

# **SENIOR BOYS**

CURRICULUM STATEMENT

**YEAR 8** 2023/ 2024

# 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 **Claire's 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.

## **MASTERY**

At Claires Court School pupils acquire a deep, long term, secure and adaptable learning for all, with extension of able students (more things on the same topic) rather than acceleration (rapidly moving on to new content) which can lead to gaps in knowledge base or understanding. It is teaching and learning so that pupils gain:

- Complete **independence** in using a concept, skills or knowledge
- Fluency in the **application** of a concept, skills or knowledge
- Ability to **apply learning** across subject boundaries
- **Consistency** in application over a period of time
- Ability to **apply without reminders** or pre-teaching
- Ability to **explain connections** with other learning
- Evidence of **resilience in applying** their learning
- Ability to **teach to another**.

A learner has expert knowledge, skills and ability in a subject (or an aspect of that subject) – and they can use and apply it to show a high level of understanding and creativity.

## **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.

## **FOOD SCIENCE AND NUTRITION**

One of the stand-out features of our Sixth Form programme is the Level 3 programme (A level equivalent) in Food Science, offered by the Welsh Board. As a consequence, we now offer Food Preparation and Nutrition sitting alongside Design and Technology as GCSE subject options. This academic year sees the introduction as Food studies in the boys' Year 7 to Year 9 programme. We plan for the installation of more specialised equipment to support these studies during the current year on the Senior Boys site. Their timetable within Art, Design, Sciences and Technology will incorporate the elements shown in the curriculum statement that follows. Additional after-school activities will also support the subject's introduction, based in the specialist facilities at our Senior Girls school.

## **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.

## **WORKING WITH BOYS**

The 'Working with Boys' project was introduced at Senior Boys in 2022 under the title of 'The Best a Boy can Be'. It follows the successful introduction of the 'Girls on Board' initiative at Senior Girls, which is a scheme to help girls in early adolescence navigate the often troubled waters of friendship problems.

Our ISI inspection (November 2022) highlighted our key success factors as follows:

- Pupils' behaviour is consistently strong. Pupils are respectful, diligent and committed to their own learning.
- The strong moral compass shown by pupils reflects the key values of the school.
- Pupils form productive relationships with each other and with their teachers. A strong sense of a proud community allows the pupils to feel secure.

'The Best a Boy can Be' is focused on developing a culture of mutual respect which promotes an environment in which boys are consistently principled, honourable, noble, dignified, trustworthy and upright. This has become increasingly more important due to the promotion of online misogyny, targeting teenage boys, encouraging them to display toxic

attitudes towards girls and women.

For our boys working through their secondary education at Claires Court, the goal is to highlight the high expectations of their behaviour at school, inside and outside of the classroom; further increase the level of respect between boys themselves and towards staff; and build awareness amongst our boys of the need to be respectful to females.

## **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 inc CCF spread through the year;
- Africa: Abolition & Agency day
- Science, Technology, Engineering and Maths (STEM) events;
- Art & Science trip to Oxford
- Charity fundraising and activity week;
- Participation in Art, Drama and Music events.

A full trips brochure 2023-24 is available covering the various residential opportunities throughout the year.



James Wilding – Academic Principal and Head of Senior Boys  
September 2023

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

8B Mr Malcolm Weir - [mdw@clairescourt.net](mailto:mdw@clairescourt.net)

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

8D Ms Gina Carey - [gzc@clairescourt.net](mailto:gzc@clairescourt.net)

Head of Year - Mr Tom Aggar - [tra@clairescourt.net](mailto:tra@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</b> <b>2023</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>• Jasper Johns.</li></ul>
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<p><b>Lent term 2024</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>• Beatrice Milhazes</li> <li>• Karl Blossfeldt</li> </ul>
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<p><b>Summer term 2024</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,
- 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.

## **MASTERY**

In Year 8 students will focus on skills relating to design, font, painting and pattern. They will attain and demonstrate mastery through the production of final pieces at the end of each project. These will be opportunities for them to bring the taught skills together and link them closely to a chosen theme. They will also have the opportunity to demonstrate their mastery through weekly homework tasks and sketchbook challenges.

## **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 (D&T)

Design and Technology (D&T) lessons provide pupils with the opportunity to learn practical skills, foster their creativity and innovation, teach them about the design process, build confidence and self-esteem and promote sustainability.

D&T is a creative and practical subject that allows pupils to use their imagination and problem-solving skills to design and make prototype projects. They will learn about different materials, tools, and processes, and will have the opportunity to design and make a variety of projects.

From Years 7 to 9, they work with different groups of materials which include timbers (woods), polymers (plastics) and metals.

In Year 8, they will revise Health and Safety rules when working with tools and machines and learn how to test for quality in aspects of their work, while doing practical projects. They will use a D&T Notebook (based on Google Slides) to record and capture their theory work and also log their practical work using pictures and text.

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2023</b>	<b>Module: Health and Safety in the workshop</b> ( <i>two weeks</i> ).  <b>Module: Media Storage Box</b> ( <i>eight to nine weeks</i> ). <ul style="list-style-type: none"><li>• Can I come up with original design decisions to make a box for storing electronic gadgets?</li><li>• Am I able to select the correct tools in order to cut, file, shape, sand and assemble my designed product using timber?</li><li>• Can I use a range of woodwork joints in putting my storage together?</li><li>• Can I apply finishes to the product and evaluate my work?</li></ul>
<b>Lent term 2024</b>	<b>Module: Night Light</b> ( <i>eleven to twelve weeks</i> ). <ul style="list-style-type: none"><li>• Am I able to make my own decisions as to design and make a night light for my bedroom?</li><li>• Can I drill a printed circuit board and solder components to the board using a soldering iron?</li><li>• Can I select the correct tools to cut, file, shape, sand and assemble some parts of the product using wood?</li><li>• Can I use high impact polystyrene sheet (HIPS) to create a cover for the night light, using the vacuum former?</li><li>• Am I able to apply finishes to the product and evaluate</li></ul>

	<p>my work?</p> <ul style="list-style-type: none"> <li>• Can I use the correct and safe use of tools and machinery?</li> </ul>
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<p><b>Summer term 2024</b></p>	<p><b>Module: Graphics including computer aided design</b> <i>(six to seven weeks).</i></p> <ul style="list-style-type: none"> <li>• Can I use 2D and 3D graphical techniques using Computer Aided Design (CAD) software?</li> <li>• Am I able to use oblique, isometric and orthographic methods to indicate ideas and designs?</li> <li>• Can I use shading techniques to indicate texture?</li> </ul> <p><b>Theory work and revision for exams</b> <i>(six to seven weeks).</i></p> <ul style="list-style-type: none"> <li>• Technical drawing, testing and evaluation of previous projects.</li> <li>• Create a record of manufacture.</li> <li>• Present your finished product.</li> <li>• Can you name materials, tools, equipment and safety knowledge you have used?</li> <li>• Have you designed and communicated techniques?</li> </ul> <p>At the end of this course, pupils will revise DT topics for an end of year exam.</p>
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## HOW WILL PUPILS LEARN?

- To develop **inquiring** minds – through setting creative design tasks, through challenging concepts of designs and production
- To increase **knowledge** of materials and use of tools and equipment, as well as sustainability and our impact on the environment
- To explore the path of **critical thinking**, a core element of our subject. Pupils will be encouraged to produce ideas with reference to materials, process and the environment. Also analysis of their own products and designs, highlighting success and areas to improve on in the future
- To develop pupils as **communicators**, verbally, graphically and practically. Demonstrated through folder work, manufacture of products and classroom discussions. Discussions where pupils are encouraged to present and justify their ideas and concepts
- To become more confident as **risk-takers**. Design is very much a personal thing, and the boys will be shown and will research new ideas and concepts to challenge their understanding of what can be achieved, to allow them to 'think outside of the box'
- To be more **reflective**, both during and after a project. Producing evaluations,

testing and listing modifications. Terms such as what went well (WWW) and even better if (EBI) will be used

- To join in **collaborative** work with group discussions on design tasks and challenges
- Our expectations are high in D&T and the **creative** elements of work will be nurtured and rewarded. Our aim is to produce **creative learners**, and the journey starts in Year 7.
- From the initial brief through to the finished product, pupils will be tested as a **problem solver**.

## **MASTERY**

To achieve mastery in Design and Technology, pupils should demonstrate a deep understanding of the design process, from researching and developing ideas to creating detailed design plans and prototypes. They should also be able to select appropriate materials and tools for their projects, and use these effectively to create products that meet specific criteria for quality, functionality, and aesthetics.

Finally, pupils who have achieved mastery in Design and Technology should be able to evaluate their own work critically, reflecting on their design choices and identifying areas for improvement. This involves being able to analyse the strengths and weaknesses of their designs and identify opportunities for further development and refinement.

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

This is to be set once a week and to be handed in at the next lesson. The duration of which should take approximately 20 to 30 minutes. An example of homework could be to reflect on skills and knowledge learned from a practical lesson and to plan the next steps to take.

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

The workshop is well equipped and includes the following facilities which are available to pupils once they have been fully trained in their use:-

- eighteen wood benches with vices, pillar drill, vertical sander, two scroll saws, wood lathe, vacuum bag press, portable drills hand sanders and jig-saws
- a brazing hearth, centre lathe, milling machine, small kiln; metal folding machine, guillotine and a variety of hand tools
- a strip heater, vacuum former, 3D printer and a vinyl cutter

For theory work, in addition to Google Classroom shared resources, we may use the [technologystudent.com](http://technologystudent.com) website and Focus Education resources (link on the D&T hub page). When designing using software can use, but are not limited to, Tinkercad and Focus Designer.

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

Progress is measured through the assessment of classwork, homework and other projects. Developmental feedback is given to each pupil both verbally and through the



marking of work. Progress is tracked within the department to ensure they are making the expected amount of 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 Adrian Wootton - [abw@clairescourt.net](mailto:abw@clairescourt.net)

# Drama

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## WHY DO WE STUDY DRAMA? WHY IS IT IMPORTANT?

Drama skills are at the heart of our daily lives. We use them continuously as we interact with others, to communicate and be heard, to understand the world around us and those within it. The skills we develop as we explore Drama allow us to communicate more effectively and completely - learning how to express ourselves more accurately and to notice the nuances as others communicate with us, building empathy. Exploring a range of characters and situations different to our own helps develop self-awareness and gives us an insight into the lives and problems of others.

Drama builds creative thinking, innovation and problem solving, key skills no matter what your intended career. Regularly experimenting with performance skills and sharing the results in a friendly and supportive environment help to build confidence and presentation skills. The process of creation and rehearsal develops essential life skills of collaboration, negotiation, compromise and leadership. Drama reflects and explores life in a safe and playful manner, giving Drama students a head start in navigating their futures.

## What will I gain from doing Drama?

You 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 and physicality in a variety of different roles and dramatic contexts, which will in turn continue to lead the students on a path to mastering the craft of drama.
- 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 2023</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>
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<b>Lent term 2024</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 2024</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 I LEARN?**

### **MASTERY**

You will:

- Continue to explore key Drama skills which shall be continually developed throughout KS3, working towards mastery of these skills - a lifelong challenge!
- 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 I BE TAUGHT?**

You are taught in your 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?**

You 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 2023</b></p> <p><i>Major theme: 'Difficult Circumstances'</i></p> <p><i>Students will have the option of a selection of texts including:</i></p> <p><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>
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<p><b>Lent Term 2024</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 2024</b></p> <p><i>Major theme: 'Classic and Contemporary Drama'</i> Students will study <i>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</li> </ul>

	<p>acting/presenting a play?</p> <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 form groups. Work is completed online and in exercise books.

## MASTERY

In Year 8, students will regularly be reminded of the core skills and techniques that underpin the English curriculum throughout their time at the school. Worked examples, teacher modelling and exemplar answers will be employed in order to ensure they become more confident about what a good answer should look like at this key stage, so that they can apply this knowledge in their own writing. A particular example of this will be the question styles for the Common Tasks, which are geared towards gradually preparing them for the eventual styles they encounter at GCSE level.

## 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)



# Food Studies

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During the academic year 2023-24, we are introducing the study of Food as a material within our wider Art, Design & Technology curriculum, as well as include elements in wider areas of their study.

Plans for the school's physical space to include a special studio for the delivery of practical work are underway.

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

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2023</b>	<p><b>In Science (how food fits into our lives!)</b></p> <ul style="list-style-type: none"><li>• Why do we need to understand the nutritional properties of food?</li><li>• Hygiene for health - How do we demonstrate good hygiene practices?</li><li>• How do we keep our food safe?</li><li>• Why and how do ingredients in food work?</li><li>• Is it sustainable?</li><li>• What are the effects on the environment?</li></ul> <p><b>Module - Kitchen basics (3 weeks)</b></p> <ul style="list-style-type: none"><li>• Why worry about food safety and hygiene?</li><li>• How do we work safely and what good hygiene practices should we follow?</li><li>• How do you apply the principles of the Eatwell Guide (spot the good and bad foods), what recommendations would you make for eating well?</li><li>• Why should we have 5 a day?</li><li>• Does it have to look good to taste good?</li><li>• How will you take into consideration the aesthetics and the presentation of making high quality products?</li><li>• Exploring cooking terminology - What does it mean?</li></ul>
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	<p><b>Module - 'Seasonal celebrations ' &amp; Dressing up</b></p> <ul style="list-style-type: none"> <li>• How to be creative around such celebrations, and across the world!</li> <li>• Creative style and food presentation secrets.</li> </ul>
<p><b>Lent Term 2024 OR Summer Term 2024</b> <i>(on rotation)</i></p>	<p><b>Module - Get saucy</b></p> <ul style="list-style-type: none"> <li>• Investigate methods of sauce making</li> <li>• Why is viscosity important?</li> <li>• How do we add flavours?</li> <li>• How do you devise menus and keep to time restrictions?</li> <li>• Why is it important to expand your ability to evaluate your work?</li> <li>• How do we use the variety of staple foods from around the world?</li> </ul>
	<p><b>Module- Classy classics inc. using your loaf!</b></p> <ul style="list-style-type: none"> <li>• We will develop confidence in using a range of practical skills.</li> <li>• What are your traditional family favourites and why?</li> <li>• Can you use your skills to add your own twist?</li> <li>• Which bread making techniques work well and why?</li> </ul>

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

Our aim is to provide our pupils with a rich and varied learning experience so that they develop the ability to work skilfully and knowledgeably with food.

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In the Lent term, through a wide range of practical activities we want pupils to experiment and be innovative with food, developing the confidence to learn independently. Each pupil will carry out practical tasks on their own and work together in mixed ability teams, giving them the opportunity to learn and practise skills, building their range of techniques.

Building a range of practical skill techniques. Developing skills in product analysis and sensory evaluation will show that pupils can critically assess their own creations and those produced by others, suggesting ideas for improvement. By taking photographs of their work pupils will be able to keep a record of what they have made to show their progress. If a recipe is unsuccessful then we want our pupils to stick at it, be resilient, carefully consider why it didn't work and then try cooking it again.

## **HOMEWORK?**

When our practical activities commence in the Lent term, homework will include the preparation and weighing of ingredients and parents will be alerted to these requirements.

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

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

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

Progress is monitored and assessed by folder work which will include written exercises, reports of practical investigations and evaluation exercises. During practical lessons progress and attainment will be observed and marked by the teacher.

## **HOW CAN PARENTS HELP?**

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

## **FOR FURTHER INFORMATION ON CONTACT INFORMATION TO FOLLOW.**

# 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?

<p><b>Autumn term</b> <b>2023</b></p>	<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>
<p><b>Lent term</b> <b>2024</b></p>	<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>This unit will be tested in the end of year exam.</i></p>

<p><b>Summer term 2024</b></p>	<p><b>First half of term -An introduction to tectonic hazards</b></p> <ul style="list-style-type: none"> <li>● Where are the Earth's tectonic plates?</li> <li>● What processes occur at plate boundaries?</li> <li>● What are volcanoes and how are they created?</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.

## **MASTERY**

From the very beginning, the core geographical skills required for interpreting the world around us are integrated into lessons. These include asking the "5 W's" when faced with photographs, maps and other information about our planet; who, what, where, why and when? Every topic taught will have an element of this as well as essential map skills, ensuring that throughout Key Stage 3 these skills are embedded. Theory and content are carefully chosen to be the building blocks of future GCSE required knowledge and exemplars are always used to ensure pupils know what is expected to be a successful geographer.

## **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)

# 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 2023</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 2024</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 2024</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.

### MASTERY

In Year 8 students will be taught core skills and concepts together with the knowledge that will underpin the study of History. These include an in depth understanding of cause and consequence, change, significance and similarity and difference. We will also focus on developing source analysis and interpretation skills.



Recall exercises are employed throughout the Curriculum to ensure understanding and mastery of knowledge, which will assist them to understand and make sense of key debates that they encounter in current affairs and the world around them. Worked examples, teacher modelling and exemplar answers will be employed in order to ensure they develop confidence about how to think and write analytically and evaluatively at this key stage. This will enable them to apply this knowledge in their own writing and to demonstrate a deeper understanding of and participation in the wider world. We will use the question styles for the Common Tasks, which will gradually prepare them for the eventual styles they encounter at GCSE level.

### **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**

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)

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

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2023</b>	<b>Programming Control systems</b> <ul style="list-style-type: none"><li>• What is a Control System?</li><li>• What are algorithms, programs and code?</li><li>• Why are these important and how are they used?</li><li>• Can I create programmes to control various technology systems?</li><li>• How do I test and verify my results?</li></ul> <b>Layers of Computer Systems</b> <ul style="list-style-type: none"><li>• What is the difference between a general-purpose computer and a purpose built machine?</li><li>• What is under the bonnet of a computer?</li><li>• What hardware components are required to execute programs?</li><li>• What is the connection between hardware and logic?</li><li>• Can machines think?</li></ul>
<b>Lent term 2024</b>	<b>Photo Editing</b> <ul style="list-style-type: none"><li>• How do I capture and edit photographic images?</li><li>• How are images used to improve documents and presentations?</li><li>• What is the difference between a raster and vector image?</li><li>• Can images be used to inform and mislead?</li><li>• Are there technical, moral and legal issues I should be aware of when using photographic images?</li></ul> <b>Back to the Future</b> <ul style="list-style-type: none"><li>• Who is Alan Turing and what is Code breaking?</li><li>• Who is Sir Tim Berners Lee and how did he invent the World Wide Web?</li><li>• Who is George Boole and what are Logic gates?</li><li>• Who was Charles Babbage and Ada Lovelace? What is problem solving and how are algorithms written?</li></ul>

<p><b>Summer term 2024</b></p>	<p><b>Developing for the Web</b></p> <ul style="list-style-type: none"> <li>• How is a webpage constructed?</li> <li>• What is HTML and how can I use tags to create my first webpage?</li> <li>• How does CSS improve my webpage?</li> <li>• What is a search engine?</li> <li>• How can I use Search techniques to improve my search?</li> </ul> <p><b>Mobile App Development</b></p> <ul style="list-style-type: none"> <li>• How to decompose a problem to create an App?</li> <li>• How do events control the flow of a program?</li> <li>• What is event-driven programming?</li> <li>• What do common coding errors look like and how can I fix them?</li> <li>• How is user input captured and processed?</li> </ul>
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### **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.

### **MASTERY**

A pupil who has mastered ICT will also be able to think critically about the use of technology. They will be able to identify the strengths and weaknesses of different technologies, and they will be able to use technology in a responsible and ethical way. They will be able to use technology to communicate, create, and solve problems. They will also be able to think critically about the use of technology.

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

Homework is not set in ICT although pupils typically use ICT skills in other homework 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.

### **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)

# Information Skills

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

## WHAT WILL PUPILS STUDY AND LEARN?

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

- Library orientation, procedures and expectations
- How to search the library database 'Access-It', manage borrowing records and higher search functions
- How to use the Library Services website and its resources

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

- How to interrogate online databases and use them for homework and research, e.g. Britannica School Online and CREDO Reference
- Learning the Dewey Decimal system and how will it help you find information in school and beyond
- Planning and managing research projects efficiently
- Understanding copyright and what it means in research
- Appreciating academic honesty and using the Harvard Referencing System

### **Fiction:** *What shall I read?*

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

### **Beyond the school library:**

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

## **HOW WILL PUPILS LEARN?**

Information skills will be taught in subject lessons and library sessions, using practical activities, discussion and worked examples.

## **MASTERY**

Independent learning requires a mastery of information skills, including the implications of academic integrity and the discipline of project management. Year 8 pupils will be able to recognise quality information resources and efficiently search databases and digital platforms. They will understand the key principles of academic honesty, including copyright issues and plagiarism, and have the skills required to develop and manage research projects.

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

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

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

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

## **HOW CAN PARENTS HELP?**

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

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

Mrs Paula Copeman, Head Librarian : [pac@clairescourt.net](mailto:pac@clairescourt.net)

Dr Sarah Dunstan, Senior Boys Librarian: [shd@clairescourt.net](mailto:shd@clairescourt.net)

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# Mathematics

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  
2023

### **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 2024****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  
2024****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?**

As Mathematics is a developmental subject, we revisit the same topics at several points in the curriculum. This spiral approach to teaching and learning allows our students to develop mastery of key mathematical concepts, as well as how to recognise and use these in problem solving contexts.

## **MASTERY**

Throughout the year students study components of Number, Geometry, Algebra and Statistics. Our main focus in Year 8 is on developing confidence in algebra and meeting two key ideas in geometry: calculations with circles and Pythagoras' Theorem.

Our 60 minute lessons with our students are key to mastery. We aim to provide the 'goldilocks' level of challenge through daily, weekly and fortnightly review, careful questioning, modelling and scaffolding and guided and independent practice. We also teach our students how to work on Maths outside of lessons in order to help them build good study habits, essential for future success.

## **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-83GTCW).

## **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 2023</b>	<b>Module 2 Mon collège</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>Module 1 C'est perso</b> <ul style="list-style-type: none"><li>• Describing yourself &amp; other people</li><li>• Talking about likes and dislikes</li><li>• Talking about your survival kit</li><li>• Present tense of avoir &amp; être</li><li>• Adjectival agreement</li><li>• Present tense of regular –er verbs</li></ul>
<b>Lent Term 2024</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 2024</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 and there is also a big focus on grammatical accuracy to aid communication. They are also taught to use a variety of strategies including context, cognates and bilingual dictionaries to help them cope with unfamiliar language. We use many interactive online learning resources to reinforce vocabulary and grammar. These websites are also made available to pupils so that they can extend their own learning at home.

## **MASTERY**

In order to master a language, teachers facilitate learning through a number of methods. Students are encouraged to make connections with the new language, learn about new cultures, be curious learners and show resilience when applying new skills. We foster a learning environment where mistakes are celebrated and students learn topics they can relate to. Teachers question students to boost understanding, encourage reflection and act on feedback. Students learn both to produce the language in spoken and written form, as well as recognise and understand it in reading and listening. They are encouraged to learn and practise vocabulary and grammar regularly, to understand language structure, and to recognise patterns and grammatical terms in order to then be able to manipulate the language for themselves. A variety of language activities and games, traditional and online, as well as the use of varied authentic resources including song and video, are also embedded to increase enjoyment and hence motivation. The curriculum is structured carefully so students revisit themes throughout the key stages. In this way students consolidate their learning of grammar and vocabulary and continually build their knowledge base, aiming to master each step on their language-learning journey.

## **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. Students will also receive an exercise book in which to complete work and to keep additional worksheets. They should bring their Chromebook and all their books to every lesson along with the usual stationery, including scissors and glue.

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

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

Progress is monitored regularly through vocabulary tests, classwork and homework exercises. Exercise books are checked regularly by the teacher for accuracy in written work. Pair work and listening, reading and speaking activities are assessed during class time by the teacher, pupils or their peers as appropriate. Pupils can expect to have regular vocabulary and grammar tests, as well as more extensive end-of-topic assessments to measure progress in the four key skill areas.

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

The biggest difference parents can make to their child's progress is by encouraging them to learn vocabulary regularly. Parents could help by testing their child, by playing some of the online games with them or even trying to keep up and learn the language as well!

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

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

Mrs Diana Wadsworth - [dfw@clairescourt.net](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 2023</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 2024</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 2024</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.

## **Mastery**

In order to master a language, teachers facilitate learning through a number of methods. Students are encouraged to make connections with the new language, learn about new cultures, be curious learners and show resilience when applying new skills. We foster a learning environment where making mistakes is ok and students learn topics they can relate to. Teachers question students to boost understanding, encourage reflection, and take action on feedback. Students learn both to produce the language in spoken and written form and recognise and understand it in reading and listening. They are encouraged to learn and practise vocabulary and grammar regularly, to understand language structure, recognise patterns and grammatical terms in order to manipulate language for themselves. A variety of language activities and games, traditional and online, as well as the use of varied authentic resources including song and video, are also embedded to increase enjoyment and hence motivation. The curriculum is structured carefully so students revisit themes. In this way they consolidate their learning of grammar and vocabulary and continually build their knowledge base, aiming to master each step on their language-learning journey.

## **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 2023</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 2024</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 2024</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.

## MASTERY

In order to master a language, teachers facilitate learning through a number of methods. Students are encouraged to make connections with the new language, learn about new cultures, be curious learners and show resilience when applying new skills. We foster a learning environment where making mistakes is ok and students learn topics they can relate to. Teachers question students to boost understanding, encourage reflection, and take action on feedback. Students learn both to produce the language in spoken and written form and recognise and understand it in reading and listening. They are encouraged to learn and practise vocabulary and grammar regularly, to understand language structure, recognise patterns and grammatical terms in order to manipulate language for themselves. A variety of language activities and games, traditional and online, as well as the use of

varied authentic resources including song and video, are also embedded to increase enjoyment and hence motivation. The curriculum is structured carefully so students revisit themes. In this way they consolidate their learning of grammar and vocabulary and continually build their knowledge base, aiming to master each step on their language-learning journey.

### **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 stationary 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 continue to explore the three key components of musical study; Listening & Appraisal, Performance, and Composition. Units of work are generally topic-based and wholly devised around tasks that enable practical, 'hands-on' exploration of musical concepts.

Working as individuals, pairs, small groups, or as a whole-class ensemble, the boys will:

- Broaden their musical knowledge and awareness
- Develop their practical instrumental capabilities
- Grow their awareness of, and responsiveness to, relevant notations
- Refine analytical and creative skills
- Evaluate their own and each other's work critically as part of the learning process
- Build 'an understanding of music's place in their own life and in the world'  
(Bunting, 2010)

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term I 2023</b>	<b>Blues and Rock</b>  During this topic, context-specific exploration of the musical elements will help to answer questions such as the following exemplars: <ul style="list-style-type: none"><li>● What is the context of Blues &amp; Rock music (place/time/function/audience)?</li><li>● How does the context of the genre affect the way the music is organised?</li><li>● What does it mean to play a shuffle bass line?</li><li>● What is a chord sequence and what are the chords of the 12 bar blues?</li><li>● How can I learn to improvise melodies appropriately in this style?</li><li>● How do swing/shuffle rhythms help to characterise the music?</li><li>● Why is 'call and response' a common texture in the blues?</li><li>● Who were/are some of this genre's most influential figures?</li><li>● How does this music compare to that of other genres?</li></ul>
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<p><b>Autumn term II 2023</b></p>	<p><b>Music From Around the World</b></p> <p>During this topic, context-specific exploration of the musical elements will help to answer questions such as the following exemplars:</p> <ul style="list-style-type: none"> <li>● What is the context of this music (place/time/function/audience)?</li> <li>● How does the context of the genre affect the way the music is organised?</li> <li>● What are some of the main elements of African Drumming?</li> <li>● What is a Rag, and what links Tabla and Tala?</li> <li>● In what ways is this music notated and shared?</li> <li>● How can I learn to improvise rhythms/melodies appropriately within this genre?</li> <li>● What links are there between the music of other cultures and our own?</li> </ul>
<p><b>Lent term 2024</b></p>	<p><b>Musical forms and structures</b></p> <p>During this topic, context-specific exploration of the musical elements will help to answer questions such as the following exemplars:</p> <ul style="list-style-type: none"> <li>● Why is structure an important element in music?</li> <li>● What are some of the different musical structures used by composers?</li> <li>● What are some of the main structural elements in music, and how are they applied?</li> <li>● How does the context of the genre affect the way the music is organised?</li> <li>● What are some of the connections between structure in music and structure in written language?</li> <li>● What are the main differences between Symphony and Concerto?</li> <li>● In what ways are structural elements notated and followed?</li> </ul>
<p><b>Summer term 2024</b></p>	<p><b>Programme music</b></p> <p>During this topic, context-specific exploration of the musical elements will help to answer questions such as the following exemplars:</p> <ul style="list-style-type: none"> <li>● Where and when did programme music become popular with audiences and composers?</li> <li>● How did historical associations contribute to the way in which programme music was understood?</li> <li>● What was the role of folklore in programme music?</li> <li>● What was the role of programme music in nationalism?</li> <li>● How might different instrumental timbres be used singly and in combination to convey a musical narrative?</li> <li>● How can the different musical elements combine most effectively to create music in this genre?</li> </ul>



## **HOW WILL PUPILS LEARN?**

Pupils receive one hour-long lesson per week in mixed-ability groupings. Working as individuals, pairs, small groups, or as a whole-class ensemble, boys undertake tasks based around a combination of listening, performance and composition skills applied in a topic-based curriculum. Practical work generally takes place at keyboards, in promotion of skills development and creative application of musical concepts relevant to the scheme of work. Increasingly, online resources are integrated into a scheme of work, enabling students to engage with technology and explore creatively.

## **MASTERY**

Musical mastery is the constant pursuit of creativity and brilliance derived from a combination of passion, persistence, determination and a desire to learn and improve. Linking very closely with Claires Court Essentials, learning from mistakes, drawing satisfaction from incremental improvements and marginal gains are highly desirable traits in an inclusive practical context. While starting points and learning goals for tasks may be very much tangible, outcomes are often highly dependent upon prior experience, personal interpretation and individual motivation. This open-endedness leads to a great variety of outcomes and endless opportunities for peer- and individually-led learning and appraisal.

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

While classroom-based homework is not set for Music at Key Stage 3, students are encouraged to supplement their learning through wider exploration of music and musical contexts. This may involve taking advantage of access to online music software packages Focus on Sound and Soundtrap via the school's subscription, taking the form of any of the following:

- Applying, consolidating, and refining instrumental skills at home
- Embarking independently on wider exploration of musical genres and styles
- Seeking to increase their knowledge of musical elements and the various ways in which music can be organised
- Creating their own music to share with others
- Joining an instrumental or vocal ensemble, either at school or outside
- Exposure to live music by attending (and performing in) concerts either locally or in London

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

Our 'hands-on' approach necessitates the use of myriad physical resources including voices, body percussion and digital keyboards, since practical music-making is very much at the forefront of all lessons at KS3. Instructional resources are commonly shared via Google Classroom, enabling boys to work independently at a level of

challenge consummate with their own level of experience. Integrated use of online platforms such as Chrome Music Lab and Soundation further support wider application of practical learning, while wide-ranging software Focus on Sound Pro is often used to address theoretical content and promote development of active listening and aural skills.

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

Assessment of learning will take place through a combination of:

- Continuous, cyclical application of formative assessment and feedback
- Opportunities for students to share their work in class time (and other contexts), often as a summative culmination of a unit of work
- Application of summative measures used in the wider context of musical learning (formative use of summative assessment) throughout the PoS

Taking meaningful steps to enact feedback received from the teacher is central to each pupil's progress on an individual level, and helps to enable an informed and ever-evolving self-awareness of 'what went well' and 'even better if'.

## **HOW CAN PARENTS HELP?**

We ask that parents actively encourage their son to participate in musical activity. As well as a significant and varied extracurricular offer, lessons on a range of instruments (including voice) are provided on-site by a committed team of peripatetic music teachers. Musical progress is best supported through encouraging a positive attitude to learning and commitment to a regular practice routine. Maintaining an open dialogue with instrumental teachers can also be key to maximising the effectiveness of this provision.

Rise to the challenge to perform at every available opportunity; whether at school in assembly, in a music centre, at church, in a local group, or just in front of family and friends.

## **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 2023</b>	<b>Badminton</b> <i>Continued development of the smash, clear and drop shot as well as the rules and court within the game.</i> <ul style="list-style-type: none"><li>• Can you umpire a game of doubles and singles?</li><li>• Can you play the different shots with consistency in practice situations?</li><li>• Can you apply tactics effectively in a game?</li></ul> <b>Hockey</b> <i>Continued development of 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>Lent term 2024</b>	<b>Swimming</b> Development of front crawl, breaststroke and backstroke technique. Making sure arm and leg action for all strokes is effective and efficient. <b>Strength and Conditioning</b> Students take part in a series of lessons looking at and taking part in a number of different training methods that are used to improve different aspects of physical fitness. <ul style="list-style-type: none"><li>• Can you exercise safely in a number using a range</li></ul>

	<p>of different methods of training?</p> <ul style="list-style-type: none"> <li>• Do you understand which methods of training develop the different aspects of fitness?</li> </ul>
<p><b>Summer term 2024</b></p>	<p><b>Athletics</b></p> <p><i>Continuing development of the throws, jumps and running technique.</i></p> <ul style="list-style-type: none"> <li>• Are you developing mastery of the techniques used in the field events?</li> <li>• Do you understand the technique and tactics involved in track events?</li> </ul>

### 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.

### MASTERY

To demonstrate mastery students will be working towards demonstrating all core and advanced skills being performed in competitive situations with accuracy and fluency, while applying appropriate strategies and tactics.

### 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.

### 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 2023</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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culturalism, diversity, race and religion, stereotypes, prejudice, LGBT+ bullying, peer on peer abuse hate crime, fear & emotions, Stand up to bullying, the golden rule, Organ and blood donation

**Events**

- Speech Day and fireworks night
- Christmas hampers
- Carol service
- Grade card reports

<p><b>Lent term 2024</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>



<p><b>Summer term 2024</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>

## **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 2023</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> <p>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.</p>
<b>Lent term 2024</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> <p>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.</p>

<b>Summer term 2024</b>	<b>Islam</b> <ul style="list-style-type: none"> <li>● Who was Muhammad?</li> <li>● Why is Mecca 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.

## MASTERY

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.

## Mastery

Religious Studies equips students with a heightened level of empathy for different beliefs and cultures. They use this knowledge to compare and contrast the views of others with their own world view.

## **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:**

Ms Laura Cousins - [luc@clairescourt.net](mailto:luc@clairescourt.net)

# 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 2023</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 2024</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?</li> <li>• 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 2024</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.

## MASTERY

Students will continue to consolidate previous knowledge from Year 7 using practical sessions focussed on scientific method. An additional layer of deeper understanding is nurtured through the bigger pictures in science such as Exchange and Transport for Energy, Applications of Energy Transfers, and Reactions of Oxygen. Regular formative assessments are embedded to identify areas for support in learning.



## **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:**

Miss Lydia Lowry - [lil@clairescourt.net](mailto:lil@clairescourt.net)



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\*this booklet is correct at the time of going to print and details may be subject to change 08/23