

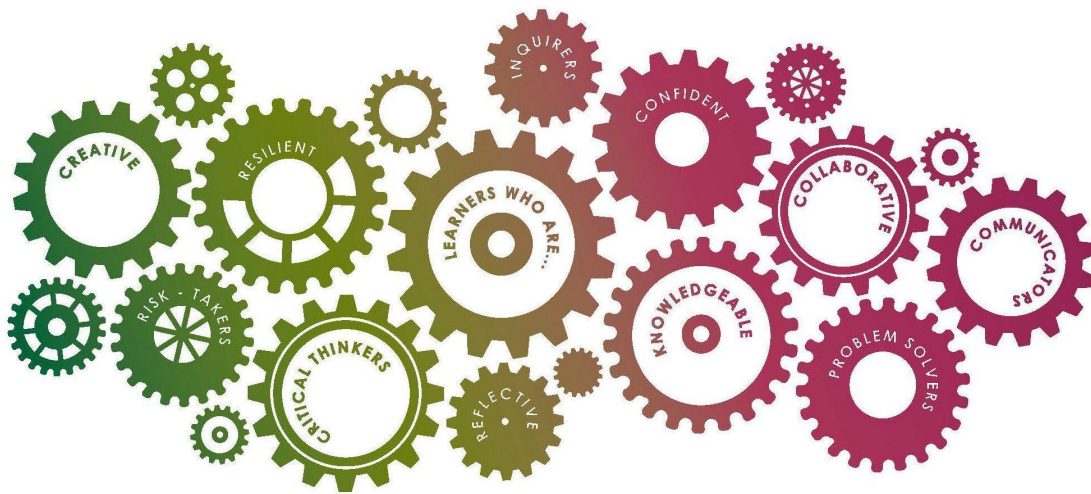
# SENIOR GIRLS

CURRICULUM STATEMENT

**YEAR 8** 2023/ 2024

# Welcome to Year 8

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



## **A PROBLEM SOLVING APPROACH**

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

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

## **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, the 'hub'. The 'hub' makes use of G-Suite, Google Classroom and other cloud-based software to allow pupils to work collaboratively, share ideas and to communicate within our own 'walled garden'. It also provides a 'cloud-based' work storage area known as the 'Drive', the great benefit of which is that work is accessible to them anywhere in the world.

### **DISTANCE LEARNING DURING SCHOOL CLOSURE**

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

### **HOMEWORK**

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

## **BASELINE TESTING**

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

## **ASSESSMENT AND MONITORING**

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

## **SUPPORTING LEARNING AT ALL LEVELS**

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

## **GIRLS ON BOARD**

We understand how important friendships are to girls. We also understand how complex and dynamic girl friendships can be! Girls on Board is an approach which empowers girls to solve their own friendship issues. Traditionally, teachers try hard to get to 'the truth' when girls complain about conflict and upset. However, girls know that when teachers and parents get involved in the detail of what happened they don't always understand and can often make the situation worse! Girls on Board sessions look at the dynamics of group sizes, different types of behaviour, managing parent reactions and often include role play.

A session may address a situation head on, but more usually a session will remain at the level of principle. The teacher's role is to remain largely recessive and act as a facilitator in holding up a

mirror which reflects the girls' behaviour and attitudes.

### **FINALLY...**

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

### **USUAL HIGHLIGHTS OF THE YEAR**

- The various opportunities to work with the boys as well, through activity days spread through the year;
- 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.

A handwritten signature in black ink, appearing to read 'SR', with a long horizontal flourish extending to the right.

Steven Richards, Head of Senior Girls

September 2023

# The Form Tutor

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

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

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

## **REPORTING**

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

## **AUTUMN TERM**

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

## **LENT TERM**

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

## **SUMMER TERM**

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

## **HOW PARENTS CAN HELP**

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

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

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

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

## **CONTACT**

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

8A - Ms Harriet Ferguson - [hef@clairescourt.net](mailto:hef@clairescourt.net)

8B - Mr Chris Bennett - [cmb@clairescourt.net](mailto:cmb@clairescourt.net)

8C - Mr Roger Small - [rsc@clairescourt.net](mailto:rsc@clairescourt.net)

Head of Year - Mrs Fiona McWilliam - [fjm@clairescourt.net](mailto:fjm@clairescourt.net)

# Art

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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 pupils to an assorted range of media and techniques, with close reference to the work of artists, both past and present. Pupils will become more familiar with the concept of the basic elements of art; 'line', 'shape', 'form', 'tone', 'texture', 'colour', 'pattern' and 'composition' through references to the natural and manmade world with an emphasis on the importance of primary observation to visual references.

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

## WHAT WILL PUPILS STUDY AND LEARN?

<p><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>• Robert Rauschenberg</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 'pattern' 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 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>• Ethnic and tribal history</li> <li>• Art history.</li> </ul> <p><b>Artist References</b></p> <ul style="list-style-type: none"> <li>• Bridget Riley</li> <li>• Yinka Shonibare</li> <li>• Friedensreich Hundertwasser</li> <li>• Sonia Delaunay.</li> </ul>
<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?</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>• 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>

### HOW WILL PUPILS LEARN?

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

### MASTERY

In Year 8 students will focus on skills relating to design, fonts, 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?**

In Art, homework takes the form of an optional sketchbook challenge each week. Students will have a different word and are encouraged to be as creative as possible when responding to it. Prizes are given at the end of each term for the best work undertaken.

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

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

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

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

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

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

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

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

Mr Joel Wareing - [jow@clairescourt.net](mailto:jow@clairescourt.net)

# Design and Technology (D&T)

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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?

<p><b>Autumn term 2023, Lent Term 2024 OR Summer Term 2024</b> (on rotation)</p>	<p><b>Module: Health and Safety in the workshop</b> (two weeks).</p> <p><b>Module: Media Storage Box</b> (eight to nine weeks).</p> <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>
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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.

### **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:**

Mr Chris Bennett - [cmb@clairescourt.net](mailto:cmb@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 PUPILS STUDY AND LEARN?

<p><b>Autumn term 2023</b></p> <p><i>Major theme: 'Difficult Circumstances' Students will study one of the following texts, depending on ability:</i></p> <p><i>Set 1 - Lord of the Flies/The Curious Incident of the Dog in the Night-time /You Must be Layla Set 2 - Wilderness/ You Must be Layla</i></p>	<p><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: 'Print 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></p> <p><i>Students will study either Sparkleshark, Noughts and Crosses, or another drama text.</i></p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• What are the key differences between prose and drama?</li> <li>• How do writers create character through dialogue?</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• How can I use stage directions to good effect?</li> <li>• What forms and conventions are there in Drama?</li> <li>• What vocabulary is appropriate for my audience?</li> </ul> <p><b>Speaking and listening</b></p> <ul style="list-style-type: none"> <li>• How can we use rhetorical devices to make our scripts more engaging?</li> <li>• Why and how should we consider the audience when acting/presenting a play?</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• CT3 Reading Comprehension and Writing Task</li> </ul>

**HOW WILL PUPILS LEARN?**

Year 8 are taught in streamed sets. 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 BE USED?**

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

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

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

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

## **HOW CAN PARENTS HELP?**

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

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

Miss Fiona McWilliam - [fjm@clairescourt.net](mailto:fjm@clairescourt.net)

Mr Luke Wespieser – [law@clairescourt.net](mailto:law@clairescourt.net)

Mrs Sarah Austin-Smith - [sra@clairescourt.net](mailto:sra@clairescourt.net)

# Food Studies

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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>	<ul style="list-style-type: none"><li>• Why do we need to understand the nutritional properties of food?</li><li>• What are the key principles of the Eatwell Guide?</li><li>• How do we recognise the effects of healthy eating to our wellbeing?</li><li>• Hygiene for health - How do we demonstrate good hygiene practices?</li><li>• How do we keep our food safe?</li></ul> <b>Classy classics</b> <p>We will develop confidence in using a range of practical skills.</p> <ul style="list-style-type: none"><li>• What are your traditional family favourites and why?</li><li>• Can you use your skills to add your own twist?</li></ul> <b>'It is the season to be jolly'</b> <p>How to be frivolous with festive favourites!</p>
<b>Lent term 2024</b>	<b>Get saucy</b> <p>Investigate methods of sauce making</p> <ul style="list-style-type: none"><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> <b>Dressing up</b> <ul style="list-style-type: none"><li>• Creative style and food presentation secrets.</li></ul>

<b>Summer term 2024</b>	<p><b>Use your loaf</b></p> <ul style="list-style-type: none"> <li>• Which bread making techniques work well and why?</li> </ul> <p><b>Exploring cooking terminology</b></p> <ul style="list-style-type: none"> <li>• What does it mean?</li> </ul> <p><b>Food Science</b></p> <ul style="list-style-type: none"> <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>
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## **HOW WILL PUPILS LEARN?**

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

## **MASTERY**

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

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

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

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

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

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

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

## **HOW CAN PARENTS HELP?**

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

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

Mrs Kerry Irons - [kei@clairescourt.net](mailto:kei@clairescourt.net)

# Geography

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

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2023</b>	<p><b>First half of term - Weather and Climate</b></p> <ul style="list-style-type: none"><li>• What is the difference between weather and climate?</li><li>• How do we measure elements of the weather?</li><li>• What are low pressure and high pressure systems and what weather do they bring?</li><li>• How to interpret a weather forecast and write your own.</li></ul> <p><i>Pupils will have a formal test at the end of this unit.</i></p> <p><b>Second half of term - Weather Investigation &amp; Climate Change</b></p> <ul style="list-style-type: none"><li>• This is a more practical extension of the theory learnt before half term.</li><li>• Pupils will make some of their own weather monitoring equipment and learn how to collect primary and secondary qualitative and quantitative data.</li></ul> <p><i>Pupils will produce a formally written up (but fully guided) enquiry project.</i></p> <ul style="list-style-type: none"><li>• An introduction to climate change; causes and potential consequences.</li></ul>
<b>Lent term 2024</b>	<p><b>First half of term - The Geography of Crime</b></p> <ul style="list-style-type: none"><li>• What does geography have to do with crime?</li><li>• How to spot patterns and describe them on maps</li><li>• What are crime hotspots and how can they be tackled?</li><li>• International crime on the seas - maritime chokepoints and piracy hotspots.</li></ul> <p><i>Pupils will complete a short summative test.</i></p> <p><b>Second half of term - Coastal Landscapes</b></p> <ul style="list-style-type: none"><li>• What processes are at work on our coasts?</li><li>• Which processes work together to create our coastlines?</li><li>• How are coastal landscapes used and managed?</li><li>• Pupils will learn to identify physical and human features along coastlines.</li></ul> <p><i>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</b> <b>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</b> <b>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 world around them. 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 girls want to develop their interest in History further, we encourage parents to visit appropriate sites with their daughter. Get ahead with reading, such as 'Horrible Histories', watch appropriate TV programmes, discuss what you have seen and the past in general; all this encourages you to see that History is still all around us, part of what we are. Pupils can ask parents to test learning homework, especially before exams and common tasks.

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

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

# Information and Communication Technology (ICT)

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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>
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<b>Lent term 2024</b>	<p><b>Photo Editing</b></p> <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> <p><b>Back to the Future</b></p> <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>
<b>Summer term 2024</b>	<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>

### 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?**

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

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

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

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

# Mathematics

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

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

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

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2023</b>	<b>Indices, Factors, Multiples</b> <ul style="list-style-type: none"><li>• Factors and prime numbers</li><li>• Prime factors</li><li>• Index notation</li><li>• HCF and LCM.</li></ul> Question: Express 60 and 105 as a product of prime factors, and hence deduce the HCF and LCM of 60 and 105. <b>Angles</b> <ul style="list-style-type: none"><li>• Angle facts</li><li>• Angles and parallel lines</li><li>• Angles in a quadrilateral.</li></ul> <b>Fractions and Percentages</b> <ul style="list-style-type: none"><li>• Revision of operations with fractions</li><li>• Fractions in context</li><li>• Conversion of fractions and percentages</li><li>• Finding percentages</li><li>• Increasing and decreasing quantities by a percentage.</li></ul> Question: The population of a town is 120,000. What is the total population after a 5% increase?
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	<p><b>Probability</b></p> <ul style="list-style-type: none"> <li>• Experimental probability</li> <li>• Finding simple probabilities</li> <li>• Expectation</li> </ul> <p><b>Rounding and estimation</b></p> <ul style="list-style-type: none"> <li>• Order of operations</li> <li>• Problems in context</li> <li>• Rounding</li> <li>• Estimating</li> </ul> <p>Question: Estimate the cost of 5 boxes of Christmas cards at £3.99 per box.</p> <p><b>Straight line graphs</b></p> <ul style="list-style-type: none"> <li>• Coordinates</li> <li>• Plotting points on a straight line</li> <li>• Horizontal and vertical lines.</li> </ul> <p>Question: Can you convince me that <math>x=1</math> is a vertical line?</p>
<p><b>Lent term 2024</b></p>	<p><b>Triangles, Parallelograms, Trapezia, Circles</b></p> <ul style="list-style-type: none"> <li>• Areas and perimeters of 2D shapes</li> <li>• Introduction to circles</li> <li>• Formulae for circumference and area</li> <li>• Problems in context.</li> </ul> <p>Question: How many times will a wheel of diameter 30cm revolve when travelling 500m?</p> <p><b>Brackets and Equations</b></p> <ul style="list-style-type: none"> <li>• Brackets</li> <li>• Expansion of single brackets</li> <li>• Linear equations</li> <li>• Common factors</li> </ul> <p>Question: Solve <math>5(x+3)=23</math>.</p> <p><b>Data analysis</b></p> <ul style="list-style-type: none"> <li>• Displaying data</li> <li>• Frequency tables</li> <li>• Discrete ungrouped data</li> <li>• Mean, median, mode and range.</li> </ul> <p>Question: Construct a frequency table for the results of a Maths test</p>

	and illustrate the data with a line graph.
<b>Summer term 2024</b>	<p><b>Pythagoras' theorem</b></p> <ul style="list-style-type: none"> <li>• Finding the length of the hypotenuse</li> <li>• Finding the length of the other sides</li> <li>• Problems in context.</li> </ul> <p>Question: A ladder of length 8m is placed against a wall, 2m from its base. What is the height of the ladder?</p> <p><b>Ratio and proportion</b></p> <ul style="list-style-type: none"> <li>• Equivalent ratios</li> <li>• Direct proportion; proportional division</li> <li>• Linear conversion.</li> </ul> <p>Question: Divide £20 in the ratio 2:3:5.</p> <p><b>Sequences</b></p> <ul style="list-style-type: none"> <li>• Finding the nth term of a linear sequence.</li> </ul> <p>Question: What makes 4, 7, 10, 13 a linear sequence? What is its formula?</p> <p><b>Probability - Two events</b></p> <ul style="list-style-type: none"> <li>• Outcomes with two events</li> <li>• Probability using listings</li> </ul> <p>Question: What is the probability of obtaining two '6s' when throwing a fair dice twice?</p> <p><b>Bearings and scale drawing</b></p> <ul style="list-style-type: none"> <li>• Calculate bearings</li> <li>• Scale drawings which could include bearings.</li> </ul> <p>Question: What angle have you turned through from N to SW?</p>

## 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?**

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

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

Students are issued with a copy of Essential Mathematics by Michael White at the beginning of the year. They are required to bring this to every lesson along with a pen, pencil, ruler, protractor, a pair of compasses and a scientific calculator (Casio fx-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. Family outings to encourage some awe and wonder of all things mathematical, scientific and technological would be a huge bonus – the National Science Museum, Bletchley Park and the National Space Centre are a few you might consider.

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

Mrs Rachel Barnes - [rlb@clairescourt.net](mailto:rlb@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 1 C'est perso</b> <ul style="list-style-type: none"><li>• Describing yourself &amp; other people</li><li>• Likes and dislikes</li><li>• Present tense of avoir &amp; être</li><li>• Adjectival agreement</li><li>• Present tense of regular -er verbs</li></ul> <b>Module 2 Mon collègue</b> <ul style="list-style-type: none"><li>• School subjects</li><li>• Telling the time</li><li>• Food</li><li>• Asking questions</li><li>• The partitive article</li></ul>
<b>Lent term 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 in order to improve speaking and listening skills.

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

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



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

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

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

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

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

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

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

Mrs Diana Wadsworth - [dfw@clairescourt.net](mailto:dfw@clairescourt.net)

# Modern Foreign Languages: German

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

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2023</b>	<b>Ich liebe Ferien!</b> <ul style="list-style-type: none"><li>• Holidays - Discussing past holidays, where you stayed, how you travelled, what the weather was like</li><li>• Practising the perfect tense</li></ul> <b>Bist du ein Mediefan?</b> <ul style="list-style-type: none"><li>• Media preferences - Discussing films, television programs, books, use of modern technology, using the 24 hour clock</li><li>• Using modal verbs, prepositions with the dative case, different tenses</li></ul>
<b>Lent term 2024</b>	<b>Bleib gesund!</b> <ul style="list-style-type: none"><li>• Healthy lifestyle - Discussing breakfast, traditional German food, dinner parties, a healthy lifestyle</li><li>• Using the imperative,</li></ul> <b>Klassenreisen machen Spass!</b> <ul style="list-style-type: none"><li>• School trips - Discussing daily routine, giving directions, describing a festival, talking about an activity holiday</li><li>• Practising reflexive and separable verbs and adjective endings</li></ul>
<b>Summer term 2024</b>	<b>Wir gehen aus!</b> <ul style="list-style-type: none"><li>• Going out - Discussing clothes, fashion, going out</li><li>• Using 'wenn' clauses and the future tense</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 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](http://linguascope.com), [Seneca](http://Seneca), [Languagesonline](http://Languagesonline), [Memrise](http://Memrise) and [Quizlet](http://Quizlet).

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?**

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

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

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

We will use the textbook Stimmt 2 which will be provided by the school. The book includes listening, reading, speaking and writing exercises and all the vocabulary covered throughout the year. Each pupil will also receive a workbook, Übungsheft, which has additional reading and writing exercises to extend learning, as well as an

exercise book. Pupils should bring their chromebook and all books to every lesson along with usual stationary to include scissors, glue and colouring pencils.

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

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

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

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

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

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

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

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

# Modern Foreign Languages: Spanish

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

## WHAT WILL PUPILS STUDY AND LEARN?

<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>  <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>  <i>¿Qué asignaturas estudias?</i>  <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 pupils with a login for [Claro 1 online](#). We also use many other websites to enhance learning, such as [Linguascope](#), [Languagesonline](#), [Memrise](#), and [Quizlet](#).

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

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

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

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

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

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

**FOR FURTHER INFORMATION PLEASE CONTACT:**

Ms Eva Urzaiz - [emu@clairescourt.net](mailto:emu@clairescourt.net)



# Music

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

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

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2023</b>	<b>Ukulele performance</b> <ul style="list-style-type: none"><li>• Where did the Ukulele come from?</li><li>• What impact has its development had on the music industry?</li><li>• Can you learn how to play the Ukulele?</li><li>• Are you able to put together a group performance of a popular song using Ukulele and your voice?</li></ul> <b>Blues</b> <ul style="list-style-type: none"><li>• What is harmony?</li><li>• How does the Blues work?</li><li>• What is the cultural background to the Blues?</li><li>• How is Blues music constructed?</li><li>• How do I write in Blues style?</li></ul>
<b>Lent term 2024</b>	<b>Salsa</b> <ul style="list-style-type: none"><li>• What are salsa rhythms?</li><li>• What are the cultural origins of the genre?</li><li>• Can you create a piece using polyrhythms, bass lines and melodies?</li></ul> <b>Vocal sequencing</b> <ul style="list-style-type: none"><li>• How can I create a song using sequencing software such as Garageband or Logic Pro?</li><li>• How can I create layers in music?</li><li>• How can I process and edit sound samples?</li></ul>

<b>Summer term 2024</b>	<b>Pop performances</b> <ul style="list-style-type: none"> <li>• What is a riff?</li> <li>• How are pop songs structured?</li> <li>• Why are they so 'catchy'?</li> <li>• Can I work as part of a whole class performance?</li> <li>• Can I lead sections of the performance?</li> <li>• Should I create my own backing track?</li> <li>• How do I record the final performance?</li> </ul>
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## **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 vast opportunities for peer- and individually-led learning.

## **HOW WILL PUPILS LEARN?**

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

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

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?**

The work is approached practically with the emphasis being on performance. We will

use a range of instruments from the MIDI keyboard and music sequencing software to classroom percussion and vocals.

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

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 evolving and informed self-awareness of 'what went well' and 'even better if'.

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

We ask that parents actively encourage their daughters 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 Dan Gravett - [dng@clairescourt.net](mailto:dng@clairescourt.net)

# Personal, Social, Health and Economic Education

## (PSHEE)

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

There are 6 half-term units in Year 8:

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

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

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

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

### WHAT WILL PUPILS STUDY AND LEARN?

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

<b>TERM 2023</b>	<ul style="list-style-type: none"> <li>• Because I am worth it...or am I?</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?</li> </ul>
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### **HOW WILL PUPILS LEARN?**

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

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

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

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

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

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

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

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

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

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

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

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

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

**FOR FURTHER INFORMATION PLEASE CONTACT:**

Ms Fiona McWilliam - [fjm@clairescourt.net](mailto:fjm@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. Pupils will have the opportunity to build on skills learnt in previous years, increasing your level of precision and performing with greater refinement, clarity and fluency. The girls will continue to develop physical competence and confidence and be encouraged to make sound decisions, selecting appropriate skills and strategies and applying these effectively and safely in challenging situations.

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

## WHAT WILL PUPILS STUDY AND LEARN?

<b>Autumn term 2023</b>	<b>Lesson</b>	<b>Activity</b>	<b>Duration</b>	<b>Time</b>
	Games	<ul style="list-style-type: none"> <li>• Hockey</li> <li>• Hockey</li> </ul>	Weeks one to twelve	Two hours
	PE	<ul style="list-style-type: none"> <li>• Swimming</li> <li>• Gymnastics</li> </ul>	Weeks one to six Weeks seven to 12	One hour
	Well-being	<ul style="list-style-type: none"> <li>• Martial Arts</li> </ul>	Weeks one to 12	One hour
<b>Lent term 2024</b>	Games	<ul style="list-style-type: none"> <li>• Netball</li> <li>• Netball</li> </ul>	Weeks one to twelve	Two hours
	PE	<ul style="list-style-type: none"> <li>• Gymnastics</li> <li>• Indoor Cricket</li> </ul>	Weeks one to six Weeks seven to 12	One Hour
	Well-being	<ul style="list-style-type: none"> <li>• Martial Arts</li> </ul>	Weeks one to 12	One hour
<b>Summer term 2024</b>	Games	<ul style="list-style-type: none"> <li>• Athletics</li> <li>• Sailing/paddle sports</li> </ul>	Week 1-12	Two hours
	PE	<ul style="list-style-type: none"> <li>• Swimming</li> <li>• Tennis</li> </ul>	Weeks one to six Weeks seven to 12	One hour

## **HOW WILL PUPILS LEARN?**

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

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

## **MASTERY**

We aim for our pupils to become confident learners who are encouraged to be critical of their own and other's performances. When things do not go to plan pupils are encouraged to show resilience and try again. Pupils will also show mastery through planning their own tactics and playing in a variety of competitive situations.

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

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

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

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

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



country squads and pupils would like to purchase these items.

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

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

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

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

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

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

Ms Niomi Lee - [nil@clairescourt.net](mailto:nil@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 them understand some very tricky problems. To get the most out of this subject, pupils should work hard to listen to others and to express their own ideas. For a lot of the questions that we will think about, there are no right or wrong answers. What is important is that our pupils think!

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

## WHAT WILL PUPILS STUDY AND LEARN?

<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 meditation work?</li></ul> An introduction to Buddhism will allow us to reflect on the Buddha's teachings and how they compare with other religions. By attempting to create mandalas and experiencing meditation, pupils may also learn calming techniques that could help in everyday life.
<b>Lent term 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> This study allows us to question whether Hinduism is monotheistic or polytheistic. Pupils will learn about the major Hindu gods and their role in the world. Pupils will also use a study of the varnas and Gandhi to reflect on fairness in society.

<b>Summer term 2024</b>	<b>Islam</b> <ul style="list-style-type: none"> <li>• Who was Muhammad?</li> <li>• Why is Makkah so important?</li> <li>• Why do women have to cover up?</li> <li>• Why is there Islamic extremism?</li> </ul> <p>Pupils will gain a basic knowledge of the origins of Islam and its key beliefs. At a time when Islam is one of the most important issues in world affairs, we will also investigate the origins of extremism and Islam in the media.</p>
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### **HOW WILL PUPILS LEARN?**

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

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

### **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.

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

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

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

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

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

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

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

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

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

Ms Mandy Davis - [mcd@clairescourt.net](mailto:mcd@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 will give a sound base for starting the GCSE Science courses in Year 9.

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

## WHAT WILL PUPILS STUDY AND LEARN?

<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> <li>•</li> </ul>
<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>

### HOW WILL PUPILS LEARN?

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

### 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?**

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

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

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

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

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

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

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

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

Mrs Helen Williams - [haw@clairescourt.net](mailto:haw@clairescourt.net)

# Textiles

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

## WHAT WILL PUPILS STUDY AND LEARN?

<p><b>2023/24</b></p> <p><i>'Pattern in Textiles'</i></p>	<p><b>How can I:</b></p> <ul style="list-style-type: none"><li>• Develop drawing and painting skills using Pattern and Texture?</li><li>• Experiment and take risks with my artwork?</li><li>• Use a variety of textile and embellishment techniques to implement into my sketchbook and samples?</li></ul> <p><b>Media</b></p> <ul style="list-style-type: none"><li>• How can I use calico fabric, wadding and various fabrics to create new surfaces?</li></ul> <p><b>Sources</b></p> <ul style="list-style-type: none"><li>• Direct observation</li><li>• Given and own research such as photographs and pictures</li><li>• Artists.</li></ul> <p><b>Artists or textile artists reference</b></p> <ul style="list-style-type: none"><li>• Cath Kidston</li><li>• Laura Ashley</li><li>• Carolyn Saxby</li><li>• Will Cotton</li><li>• Ekta Solanki</li></ul>
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## HOW WILL PUPILS LEARN?

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



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

## **MASTERY**

In Year 8 students will focus on skills relating to Textiles. 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.

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

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

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

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

## **HOW CAN PARENTS HELP?**

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

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

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