and two.

## **LESSONS PER WEEK**

The pastoral programme for Year 8 pupils is as follows:

- *Monday* – Registration, followed by whole school assembly
- *Tuesday* – Registration, followed by Year 8 assembly
- *Wednesday* – Registration and reading
- *Thursday* – Registration, followed by whole school assembly
- *Friday* – Registration, followed by PSHEE (see academic subjects).

## **HOMEWORK PER WEEK**

No homework is set by the form tutor. However, they may issue reminders for tasks pupils need to do. The boys are also responsible for keeping their KS3 personal pupil profile (PPP) up to date.

## **MARKING AND ASSESSMENT**

Pupils receive grade cards and school reports over the course of the year. The form tutor will scrutinise these carefully, enabling pupils to see how successful they have been across all their subjects. The tutor will comment, in both academic and pastoral matters, before the Head of Year and Head both do the same. When pupils receive their reports they should update their PPPs and fill out a self-assessment sheet, on

which they highlight the aspects they are pleased about, as well as those areas they wish to improve.

## **REWARDS AND SANCTIONS**

### **Commendations**

Pupils can be rewarded with commendations for excellence in homework, effort, classwork, helpfulness and demonstrating key values. Earning a commendation provides a chance of winning a prize with the commendation raffle which is held during year group assemblies, and other prizes are given out for pupils with the most commendations at end of term assemblies. At KS3 if a pupil receives 25 commendations they will be awarded a Junior Certificate in the final assembly. If they receive 50 commendations, then they will be awarded a Headmaster's Certificate.

### **Other rewards**

There are a range of other ways in which success is rewarded. Each term academic prizes are awarded by subject heads at the end of term assemblies, and sporting colours and awards are given out at the end of term sports assembly. Prizes are also awarded annually on Speech Day.

Pupils are encouraged to recognise good behaviour in their peers, such as acts of kindness or things observed that have made the school or the life of a person within it better, and for this there is a positive peer recognition Google Form. These nominations are also reviewed when making decisions about key value awards.

## **KEY VALUES**

Pupils can be awarded a key values badge, bronze to gold, for displaying respect, responsibility, loyalty and integrity over a sustained period of time, a minimum of three terms. Pupils must apply to their Head of Year for the bronze award and can only do this once you have made certain that you have met a set of criteria.

## **DETENTIONS**

Pupils can receive lunchtime detentions for poor behaviour. If a pupil receives four such detentions in a term, they will be liable for a Friday night detention after school with the Deputy Headmaster. Further detentions will lead to Saturday morning detentions and Inset day detentions.

Poor organisation, such as forgotten books or equipment left around the school site, is recorded in the school system. Should this happen four times pupils are expected to attend an organisational coaching session on a Monday lunchtime.

Forgotten or inadequate homework is also recorded in the school system. Should this happen four times pupils will be expected to attend compulsory academic coaching with their form tutor. Over eight occurrences and pupils will be expected to attend a session with the Head of Year and for over 12 occurrences this will be with a

member of the senior leadership team (SLT).

## **HOW PARENTS CAN HELP**

There are many ways in which parents and guardians can help ensure that their son's start the day each morning positively.

### *Responsibility*

We aim for each pupil to become independent and fully responsible for himself while at the school. Please encourage your son to become completely responsible for his Chromebook, school books, kit and personal belongings. Having every item named is essential.

### *Organisation*

Please assist your son by asking him if he has packed everything he may need for the school day. This is best done the night before, and is a good habit for your son to get into.

### *Uniform*

Please assist us by ensuring that your son comes to school in the specified school uniform each day, and encourage high standards of dress.

### *Monitoring homework*

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

### *Notes*

If you have any concerns please contact the form tutor in the first instance.

### *Absences*

If your son is absent, particularly through illness, please send him back to school once he is well again with a note addressed to the form tutor. This is so that the register can be filled in with the appropriate details.

### *Letters*

Please assist us in the collation of data by returning any reply slips (normally on a digital form) to letters promptly.

### *Examinations*

In the summer term, all pupils will take examinations in all their academic subjects. Please encourage your son to take these exams seriously, by ensuring that they revise sufficiently for these. Dates will be provided for these exams, and details of what will be in each exam will be sent home via your son's academic teachers nearer the time.

### *Parent evenings*

Dates for parent evenings are published in the school calendar. These are an excellent opportunity to discuss progress with your son's teachers and tutor. We are sure that you will take up this opportunity, and we expect all parents to meet when invited to these meetings, whether they be digital or physical.

#### **FOR FURTHER INFORMATION, PLEASE CONTACT:**

8A Mr André Boulton - [anb@clairescourt.net](mailto:anb@clairescourt.net)

8B Mrs Annette Denton - [ahd@clairescourt.net](mailto:ahd@clairescourt.net)

8C Miss Mingma Sherpa - [mts@clairescourt.net](mailto:mts@clairescourt.net)

8D Ms Catherine Tookey - [cbt@clairescourt.net](mailto:cbt@clairescourt.net)

Head of Year - Mr Edd Thorne - [ejt@clairescourt.net](mailto:ejt@clairescourt.net)

# Art and Design

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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 the pupils to an assorted range of media and techniques, with close reference to the work of artists, both past and present. Each pupil 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 boys 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' and exploring ideas related to the title, developing your work as a creative response to the title and producing final pieces.

## WHAT WILL PUPILS STUDY AND LEARN?

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

## **HOW WILL HOMEWORK BE ASSIGNED?**

Lessons will be split into classwork and homework with homework asked to be undertaken outside of the lesson, taking 25 to 30 minutes. Homework 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. Pupils are 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, pupils are expected to bring the basic essentials such as pencils, an eraser and a pencil sharpener to classes, and sketchbooks must be brought to each lesson. The school provides individual A2 sized portfolios to store work.

## **HOW DO WE MEASURE PROGRESS?**

Progress is constantly monitored and assessment is ongoing throughout the projects. Regular 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 son 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 child 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 their son to sit and watch these wherever possible!

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mrs Rupa Davies - [srd@clairescourt.net](mailto:srd@clairescourt.net)

# Design and Technology (DT)

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The knowledge used in DT is critical to the sound development of products. Courses in the lower years of Senior Boys are based on problem solving with each group doing three projects in a year. Each project encompasses an area of technology with the need for pupils to add their own element of design so that they are making something that is personal to themselves. Each pupil will develop both practical and creative skills through a series of projects which will enrich their knowledge.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2022</b>	<b>Design task</b>  Can I: <ul style="list-style-type: none"><li>• Complete a design and specification task?</li><li>• Research and analyse the material specified?</li><li>• Evaluate their design against the task set?</li></ul> <b>Making a media storage box</b>  Can I: <ul style="list-style-type: none"><li>• Make my own decisions as to design and make a box for storing electronic gadgets?</li><li>• Cut, file, shape, sand and assemble a product using wood?</li><li>• Apply finishes to the product and evaluate my work?</li><li>• Use the correct and safe use of tools and machinery?</li></ul>
<b>Lent term 2023</b>	<b>Bottle opener</b>  Can I: <ul style="list-style-type: none"><li>• Design and make a bottle opener using mild steel?</li><li>• Cut and form mild steel parts?</li><li>• Use metal cutting machine tools such as the centre lathe?</li><li>• Design and form an ergonomic handle using smart materials?</li><li>• Test and evaluate my product?</li><li>• Use the correct and safe use of tools and machinery?</li></ul>

<b>Summer term 2023</b>	<b>Graphics including computer aided design</b>  Can I: <ul style="list-style-type: none"> <li>• Use 2D and 3D graphical techniques?</li> <li>• Use Oblique, Isometric, shading and texture?</li> <li>• Use Orthographic drawings?</li> </ul>
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### **HOW WILL PUPILS LEARN?**

A typical lesson in DT is based on a 10 to 20 minute theory task. A variety of media resources is used for this purpose such as links on the school 'hub', the Discovery Channel learning database and YouTube. The remaining lesson time is dedicated to applying and testing out the theory skills. This is achieved through making a series of mini projects involving all three resistant materials, wood, metal and plastics.

### **HOW WILL HOMEWORK BE ASSIGNED?**

Homework will be assigned once a week or once every two weeks to help reinforce or expand on theory topics taught during the week.

### **WHAT RESOURCES WILL BE USED?**

Pupils will be using the workshop facilities which include a lot of tools for working with wood, metal and plastics. The boys are encouraged to use both hand and machine tools necessary for their projects. Each pupil will be asked to join Google Classroom to store work and any information handed out in class.

Any further information or help with the topics can be found on [www.technologystudent.com](http://www.technologystudent.com) and the departments '[hub](#)' site.

### **HOW DO WE MEASURE PROGRESS?**

Progress is monitored through projects, homework and three written common task throughout the year. Commendations are given to reward good work progress.

### **HOW CAN PARENTS HELP?**

It is advisable for parents to involve their child in any DIY jobs at home as this helps develop motor skills and confidence working with tools. Parents also can help by encouraging their son with hand drawing and designing tasks.

### **For further information please contact:**

Mr André Boulton - [anb@clairescourt.net](mailto:anb@clairescourt.net)

# Drama

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Drama remains an important part of the balanced Arts curriculum and is taught extensively as a discrete Arts subject in Year 8. Lessons are taught progressively, building upon previous learning. Drama is a valuable subject in its own right, offering specific careers in the cultural sector, as well as enhancing careers in most sectors, with creativity and innovation being the key skills for the workplace of the future. Work covered in Year 8 is aimed at personal development, confidence building and communication skills in order to provide a sound foundation for life.

## What will I gain from doing Drama?

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 their 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 their presentations and those of others.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2022</b>	<i>Body and movement skills – status, caricature, sculpting a character and physical comedy</i> <ul style="list-style-type: none"><li>• How can I use my body to communicate with an audience?</li><li>• How can I use my body to express myself?</li><li>• How do I use my body to create a character?</li><li>• Why is teamwork so important in Drama?</li></ul>
<b>Lent term 2023</b>	<i>Context based drama - exploration and creation</i> <ul style="list-style-type: none"><li>• How can I effectively research relevant context and issues and how can I apply this?</li><li>• How can I communicate effectively with an audience?</li><li>• Can I inform people through theatre?</li></ul>
<b>Summer term 2023</b>	<i>Scripts and beyond – character, body language, projection and movement.</i> <ul style="list-style-type: none"><li>• How do I interpret or reinterpret a text?</li><li>• How do I create and develop a character?</li><li>• How do I take a play from the page to the stage?</li></ul>

## **HOW WILL PUPILS LEARN?**

Pupils will:

- Research, discuss and use drama techniques to explore character and situations
- Devise and present scripted and improvised performances in response to a range of stimuli, demonstrating an ability to investigate ideas, situations and events, and an understanding of how theatre can communicate in innovative, challenging ways
- Convey meaning through 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 the boys to get used to working together in groups. It also teaches them to take direction and to listen to others. Pupils are expected to keep a record of the work created and skill or techniques used.

## **HOW WILL PUPILS BE TAUGHT?**

Pupils are taught in their form group for one lesson a week.

## **HOW WILL HOMEWORK BE ASSIGNED?**

Homework is not set on a regular basis in Drama.

## **DO WE DO ANY TECHNICAL THEATRE?**

Each pupil is offered opportunities to use the technical equipment such as lighting and sound facilities and is 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.

## **WHAT RESOURCES WILL BE USED?**

Pupils will use the internet, books, plays and the theatre but most of all their own creativity, enthusiasm, and acting and design skills.

## **HOW DO WE MEASURE PROGRESS?**

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

## **HOW CAN PARENTS HELP?**

Family theatre trips engage, inspire and expose the boys to a wide range of theatrical experiences. When planning or preparing for Drama at school, pupils are encouraged to discuss with their family what ideas or resources they could bring in to enhance those ideas.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mrs Maggie Olivier - [mco@clairescourt.net](mailto:mco@clairescourt.net)

# English

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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 YOU STUDY/LEARN?

<p><b>Autumn Term 2022</b></p> <p><i>Major theme: 'Difficult Circumstances'</i>  <i>Students will have the option of a selection of texts including:</i>  <i>Lord of the Flies/Curious Incident/ You Must be Layla/ Wilderness/ You Must be Layla/</i></p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• How can language be used in a text to create atmosphere?</li> <li>• How can you use evidence from the text to back up points about characters / themes / ideas?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• What different techniques can we use to link our ideas within and between paragraphs?</li> <li>• How can I capture a character's 'voice' when writing as them?</li> </ul> <p><b>Speaking and listening</b></p> <ul style="list-style-type: none"> <li>• How can we effectively discuss key themes and ideas in texts we have studied?</li> <li>• How can we work effectively as a group to solve a problem?</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Baseline Writing Assessment at the start of term.</li> <li>• End of unit Reading Assessment based on text studied.</li> </ul>
<p><b>Lent Term 2023</b></p> <p><i>Major theme: 'Media and Writing to Persuade'</i></p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• How and why do magazines use language and presentational devices in unison?</li> <li>• How is magazine content shaped by the society and culture during which the piece was published?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• What is a magazine feature and how do you write one?</li> <li>• What different ways are there of presenting an interview in a magazine?</li> <li>• What decisions need to be made to make sure your magazine appeals to the reader?</li> </ul> <p><b>Speaking and listening</b></p> <ul style="list-style-type: none"> <li>• How can you persuade an audience to agree with your opinion?</li> <li>• What is an open question and why are they important to Speaking and Listening presentations?</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• The magazine produced will be the assessed piece.</li> </ul>

<p><b>Summer Term 2023</b></p> <p><i>Major theme: 'Classic and Contemporary Drama'</i></p> <p><i>Students will study Sparkleshark, Noughts and Crosses, or another drama text.</i></p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• What are the key differences between prose and drama?</li> <li>• How do writers create character through dialogue?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• How can I use stage directions to good effect?</li> <li>• What forms and conventions are there in Drama?</li> <li>• What vocabulary is appropriate for my audience?</li> </ul> <p><b>Speaking and listening</b></p> <ul style="list-style-type: none"> <li>• How can we use rhetorical devices to make our scripts more engaging?</li> <li>• Why and how should we consider the audience when acting/presenting a play?</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• CT3 Reading Comprehension and Writing Task</li> </ul>
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### **HOW WILL YOU LEARN?**

Year 8 are taught in forms. 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 YOU USE?**

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 YOUR 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 son would read to you regularly, which allows parents to see how his 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 further information please contact:** Mrs J Ging [jeg@clairescourt.net](mailto:jeg@clairescourt.net)

# Geography

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"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?

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

<p><b>Summer term 2023</b></p>	<p><b>First half of term -An introduction to tectonic hazards</b></p> <ul style="list-style-type: none"> <li>● How do the Earth's tectonic plates move?</li> <li>● What are volcanoes?</li> <li>● Volcano model - house competition!</li> </ul> <p><i>Revision for End of year examination</i></p> <p><b>Second half of term - Settlements:</b></p> <ul style="list-style-type: none"> <li>● Why do settlements grow and change over time?</li> <li>● How can we identify settlement shape and function using digital maps?</li> <li>● How can we assess the environmental quality of a place?</li> </ul> <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](mailto:jea@clairescourt.net)

Mr Edd Thorne (Key Stage 3 Geography Coordinator) [ejt@clairescourt.net](mailto:ejt@clairescourt.net)

# History

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## 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?

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

**For further information, please contact**

Ms Camilla Bullough- [crb@clairescourt.net](mailto:crb@clairescourt.net)- Head of Department

Ms Catherine Tookey- [cbt@clairescourt.net](mailto:cbt@clairescourt.net) Subject Leader CCSB

# Information and Communication Technology (ICT)

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ICT is a constantly changing subject which is an essential part of the modern world. While there are a number of essential skills and key topics which are taught every year, we do introduce pupils to any emerging ICT technologies where we feel it will be most beneficial to them and this may result in an appropriate deviation from the planned curriculum.

Our aim is to develop confident users of ICT who are able to select appropriate methods of using ICT to enhance and further develop their learning. Throughout the school we use 'Google Workspaces for Education' to create, share and collaborate on projects and learning materials. Pupils can access this through a variety of different platforms at school, home or anywhere an internet connection can be achieved. This 'cloud' based way of working transformed how pupils and teachers learn and teach at Claires Court a number of years ago and we continue to be at the forefront of this.

Pupils will enjoy the 'hands on' experience of using ICT and we encourage them to challenge themselves and 'take risks' in their learning. However, while using the Internet can offer our pupils many learning possibilities, it is vital to ensure our pupils know how to stay safe online and have a responsible attitude. This is taught to every group.

Access to ICT is provided via the extensive use of Chromebooks in lessons as well as dedicated ICT suites and machines located in the Library.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2022</b>	<b>Inside a computer</b> <ul style="list-style-type: none"><li>• Which components do you find in a typical computer?</li><li>• How do components and different pieces of hardware work together to make a computer run well?</li></ul> <b>Home networks, smart technology and the internet of things</b> <ul style="list-style-type: none"><li>• What would you need to set up a home network?</li><li>• How can you automate your home to make it smart?</li><li>• What sorts of devices can connect and share information with the Internet?</li></ul>
<b>Lent term 2023</b>	<b>Using computers for creativity</b> <ul style="list-style-type: none"><li>• How can computers and software be used to enhance images?</li><li>• How do you create your own avatar/ profile picture?</li><li>• How can you use computers creatively?</li></ul>

	<ul style="list-style-type: none"> <li>• What techniques can be used to improve photos and other images?</li> </ul>
<b>Summer term 2023</b>	<p><b>Programming and coding</b></p> <ul style="list-style-type: none"> <li>• Can you use computational thinking to develop your coding skills?</li> <li>• Can you problem solve and find faults in code?</li> </ul> <p><b>Designing an interactive game</b></p> <ul style="list-style-type: none"> <li>• How might you link creativity and computer skills to create a fun computer game?</li> <li>• What should you consider when designing?</li> </ul>

### **HOW WILL PUPILS LEARN?**

Pupils will work through a variety of projects and practical tasks which will allow them to develop theory knowledge but also apply this in a practical way. Each pupil will record their learning in an 'ICT Learning Blog' through the use of Google Workspaces, Google's suite of online tools, including using Google Classroom and Google Slides. Further learning resources can be gained from the many Internet based resources that are also available.

### **HOW WILL HOMEWORK BE ASSIGNED?**

Homework is not set in ICT although pupils typically use ICT skills in other part 2 work tasks.

### **WHAT RESOURCES WILL BE USED?**

Continuous use of ICT and access to the Internet are automatically an essential part of the course. The Chrome web browser is recommended when using Google Apps for Education and completing work online. Other hardware may be used during the course such as tablets and robots.

### **HOW DO WE MEASURE PROGRESS?**

Progress is measured through the assessment of classwork. Developmental feedback is given to pupils both verbally and through the marking of work. Progress is tracked within the department to ensure each pupil is making the expected amount of progress.

## **HOW CAN PARENTS HELP?**

Parents can assist by encouraging their son to share with them the work they complete in class and at home. In particular, your son should always know what he needs to do in order to improve his work. Since the majority of work completed is online, access should never be a problem.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mr André Boulton - [anb@clairescourt.net](mailto:anb@clairescourt.net)

# Mathematics

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Mathematics is an interconnected subject in which 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 and 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 progress will be assessed in order to monitor each pupil's progress and we will act accordingly. We review setting each term to ensure that progress is on track and suggest the correct set where we think you will flourish best. Our most able students will be entered for the UKMT Junior Maths Challenge competitions.

## **WHAT WILL PUPILS STUDY AND LEARN?**

Autumn term  
2022

### **Indices, Factors, Multiples**

- 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**

- Angle facts
- Angles and parallel lines
- Angles in a quadrilateral.

### **Fractions and Percentages**

- 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?

### **Probability**

- Experimental probability
- Finding simple probabilities
- Expectation

### **Rounding and estimation**

- Order of operations
- Problems in context
- Rounding
- Estimating

Question: Estimate the cost of 5 boxes of Christmas cards at £3.99 per box.

### **Straight line graphs**

- Coordinates
- Plotting points on a straight line
- Horizontal and vertical lines.

Question: Can you convince me that  $x=1$  is a vertical line?

**Lent term 2023****Triangles, Parallelograms, Trapezia, Circles**

- Areas and perimeters of 2D shapes
- Introduction to circles
- Formulae for circumference and area
- Problems in context.

Question: How many times will a wheel of diameter 30cm revolve when travelling 500m?

**Brackets and Equations**

- Brackets
- Expansion of single brackets
- Linear equations
- Common factors

Question: Solve  $5(x+3)=23$ .

**Data analysis**

- Displaying data
- Frequency tables
- Discrete ungrouped data
- Mean, median, mode and range.

Question: Construct a frequency table for the results of a Maths test and illustrate the data with a line graph.

**Summer term  
2023****Pythagoras' theorem**

- Finding the length of the hypotenuse
- Finding the length of the other sides
- Problems in context.

Question: A ladder of length 8m is placed against a wall, 2m from its base. What is the height of the ladder?

**Ratio and proportion**

- Equivalent ratios
- Direct proportion; proportional division
- Linear conversion.

Question: Divide £20 in the ratio 2:3:5.

### **Sequences**

- Finding the  $n$ th term of a linear sequence.

Question: What makes 4, 7, 10, 13 a linear sequence? What is its formula?

### **Probability - Two events**

- Outcomes with two events
- Probability using listings

Question: What is the probability of obtaining two '6s' when throwing a fair dice twice?

### **Bearings and scale drawing**

- Bearings
- Scale drawings.

Question: What angle have you turned through from N to SW?

## **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?**

Pupils will be set one homework task each week. This should take approximately 20 minutes. The task could either take the form of written problem-solving exercises using textbooks or worksheets, open-ended tasks, or online exercise.

## **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. Two weeks in advance of a common task students are also supported with a paper copy of a revision booklet to support preparation for these tests. 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 Joscelin Lothian - [jol@clairescourt.net](mailto:jol@clairescourt.net)

# Modern Foreign Languages: French

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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?

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

## **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 boys 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](https://www.languagesonline.com), [Memrise](https://www.memrise.com), and [Quizlet](https://www.quizlet.com).

## **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 son's progress is by encouraging them to learn vocabulary regularly. Parents could help by testing their son, by playing some of the online games with them or even trying to keep up and learn the language as well!

When restrictions are appropriate, 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](mailto:dfw@clairescourt.net)

# Modern Foreign Languages: German

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In Year 8 pupils will build on the skills introduced in Year 7, learning to give and understand basic information about themselves and express a range of opinions. This will include talking about family, hobbies, school and where they live. Pupils will learn new vocabulary and some basic grammar through the topics covered.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2022</b>	<b>Was machst du in deiner Freizeit?</b> <ul style="list-style-type: none"><li>• Free time – sports, hobbies, time phrases and making arrangements.</li><li>• Using regular and irregular verbs, possessive adjectives and frequency words</li></ul> <b>Wo wohnst du?</b> <ul style="list-style-type: none"><li>• Life at home - Where you live, rooms in a house, describing your bedroom</li><li>• Using pronouns, the accusative and dative case and modal verbs, expressing opinions</li></ul>
<b>Lent term 2023</b>	<b>Wie ist deine Stadt?</b> <ul style="list-style-type: none"><li>• Town and country - Learning about German towns and cities, places in town, directions, snack food and drink and summer holiday plans</li><li>• Using plural forms and the future tense</li></ul>
<b>Summer term 2023</b>	<b>Was machst du im Urlaub?</b> <ul style="list-style-type: none"><li>• Holidays - Learning about seasons, a past holiday, places to stay, saying what you did on the weekend.</li><li>• Practising the imperfect and the perfect tense</li></ul>

## HOW WILL PUPILS LEARN?

Pupils will have two lessons of one hour 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?**

Pupils 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 above. 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?**

Each pupil will be lent a copy of *Echo Express 1*. This has listening, reading, speaking and writing exercises and all the vocabulary covered throughout the year. Pupils will also receive a workbook (*Übungsheft*) which has additional reading and writing exercises to extend your learning and an exercise book. They should bring their Chromebook to every lesson along with the usual stationery, including scissors, glue and colouring pencils.

In terms of digital resources, the boys will need to be familiar with Google Classroom and the teacher will provide a login for Linguascope, an online vocabulary resource.

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 teacher for accuracy in written work. Pair work and listening, reading and speaking activities are assessed during class time by the teacher, the 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?**

Parents can support learning in German by ensuring that all homework is completed on time and to a good standard. They could also get involved in the learning of vocabulary by testing or going through the list of new words. If travelling abroad is possible, a safe trip to a German speaking country, even for a couple of days, would be of enormous benefit. The German Christmas Markets in Aachen or Cologne, for

example, can be reached in a day and make for a lovely weekend trip.

**FOR FURTHER INFORMATION PLEASE CONTACT:**

Mrs Annette Denton - [ahd@clairescourt.net](mailto:ahd@clairescourt.net)

# Modern Foreign Languages: Spanish

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In Year 8 pupils will build on the skills introduced in Year 7, learning to give and understand basic information about themselves 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 their 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?

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

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

# Music

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In Year 8, pupils will continue to explore the three key components of Music; performing, composing, and listening and appraising. All the topics last for half a term and are of a practical nature. Working together, the boys will broaden their musical knowledge and develop analytical and creative skills. They will evaluate each other's work critically as part of the learning process.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2022</b>	<b>Variation Form:</b> How do you vary a tune? You will listen to a famous example by Mozart and discuss the effectiveness of the changes. The pupils will then learn the tune 'Twinkle, twinkle, little star' and then try to alter them in a variety of ways. The work will be recorded and assessed. <b>Programme music</b> How can you depict an animal, object or scene in sound? Famous examples from musical history of this genre including 'The Carnival of the Animals' and 'The Lark Ascending' lead us to identify what is being described in music. Pupils will then compose their own example portraying animals, objects or scenes from nature.
<b>Lent term 2023</b>	<b>Exploring harmony and the Blues</b> How can a chord sequence affect the style of a song? Pupils will examine the role of chords in popular songs and will learn how to play a simple chord sequence or improvise a tune over this pattern using the notes of the chord. The 12 bar blues structure will then be introduced through listening to rock 'n' roll music and the boys will learn and use those chords to improvise a melodic line over the top. <b>Jazz improvisation</b> What is improvisation and how can you create a blues feel to your tunes? Pupils will learn a tune called 'Jackass Blues' and then improvise melodies around the blues scale. Their blues tunes will then be performed as a whole class, to the 12-bar-blues chord sequence. Each pupil will complete a project on Jazz music.

<p><b>Summer term 2023</b></p>	<p><b>Exploring popular music:</b></p> <p>I want to learn to play a Beatles song? Can I play a piece just by following the chords? Pupils will listen to various songs made famous by The Beatles and their main work will be on Eleanor Rigby, an examination of the chord structure of the piece. The boys will then learn to play the chords to this song followed by the melody which will lead to a performance of the piece.</p> <p><b>Music and the media 1: Composing a TV theme tune</b></p> <p>What is a theme tune for? We will discuss how theme tunes encourage us to watch programmes, and, through listening, will consider the effectiveness of various examples currently on TV. Having chosen their own 'TV topic', the boys will then plan, compose and perform their own examples using the conventions for writing for this genre.</p>
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### **HOW WILL PUPILS LEARN?**

Pupils are taught in tutor groups. Each topic lasts for half a term and pupils work mainly in pairs to complete performance and compositional tasks. Tasks vary between the prescriptive and open-ended, so there are many opportunities for them to experiment and be creative. Tasks are set for pupils to work at their own level.

### **HOW WILL HOMEWORK BE ASSIGNED?**

This will be set when it is relevant to the topic being covered. For an extended piece of writing it is expected that each pupil will spend at least 30 to 45 minutes researching and writing about it per week with the end result being over 10 pages plus in length.

### **WHAT RESOURCES WILL BE USED?**

We use MIDI keyboards for compositions which allows pupils to sequence or to layer their music. Each pupil is encouraged to take an active interest in the recording of their compositions and will have access to an online musical software package called 'Soundtrap.'

### **HOW DO WE MEASURE PROGRESS?**

Each composition is performed to the whole class and recorded. It is then played and marked by the teacher. Each pupil critically evaluates their own and each other's work as a whole class activity. An attainment and effort grade is given for each piece according to the school's marking policy. This is written on the pupils' assessment sheets and recorded by the teacher. Targets for the future are then set by the teacher. Verbal feedback from the teacher is central to how the boys understand and take forward an evolving and informed self-awareness of 'what went well' and 'even better if'.

## **HOW CAN PARENTS HELP?**

We encourage parents to help their son meet homework deadlines. If your son receives musical tuition please ask them to practise regularly. Pupils can broaden their musical knowledge by using internet resources such as 'iTunes' and 'Spotify' at home, the home CD collection and the radio. Hearing music 'live' is also encouraged by attending, and performing, in concerts either locally or in London. Work hard to take every opportunity to perform; whether in a music centre, at church, in a local group, or just in front of the family.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mr Nicholas Wolstencroft - [niw@clairescourt.net](mailto:niw@clairescourt.net)

# Physical Education (PE)

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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. They will have the opportunity to build on skills learnt in previous years, increasing their level of precision and performing with greater refinement, clarity and fluency. Pupils will continue to develop physical competence and confidence, and be encouraged to make sound decisions, selecting appropriate skills and strategies, applying these effectively and safely in challenging situations. Throughout the year each pupil will be encouraged to show an increasing sensitivity when working collaboratively with others, to improve performance and use appropriate technical terms to describe activities. The boys 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?

<b>Autumn term 2022</b>	<b>Badminton</b> <i>An introduction to the smash, clear and drop shot as well as the basic rules and court within the game.</i> <ul style="list-style-type: none"><li>• Can you keep the shuttle in the air during a rally?</li><li>• Do you know how to change your grip?</li><li>• Can you smash a shuttle to win the point?</li><li>• What are the tram lines used for?</li></ul> <b>Indoor rowing</b> <i>The aim of this unit is to give a dry start experience of the sport. You will learn:</i> <ul style="list-style-type: none"><li>• Basic sequencing</li><li>• Posture</li><li>• Ratio</li><li>• Rhythm.</li></ul>
<b>Lent term 2023</b>	<b>Hockey</b> <i>An introduction to dribbling, passing and shooting as well as the basic rules of the game.</i> <ul style="list-style-type: none"><li>• Can you control the ball with both sides of the stick?</li><li>• What makes a good team player in hockey?</li></ul> <b>Swimming</b> <i>Development of front crawl, breaststroke and backstroke technique, combined with racing starts and turns.</i>

<b>Summer term 2023</b>	<b>Athletics</b> <i>Continuing development of the throws, jumps and running technique.</i> <ul style="list-style-type: none"> <li>• What tactics would you use for a middle distance race?</li> <li>• Can you master javelin throwing technique?</li> <li>• How would you mark your run up for the triple jump?</li> </ul>
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	<b>Tennis</b> <i>An introduction to forehand and backhand ground strokes as well as the court layout and basic service technique.</i> <ul style="list-style-type: none"> <li>• Can you apply topspin to the ball?</li> </ul>
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### **HOW WILL PUPILS LEARN?**

We place a huge emphasis on fitness and health which is why we have developed a very specific PE programme for our pupils. Each class has their own PE teacher for the year who will take them through the programme in a double lesson a week. This enables us to tailor the course specifically to our pupils' needs. We make good use of video, projector and appropriate teaching software to illustrate specific teaching points. PE lessons take place at Senior Boys, Braywick Sports Ground and Little Marlow Athletics track.

### **HOW WILL HOMEWORK BE ASSIGNED?**

We don't assign homework in PE until GCSE level but we offer a wide range of clubs and activities that take place after school and on Saturday mornings. Each pupil is actively encouraged to take part in as many of these activities as they would like.

### **WHAT RESOURCES WILL BE USED?**

Pupils will be provided with all equipment that they need to take part in the various activities, however if a pupil has their own racket or hockey stick they are welcome to bring them in and use them.

### **HOW DO WE MEASURE PROGRESS?**

Every skill in each module is assessed according to our criteria and then graded for attainment from A to D and attitude to learning (A2L) from one to four. The grade received is based on the sport pupils have been participating in that half term.

## **HOW CAN PARENTS HELP?**

It is important that all pupils are given access to additional sporting experiences outside school. Local clubs offer a wide range of activities that will help maintain a healthy and active lifestyle. Although we encourage pupils to become organised and self-sufficient in terms of ensuring they have the correct kit for the correct lessons, help from parents to assist this would be appreciated.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mr Simon Carter - [sic@clairescourt.net](mailto:sic@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?

<b>Autumn term 2022</b>	<b>Being Me In My World</b> <ul style="list-style-type: none"><li>● Can I choose how I fit into the world?<ul style="list-style-type: none"><li>○ Self-identity, influences, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others, Marriage, Protected characteristics, Active listening</li></ul></li></ul> <b>Celebrating Difference</b> <ul style="list-style-type: none"><li>● How different are we really?<ul style="list-style-type: none"><li>○ Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community, cohesion and support, multi-</li></ul></li></ul>
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	<p>culturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, peer on peer abuse hate crime, fear &amp; emotions, Stand up to bullying, the golden rule, Organ and blood donation</p>
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	<p><b>Events</b></p> <ul style="list-style-type: none"> <li>• Speech Day and fireworks night</li> <li>• Christmas hampers</li> <li>• Carol service</li> <li>• Grade card reports</li> </ul>
<p><b>Lent term 2023</b></p>	<p><b>Careers - Unifrog / Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• What does success mean for you?</li> <li>• Career Terminology</li> <li>• Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online safety and legal responsibilities, gambling issues</li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Can I become more responsible for my health and happiness? <ul style="list-style-type: none"> <li>○ Long-term physical health, responsibility for own health, dental health, stress triggers and help tips, substances and mood, legislation associated with substances, exploitation and substances, county lines, medicine, vaccinations, immunisation</li> </ul> </li> </ul> <p><b>Relationships and Sex Education</b></p> <ul style="list-style-type: none"> <li>• Relationships <ul style="list-style-type: none"> <li>○ Being in control of my relationships</li> <li>○ Managing control and coercion in relationships</li> </ul> </li> <li>• Being me in my world <ul style="list-style-type: none"> <li>○ Expectations and perceptions of relationships</li> <li>○ Peer Approval</li> <li>○ Consent</li> </ul> </li> </ul> <p><b>Events</b></p> <ul style="list-style-type: none"> <li>• New Year</li> <li>• Grade card reports</li> <li>• Community service leading to charity week</li> <li>• Commemoration service</li> </ul>

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<p><b>Summer term 2023</b></p>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Because I am worth it ... or am I? <ul style="list-style-type: none"> <li>• Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, peer on peer abuse, personal space, online etiquette, online privacy, bullying and personal safety, social media issues and the law, coercion, unhealthy balance of power in relationships, sources of support</li> </ul> </li> </ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• What factors can make an intimate relationship happy and healthy? <ul style="list-style-type: none"> <li>• Types of close intimate relationships, physical attraction, love, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour</li> </ul> </li> </ul> <p><b>Events:</b></p> <ul style="list-style-type: none"> <li>• Summer fete</li> <li>• Grade card reports</li> </ul>
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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.

Careers aspects are covered using the 'Unifrog' careers platform.

The overall PSHEE 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 and RSE matters are covered by the school nurses.
- 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

The news is full of stories that are linked to the topics studied and the types of questions that you will be asked to consider. Parents can support by encouraging their son to read the papers or to watch the news. They could even cut out relevant articles!

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 son to take part in events parents are helping to foster loyalty and respect for your school, they would also be supporting the school's sense of community.

Parents can ask you about their son's PPP and looking through it with them would also be immensely valuable.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

Mr Edd Thorne - [ejt@clairescourt.net](mailto:ejt@clairescourt.net)

# Religious Studies (RS)

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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 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's important is that they think around the subject.

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 each pupil will develop a range of skills and abilities: to be able to think critically about important questions; to be good communicators of your 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. The boys will also be expected to demonstrate these developing skills by writing in a range of contexts.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2021</b>	<b>Buddhism</b> <ul style="list-style-type: none"><li>● Who was the Buddha?</li><li>● What did he teach?</li><li>● What is enlightenment?</li><li>● How does mediation work?</li></ul> 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.
<b>Lent term 2022</b>	<b>Hinduism</b> <ul style="list-style-type: none"><li>● How many gods are there in Hinduism?</li><li>● What is the caste system?</li><li>● What is karma?</li><li>● Who was Gandhi?</li></ul> This study allows pupils to question whether Hinduism is monotheistic or polytheistic? We will learn about the major Hindu gods and their role in the world. We will also use a study of the varnas and Gandhi to reflect on fairness in society.

<b>Summer term 2022</b>	<b>Islam</b> <ul style="list-style-type: none"> <li>● Who was Muhammad?</li> <li>● Why is Makkah so important?</li> <li>● Why do women have to cover up?</li> <li>● Why is there Islamic extremism?</li> </ul> <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. Each pupil is 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 will need to become knowledgeable about different religious responses through personal research as much as through classroom teaching: in essence pupils are guided to become enquirers.

Much of the work is done in groups or pairs, and several pieces of work are completed collaboratively. Pupils will learn how to communicate findings and views through group work, discussion and in assessed presentations. Problem-solving takes place in a number of ways, for example when applying knowledge of a religious view and working out how that group might respond to an ethical or philosophical quandary. Pupils have two periods 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 two common tasks which will take the form of exam style questions and an end of year exam. Marks for 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 son by discussing global events around the dinner table, questions such as "What do you think about...?"; "What are your views on...?" Are just the sort of questions that allow you to develop both oracy and subject knowledge. The BBC website has a number of excellent links for religious, ethical and moral exploration.

## **FOR FURTHER INFORMATION PLEASE CONTACT:**

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# Science

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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 gives a sound base for starting 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 we will be studying:

## WHAT WILL PUPILS STUDY AND LEARN?

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

Pupils are taught all three sciences by the same teacher in their form groups, with two one hour 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 students learn the importance of problem solving in a creative and critical way whilst collaborating with fellow pupils. Differentiation happens as pupils 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?

One piece of homework is set each week. This is varied in nature and 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 use various ICT skills to present findings to their peers, which also helps the teachers to assess each pupil's learning skills. The boys receive a course textbook for the duration of the academic year, and have access to the online platform, ActiveLearn. Teachers share work on Google Classroom which gives pupils 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 our pupils develop 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 pupils are 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, pupils sit an end of year examination which tests the understanding of Science 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 son 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:**

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