

Parents' guide to the Year 8 Curriculum 2019 - 2020

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Dear Parent/Carer,

Thank you for taking the time to read this booklet, it has been designed to provide you with information about the courses your child will be following this academic year. We hope that it will give you a greater understanding of our curriculum and allow you to support your child's education even more effectively.

It must be emphasised that the booklet is no more than a guide. As circumstances change, (for example, the publication and purchase of new text books), the information contained in it may become less accurate. Nevertheless, we expect the booklet to provide you with a source of useful information that will enable you to help your child fulfil their potential.

We have no expectation that any parent will purchase any of the books/resources mentioned in the booklet. Work will never be set with this assumption. However, every year several parents request information about courses and text books. We believe it best if all parents are provided with such information.

If you require further information, please initially contact either your child's tutor or subject teacher.

Yours sincerely,



Mr P Beale
Deputy Headteacher

Reepham High School Aims

These aims have been formulated by a group comprising : teachers, pupils, parents, governors.

All students are entitled to

- A teaching and learning experience which allows them to achieve the highest possible standards
- The opportunity to develop the skills necessary for life
- Be supported by the school, parents and community in partnership
- A school environment which is stimulating and enjoyable
- Be valued and treated with respect
- A school which is orderly, tolerant, fair and caring
- Equal opportunities to the services the school provides

THE YEAR 8 CURRICULUM

A normal school day has five lessons. Each lesson is one hour long and some subjects may be taught over a double period. There are two lessons before break, one before lunch and a final two in the afternoon. Every morning there is a registration period before lessons begin.

Subject	Yr 7 hours	Yr 8 hours	Yr 9 hours
Maths	7	7	7
English	7	7	7
Science	6	6	6
C.S	2	2	3
Geog	3	4	4
Hist	3	4	4
French/Spanish	6	6	
Art	3	2	2
Music	2	2	
P.E	4	4	4
R.E	2	2	
Tech	4	4	4
Option 1			4
Option 2			4
PSHE	1		1
TOTAL	50	50	50

Citizenship teaching is integrated within all the subjects on the curriculum. PSHE lessons are supplemented by a series of impact days across years 7—10.

HOMWORK

1. The purpose of homework

Homework is given for the following reasons:

- to help pupils develop independent habits of study
- to develop perseverance and self discipline
- to consolidate and reinforce skills and understanding developed at school
- to involve parents and carers in pupils' work
- to permit more ground to be covered and more rapid progress to be made
- to enable our pupils to achieve the highest possible results in public examinations

2. How homework is organised

- Pupils are given a journal to record all homework in. This can be a challenge for new students and support from parents and teachers is important to promote routine and accurate recording.
- All departments have their own individual homework policies. A copy of the homework policy can be found on our website. However an approximation of expected time to spend on homework is listed below.

	Subjects per night	<u>Approx</u> time per subject	<u>Approx</u> time per evening
YEAR 7	2	30 minutes	60 minutes
YEAR 8	2	35 minutes	70 minutes
YEAR 9	2	40 minutes	80 minutes
YEAR 10	1-2	60 minutes	120 minutes
YEAR 11	1-2	60 minutes	120 minutes

Please recognise that these timings are approximate and will depend on the ability of each pupil.

3. Types of homework

A range of different exercises could be set as homework :

- writing a formal essay
- questions to answer
- making notes
- drafting an essay
- learning spellings/vocabulary
- researching a topic
- reading
- practising a particular skill
- revision
- preparing a presentation.

4. **The responsibilities of the pupil**

Pupils are expected to:

- always write down a summary of their homework in their homework journal.
- always have their journal with them and get it signed at home by a parent/carer every week.
- complete homework tasks to the best of their ability within the appropriate length of time
- submit homework at the time requested.

It is recommended that pupils get into the habit of doing homework on the night it is set and designating a regular homework time.

5. **How you can help your son/daughter with homework**

- Talk about homework tasks with them.
- Look at their homework and offer praise and encouragement.
- Check their homework journal (and write down a note for the tutor if you have a concern).
- Help your son/daughter to develop study habits and organise themselves. Fix regular times for them to work and make sure they stick to them. A routine (say 4.30-5.30 pm every night), will do much to ensure your son/daughter achieves his/her academic potential.
- Help your son/daughter meet deadlines by reminding them of them.
- Give plenty of praise for hard work.
- Provide a quiet place for your son/daughter to work and/or use the school homework club.

6. **Homework**

Homework will be set in accordance with the homework policy. Year 7-9 pupils will write in the homework on the day it is set.

If pupils have a problem with meeting a homework deadline they should have a **quiet** word with the teacher **well before the deadline**. If there is a good reason, the deadline will be extended a little. If your son/daughter is having difficulties in submitting homework on time, or difficulties with homework in general, then he/she should see his/her tutor.

7. **Homework club**

If your son/daughter finds it difficult to work at home they might want to work at the school homework club. This takes place between 3.30 and 4.30 pm on Monday to Thursday in the library. A member of staff will be available to supervise.

LITTLE THINGS MATTER

A) In order to fulfil his/her potential at school your son/daughter needs to be organised. You can help them by:

- Checking the homework (see earlier comments).
- Ensuring that your son/daughter always comes to school with
 - a blue or black pen
 - a pencil sharpener
 - a pencil
 - a planner
 - a ruler
 - basic geometry set
 - a scientific calculator
 - USB Pen
 - an eraser

We strongly recommend that equipment is kept in a pencil case and that it is checked and restocked regularly. Many pupils begin with the correct equipment but quickly misplace key items, while getting into a routine.

B) The presentation of work is important. We expect all formal written work to conform to the following....

- All work should have a title that is underlined with a ruler.
- Work should be dated and if loose a name should be on it.
- Label homework.
- Neat, clear, diagrams and graphs. They should be drawn with a ruler and pencil.
- Check the spelling, punctuation, grammar.

C) While marking work teachers will commonly use the following symbols.

www - what went well
Pu - punctuation error

hti - how to improve
Sp x5 - spelling error

D) Throughout Year 8 teachers will focus on 5 key areas when assessing pupils

- Effort
- Independence
- Understanding
- Recall
- Ability to communicate

We firmly believe that a focus on 'attitude to learning' will improve pupils as learners and allow them to be much more prepared for the challenges of GCSEs. We do not grade pupils based on GCSE criteria when they have not started a GCSE course.

IMPORTANT DATES – YEAR 8

6th December 2019 - Interim report
13th March 2020 - Full report
4th June 2020 - Parents' Evening
1st July 2020 - Interim report

ACHIEVEMENT : BOYS AND GIRLS

You are probably aware of the national concern that has been expressed about the academic performance of boys relative to that of girls.

The national GCSE examination results reveal boys doing significantly less well than girls at 16. Indeed, research is suggesting that girls do better than boys at school from the age of 5 to 16!

At Reepham High School & College we want all pupils to succeed and fulfil their potential no matter what their sex or background. Nevertheless, we have been working particularly hard to boost the achievement of boys, and with some success.

We believe that one of the most effective strategies is to work with parents in boosting the achievement of all, but boys in particular.

It is our experience that boys are more likely to :

- Need a little more encouragement to do their homework (a **regular routine** helps them as does rationing the amount of television watching/game playing)
- Need short term specific targets rather than long term ones, (e.g. "You need to do 30 minutes English homework tonight" rather than, "Your homework needs to improve this year")
- Need help getting organised (checking of their homework journals is particularly important)
- Believe academic success depends on ability rather than hard work. This is not true! The level of effort is more important than the intellect in determining how well a pupil does
- Not to want to appear hard working and conscientious. On the quiet many do work hard, but never tell their friends! Tell your son not to believe everything his friends tell him.

REWARDING EFFORT

Reepham High School & College expects pupils to try their hardest. When a pupil has made a particularly impressive effort he/she can be rewarded in many ways. Some examples are:

- Spoken praise from their teacher, Head of Department or Pastoral Leader.
- The issuing of a merit.
- Special Head of Year, Bronze, Silver, Gold merits.
- At KS3 Pastoral Leader's award certificates both individually and for tutor groups on a termly basis.
- The issue of a subject certificate for hard work in a subject over several weeks.
- The issue of badges for responsibilities.
- Letters and postcards of congratulations sent home.
- Book tokens / gift tokens.
- End of year awards, including certificates, vouchers and trophies.
- Attendance competitions, including tutor group awards, prize draws and reward days.

HOME-SCHOOL COMMUNICATION

- Please remember that a great deal of information can be found on the school website: **www.reephamhigh.com**
- Go4Schools is a website which records pupils behaviour, attendance and their academic reports. To ensure that this works, please make sure we have your most up-to-date email address
- SIMs Parents Light is an online data collection system. At the start of the year you should receive an invite. This app allows you to update address and contact details as well as giving permissions for your child.

THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Computers at school and at home can provide many opportunities to support your child's education. Pupils have access to computers at break, lunchtime and after school. If you have a computer with internet access at home your child will be able to access additional school resources as well as educational websites to assist with their learning.

Email - Students are issued with an email account that they will have access to anywhere with internet access. The email account will provide communications between student and teacher and also access to online resources that will be subject specific.

School website - The school website has many useful links to various student and parental documents. It is up to date with achievements of students and trips that have taken place.

Microsoft 365—Using the school outlook emails, pupils can access an online cloud where departments may post resources such as digital copies of homework sheets. Sometimes pupils can also submit work through this system.

E-Safety - All students will be provided with E-Safety guidance. This will cover:

1. Social networking
2. Digital footprints
3. Do's and don'ts on the internet
4. Impact Day on E-safety that will involve guest speakers for help and advice

Useful website to provide pupil and parental guidance on E-Safety:

www.bbc.co.uk/cbbc/topics/stay-safe

THE YEAR 8 - YEAR 9 DIP

At a national level there is some evidence that pupils in Years 8 and 9 are a little less effective in fulfilling their potential than other years. This is not surprising as they grow and develop into young adults.

We are working hard to try and address this issue but with parents and teachers working together, we are more likely to be effective. We believe there are a number of key issues :

1. Homework

Regular study at home is essential. We are working hard to ensure appropriate homework is set at the appropriate time. We believe that when homework journals are monitored by parents and tutors, pupils are more likely to do their work. Please check the homework journal weekly and support your child in finding a routine that works for them.

2. Praise

Some pupils tend to get a little more cynical and less positive the older they get. Despite their external ambivalence or protestations, we believe praise is essential. For this reason we encourage staff to praise pupils in lessons and when marking books. More formal praise is given through the merit system.

We would encourage all parents to praise the efforts and achievements of their sons and daughters as much as possible. For many pupils just spending an hour a night on their homework is a considerable achievement. They are more likely to do this if they know they will be praised for doing so.

Please be aware that the type of praise used can have a big impact in its effectiveness. If you always praising natural aptitude, research has shown pupils avoid more challenging work in case of seeming less bright. **Praising hard work, effort, commitment and determination** will have a significant positive impact in the longer term.

3. What's in it for me?

Some pupils don't always see the point of lessons and learning. Consciously or sub-consciously they decide that the benefits of education aren't worth the hard work required. Such pupils, perhaps all pupils, can really be helped if they :

- ◆ have a career to aim for (and know the qualifications needed)
- ◆ know that the better their qualifications the more likely they are to have job satisfaction and better pay
- ◆ regularly discuss at home possible careers, look at job adverts, look at the pay of different careers and the qualifications needed.

• Key skills being developed

- ❖ Reading
- ❖ Writing
- ❖ Speaking

◆ Major areas of study

Year 8 work includes revision of skills learnt in Year 7. In addition, pupils will study the following units.

- ❖ **Genre Study: Dystopia**
Pupils will be introduced to the key features of dystopian writing and will then explore a range of examples to see how the genre has developed. Extracts will include: *1984*; *Brave New World*; *Fahrenheit 451*; *Lord of the Flies*; *The Hunger Games*.
- ❖ **Poetry: War**
Pupils will develop their poetry knowledge from Year 7 and apply it to a range of poets from World War I. They will develop an understanding of who the 'war poets' were and key features of their work. Poets will include: Brooke, Graves, Owen, Sassoon, Pope.
- ❖ **Non-Fiction: The News**
Pupils will identify the features of different news 'outlets' (broadsheet, tabloid, local, online, social media) and the different biases that affect reporting. They will analyse a range of examples and identify the features of their construction. The unit will also explore the dangers of 'fake news' and discuss the issue of trust.
- ❖ **Prose: Steinbeck's *Of Mice and Men***
Pupils will develop an understanding of life in early 20th century America and a key author (John Steinbeck) from this time.
- ❖ **Drama: Shakespeare's *Richard III***
Pupils will develop an understanding of Shakespeare and the historical context in which he was writing. Pupils will then explore the representation of Richard III and compare it to historical accounts of him.

◆ Books issued to pupils

- ❖ Prose, poetry, drama and non-fiction texts studied in class.
- ❖ Homework booklets for each unit of work.

◆ Books/resources pupils might find it useful to have access to at home.

- ❖ A dictionary
- ❖ A thesaurus
- ❖ A regular reading book
- ❖ A spellchecker may be useful but it does not need to be an expensive model

◆ Expectations

We are beginning to use homework booklets to support learning in each unit. Class teachers will instruct individual classes on how to use these. As well as this, we also expect pupils to learn spelling errors from their work and to read regularly for pleasure.

♦ Major topics

- ❖ Number and algebra
- ❖ Geometry and measure
- ❖ Ratio and proportion
- ❖ Probability and Statistics
- ❖ Reasoning and problem solving

♦ Key skills being developed

- ❖ Enlargement, rotation, translation
- ❖ Percentage increase/decrease
- ❖ Approximation - decimal places, significant figures, mental arithmetic
- ❖ Linear equations, simple inequalities, sequence-relating to graphs
- ❖ Mensuration of circles, cylinders, prisms, constructions of shapes
- ❖ Mean, median, mode with discrete and grouped data
- ❖ Probability of compound events
- ❖ Implementation of the numeracy strategy including development of functional skills

♦ Text books available to pupils in lessons only

- ❖ Impact Maths 2 by Heinemann, ISBN: 0 435 01795 0
- ❖ Maths links Oxbox 8A, 8B or 8C ISBN: 978-0-19-915291-9
- ❖ A homework book may be issued by the teacher.

♦ Equipment pupils will need

- ❖ Scientific calculator
- ❖ Ruler
- ❖ Protractor
- ❖ Compasses
- ❖ Pens, Pencil and Rubber

♦ Useful Websites

- ❖ www.mymaths.co.uk
individual logins will be provided for on-line homework
- ❖ www.emaths.co.uk
- ❖ www.counton.org
- ❖ www.nrich.maths.org.uk
- ❖ www.gcse.com - Year 10 and 11 only
- ❖ www.bbc.co.uk/revision
- ❖ www.projectgcse.co.uk
- ❖ www.coolmath4kids.com
- ❖ www.bbc.co.uk/schools
- ❖ www.mathscareers.org.uk
- ❖ www.mathsletic.co.uk
- ❖ www.corbettmaths.com
- ❖ www.transum.org
- ❖ www.mrbartonmaths.com
- ❖ www.geogebra.com
- ❖ www.desmos.com

- ◆ **Major topics**
 - ❖ Chemistry topics: catalysts, chemical reactions, periodic table, metals and non-metals, the reactivity series, polymers, the Earth, rocks and the atmosphere.
 - ❖ Physics topics: sound waves, pressure waves, light waves, cost of fuels, electricity, static electricity and electromagnets.
 - ❖ Biology topics: Human reproduction, chromosomes, variation, biodiversity, reproduction in plants and interdependence.

- ◆ **Key skills being developed**
 - ❖ Cognitive skills
 - ❖ Group work
 - ❖ Extending the skills for practical and investigative work
 - ❖ Scientific report writing
 - ❖ Use of scientific vocabulary
 - ❖ ICT
 - ❖ Literacy and numeracy

- ◆ **Text books and networked programs available to pupils in lessons only**
 - ❖ Exploring Science (How Science Works) 7 by M. Levesley, P. Johnson, S. Gray
ISBN: 978-1-4058-9246-9
 - ❖ Exploring Science (How Science Works) 8 by M. Levesley, P. Johnson, S. Gray, I. Brand, M. O'Neil, ISBN: 978-1-4058-9543-9
 - ❖ Exploring Science (How Science Works) 9 by M. Levesley, P. Johnson, S. Gray, I. Brand, M. O'Neil, ISBN: 978-1-4058-9551-4
 - ❖ Various networked independent learning programs

- ◆ **Books/Resources pupils might find it useful to have access to at home**
 - ❖ CGP New KS3 Science Complete Study & Practice - Higher ISBN: 978-1-84146385-8
 - ❖ CGP KS3 Science Revision Question Cards ISBN: 978-1-7890834-9
 - ❖ CGP KS3 Science Year 7 Targeted Workbook (with answers) ISBN: 978-1-78908263-0
 - ❖ <https://www.kerboodle.com>
 - ❖ <https://www.senecalearning.com>
 - ❖ <https://www.educake.com>
 - ❖ <https://www.bbc.com/bitesize/science>

SUBJECT: Art

YEAR: 8

Year 8 students will build upon skill and knowledge from Year 7. As with Year 7 the new term will begin with a drawing focus, building confidence with line and tone, and refining skills further. This will lead to the major topic work for the year.

- ◆ **Major Topics**
 - ❖ Mexican Day of the Dead, exploring the art and culture from Mexico during the festival of the dead.
 - ❖ Natural form and relief sculpture
- ◆ **Key skills being developed**
 - ❖ Observational drawing and recording
 - ❖ Clay relief sculpture and soap carving
 - ❖ Papel Picado, the art of stencil cutting
 - ❖ Relief model making
 - ❖ Presentation
 - ❖ Contextual studies based on the research of other artists
- ◆ **Resources pupils might find it useful to have at home**
 - ❖ A4 sketchbook, these can be purchased from the Art Department for £1
 - ❖ Pencils – Hb, 2b, 3b, for drawing and shading
 - ❖ Colour pencils
 - ❖ A range of other mark making material – fine line pens, biro pens, felt tip pens

SUBJECT: Computer Science

YEAR: 8

In Year 8 Computer Science, students will cover a range of topics. They will investigate online safety and wellbeing (including cyber security and networks), examine computer systems and how they represent images/videos using binary, understand searching/sorting algorithms and create programs using the Python programming language, identify hardware and software, and produce an animation project. These topics are assessed regularly throughout the year through essays, tests and portfolios.

- ◆ **Major topics**
 - ❖ 8.1 Cyber Security
 - ❖ 8.2 Image Representation
 - ❖ 8.3 Searching/Sorting Algorithms and Programming
 - ❖ 8.4 Systems Architecture
 - ❖ 8.5 Animation
- ◆ **Key skills being developed**
 - ❖ Developing networking skills and investigating the importance of cyber security
 - ❖ Computer systems, hardware, binary and image representation
 - ❖ Searching/sorting algorithms and programming in Python
 - ❖ Project management skills by developing an animation
- ◆ **Books/resources pupils might find it useful to have access to at home**
 - ❖ A computer/laptop with access to the Internet
 - ❖ Microsoft Office (available online through Office 365/school account)
 - ❖ Python IDLE (Version 3) installed on a laptop/computer

♦ Major topics

- ❖ School and daily routine
- ❖ Sports and hobbies
- ❖ The weather
- ❖ TV programmes
- ❖ Clothes and shopping
- ❖ Food and drink

♦ Key skills being developed

- ❖ Speaking: accent and pronunciation
- ❖ Writing: using correct spelling and accents
- ❖ Developing more advanced expression in written French
- ❖ Reading and listening comprehension
- ❖ Knowledge and understanding of grammar (past, present and future tense verbs)
- ❖ Cultural knowledge of France
- ❖ Giving opinions
- ❖ Translation from and to French
- ❖ Consolidating use of past, present, future and conditional tense verbs

♦ Text books available to pupils in lessons only

- ❖ Expo 2 Rouge, ISBN: 978 0 435385 125 and Expo 2 Vert, ISBN: 978 0 435385 576

♦ Books/resources pupils might find it useful to have access to at home

- ❖ French/English bilingual dictionary

♦ Major topics

- ❖ The British Isles: Geology
- ❖ War, Conflict and Intervention
- ❖ Hostile Environments: Tundra and Deserts
- ❖ USA: A hyperpower?
- ❖ Coastal Landscapes
- ❖ Development and Globalisation

♦ Key skills being developed

- ❖ Organisation of material
- ❖ Investigative skills
- ❖ Use of statistics
- ❖ independence
- ❖ Map skills
- ❖ Presentation of information
- ❖ Empathy
- ❖ Communication of knowledge
- ❖ Fieldwork
- ❖ Literacy

♦ Text books available to pupils in lessons only

- ❖ Progress in Geography by D. Gardner
- ❖ Interactions by D. Waugh
- ❖ Connections by D. Waugh
- ❖ Geography 1 by Gallagher and Parish
- ❖ Geography 2 by Gallagher and Parish
- ❖ Geography 3 by Gallagher and Parish

♦ Books/resources pupils might find it useful to have access to at home

- ❖ Google Earth
- ❖ Atlas
- ❖ Local O.S. Map
- ❖ Geography programmes on TV and films relevant to the topic e.g. Planet Earth/ Human Planet
- ❖ Events on the news that are relevant eg. USA, Russia, UK and China relations, Brexit, plastic pollution and climate change

♦ Major topics

- ❖ The Tudors
- ❖ The Stuarts
- ❖ The Industrial Revolution
- ❖ The Victorians
- ❖ The Suffragists and the Suffragettes

♦ Key skills being developed

- ❖ Chronology
- ❖ Use of evidence
- ❖ Causation
- ❖ Organisation of material
- ❖ Communication of knowledge
- ❖ Change and continuity
- ❖ Research and enquiry skills
- ❖ Presentation of information
- ❖ Awareness of difference

♦ Text books available to pupils in lessons only

- ❖ Changing Minds by J. Byrom 0582 2946 7
- ❖ Making of the UK by C. Culpin 0.00 3272443
- ❖ Crown and Country by M. Whittock 0340 753439
- ❖ Societies in Change by C. Shephard 07195 4975 2
- ❖ Think History: Revolutionary Times 1500-1750 by Ros Adams. ISBN: 0-435-31350-9.

♦ Books/resources pupils might find it useful to have access to at home

- ❖ Internet research
- ❖ Any book on the Tudors and the Stuarts
- ❖ History programmes on TV and films relevant to the topic
- ❖ Events on the news that are relevant

Major Topics:

Reggae - Pupils explore Reggae music through looking at its history, features and performing a song.

Key skills being developed:

- ❖ Describing the key features of the style using appropriate terminology
- ❖ Group work
- ❖ Independent learning
- ❖ Performance
- ❖ Music theory

Ladders (scales) – Pupils study various types of scales and learn and explore this through integrated activities of listening, performing, composing and improvising.

Key skills being developed:

- ❖ Provide students with skills, knowledge and understanding of a variety of scales
- ❖ Perform using a variety of different scales
- ❖ Listen to a range of music from different times and places which are based on certain scales and the effect that this has on the music
- ❖ Reinforce musical knowledge of the notes on the keyboard, tones and semitones, intervals and staff notation
- ❖ Make connections between impressionist art and music

Music and Space – Pupils explore the elements of music through The Planet Suite by Holst.

Key skills being developed:

- ❖ Performing (keyboard skills)
- ❖ Elements of music
- ❖ Instruments of the orchestra
- ❖ Composition
- ❖ Music theory

Hooks and Riffs – Pupils explore music based on repeated musical patterns through the genres of Popular Music (Hooks and Riffs) and Music from the Western Classical Tradition (Ostinatos)

Key skills being developed:

- ❖ Understanding how music is based on repeated musical patterns.
- ❖ Understanding and distinguish between hooks, riffs and ostinatos.
- ❖ Performing, creating and listening to and appraise a range of music from different times and places based on repeated musical patterns.

Doctor Who – Pupils study the theme to Doctor Who and then by recording and manipulating audio sounds create their own electronic composition.

Key skills being developed:

- ❖ Performing activities
- ❖ Recording audio clips
- ❖ Manipulating audio clips
- ❖ Composing using their own audio recordings
- ❖ Music theory

Video Game Music – Pupils explore how music can be used in video games.

Key skills being developed:

- ❖ Composition of a melody
- ❖ Working to a brief
- ❖ Chords II
- ❖ Music sequencing skills
- ❖ Music theory

Books/resources pupils might find it useful to have at home

Access to a keyboard (or own instrument) for practising pieces and working on composing ideas
Computer and access to the internet.

SUBJECT: Personal, Social, Health & Economic Education **(P.S.H.E.E.)**

YEAR: 8

- ◆ **Major topics** (Taught through Tutor time and impact days)
 - ❖ Money management/economic awareness
 - ❖ British values
 - ❖ Growth mind set
 - ❖ ESafety
 - ❖ Mental health & resilience
 - ❖ Healthy lifestyle choices
 - ❖ RSE including risky situations & LGBTQ+
 - ❖ Target Setting & reflection
- ◆ **Key skills being developed**
 - ❖ Knowledge, understanding and the development of oneself
 - ❖ Better understanding of the relationship between the individual and society
 - ❖ Better understanding of one's rights and responsibilities
 - ❖ Better understanding of conflict resolution in relationships

The P.S.H.E.E. curriculum in Year 8 contains a unit of work/ Impact day on RSE including risky situations. This will involve at times consideration of sexual matters. We will endeavour to notify parents in advance of this unit being taught, as parents have a statutory right to remove their child from sex education by notifying the school in writing.

SUBJECT: Physical Education

YEAR: 8

- ◆ **Major focus**

The Year 8 curriculum will develop and refine students' skills in a range of sports, to create better performers. Students will develop a more technical approach to skills to enhance performance within each sport.

Students will:

 - ❖ Learn how to outwit opponents through participation in games activities, such as netball, football and rugby.
 - ❖ Be able to use accurate replication of actions, phrases and sequences through participation in gymnastic activities, such as gym.
 - ❖ Be able to explore and communicate ideas, concepts and emotions through participation in dance activities.
 - ❖ Be able to perform at maximum levels in relation to speed, height, distance, strength or accuracy through their participation in athletic activities.
 - ❖ Be able to identify and solve problems to overcome challenges of an adventurous nature through participation in various outdoor activities.
 - ❖ Learn how to exercise safely and effectively in order to improve health and wellbeing through participation in fitness and health activities.
- ◆ **Key skills being developed**

The PE curriculum should enable all young people to become:

 - ❖ Successful learners who enjoy PE, learning, making progress and achieving in sport.
 - ❖ Confident individuals who are able to live safe, healthy and fulfilling lives in PE.
 - ❖ Responsible citizens who make a positive contribution to society in PE.
 - ❖ Physical skills relevant to activities.
 - ❖ An understanding of how the body reacts to exercise.
 - ❖ An appreciation of the importance of exercise.
 - ❖ The ability to analyse and improve performance
 - ❖ The ability to exercise safely.

SUBJECT: Philosophy, Religion and Ethics (PRE) YEAR:8

♦ **Major topics**

- ❖ Develop a personal philosophy for life
- ❖ Suffering
- ❖ Life after death
- ❖ Relationship structures
- ❖ Human rights
- ❖ Alternative forms of worship
- ❖ Religious buildings around the world

♦ **Key skills being developed**

- ❖ Empathise with those who have different beliefs and lifestyles
- ❖ Express a personal viewpoint supported by a reason
- ❖ Show awareness of the links between beliefs and lifestyles
- ❖ Compare and contrast views on ethical issues
- ❖ Investigate philosophical questions

♦ **Text books available to pupils in lessons only**

- ❖ Think RE 2, ISBN: 0 435 30726 6

♦ **Books/resources pupils might find it useful to have access to at home**

- ❖ The Bible
- ❖ The Usborne Book of World Religions £6.99 (ISBN: 0 7460 1750 2)
- ❖ www.bbc.co.uk/religions

SUBJECT: Spanish YEAR: 8

♦ **Major topics**

- ❖ Hobbies, sports and future plans
- ❖ Daily routine
- ❖ Going out
- ❖ Holiday destinations
- ❖ Describing past holidays and future travel plans
- ❖ Food and drink

♦ **Key skills being developed**

- ❖ Speaking: accent and pronunciation
- ❖ Writing: using correct spelling and accents
- ❖ Developing more advanced expression in written French
- ❖ Reading and listening comprehension
- ❖ Knowledge and understanding of grammar (past, present and future tense verbs)
- ❖ Cultural knowledge of France
- ❖ Giving opinions
- ❖ Translation from and to French
- ❖ Consolidating use of past, present, future and conditional tense verbs

♦ **Text books available to pupils in lessons only**

- ❖ Mira! 2 - ISBN: 978 0 435391942

♦ **Books/resources pupils might find it useful to have access to at home**

- ❖ Spanish/English bilingual dictionary

◆ Major topics

- ❖ Protein
- ❖ Fats and oils
- ❖ Carbohydrates
- ❖ Vitamins and minerals
- ❖ Energy balance

◆ Dishes to be cooked

- ❖ Quiche Lorraine
- ❖ Jambalaya
- ❖ Pinwheel pizzas
- ❖ Stuffed chicken
- ❖ Classic lasagne
- ❖ Lamb roganjosh
- ❖ Lemon berry cheesecake
- ❖ Swiss roll

◆ Key skills being developed

- ❖ Use the grill, hob and oven - often simultaneously
- ❖ Weigh and measure ingredients accurately
- ❖ Combine and mix ingredients together carefully (forming dough)
- ❖ Learn about the rubbing-in method
- ❖ Make a savoury white sauce
- ❖ Divide mixtures, cut and shape dough
- ❖ Prepare a range of fresh ingredients, e.g. grating, spreading
- ❖ Use electrical equipment, e.g. hand-held whisk, food processor
- ❖ Prepare equipment for cooking
- ❖ User's needs and the problems arising from them
- ❖ The criteria used to judge the quality of products, including fitness for purpose the extent to which they meet a clear need and whether resources have been used properly
- ❖ How to assess products in terms of sustainability
- ❖ Aesthetic, technical, constructional and relevant wider issues that may influence designing, selection of materials, making and product development

◆ Text books available to pupils in lessons only

- ❖ Exploring Food and Nutrition - Hodder Education ISBN 9785-1045-8222-2

◆ Books/resources pupils might find it useful to have access to at home

- ❖ www.foodafactoflife.org.uk

◆ Major topics

- ❖ A chocolate greetings card
- ❖ Sustainability
- ❖ Product analysis
- ❖ Manufacturing
- ❖ CAD/CAM
- ❖ Computer Graphics
- ❖ Corporate image and licensing
- ❖ Designing

◆ Key skills being developed

- ❖ Designing skills involving modelling and graphics
- ❖ To recognise structural technology in the design of products
- ❖ IT skills

◆ Text books available to pupils in lessons only

- ❖ Design & Make It Product Design by Andy Biggs, Melanie Fasciato, Tristram Shepard, ISBN: 0-7487-4429-0
- ❖ Design & Make It Graphic Products by Tristram Shepard, Andrew Loft, ISBN: 0-7487-2474-5.

◆ Resources available on computer network

- ❖ Adobe Photoshop
- ❖ Adobe Illustrator

◆ Books/resources pupils might find it useful to have access to at home

- ❖ "Lego/Technic" type construction sets.
- ❖ Basic electronics kits/books/CD Roms as available
- ❖ General knowledge books on the use of the world's resources
- ❖ www.design-council.org.uk
- ❖ www.wokplas.co.uk/vacuum.hlm
- ❖ www.howstuffworks.com
- ❖ www.flying-pig.co.uk/
- ❖ www.technologystudent.com

◆ Major topics

- ❖ Jewellery and box design and manufacture
- ❖ Using enamels and plastics
- ❖ Acrylic slot together toy using CAD
- ❖ Promotional materials
- ❖ Graphics / Product Design
- ❖ Appropriate theory for above

◆ Key skills being developed

- ❖ Designing skills involving modelling and graphics
- ❖ To recognise structural technology in the design of products

◆ Text books available to pupils in lessons only

- ❖ Foundation Course (Collins CDT) by M. Finney & P. Fowler, ISBN: 0-00-3220530-2
- ❖ Modular Courses in Technology "Structures" by National Centre for School Technology, ISBN: 0-05-003389-1
- ❖ "Mechanisms" by N.C. for S.T., ISBN: 0-05-003386-7

◆ Resources available on computer network

- ❖ Technogames
- ❖ Pro desktop
- ❖ 2D design

◆ Books/resources pupils might find it useful to have access to at home

- ❖ "Lego/Technic" type construction sets.
- ❖ Basic electronics kits/books/CD Roms as available
- ❖ General knowledge books on the use of the world's resources
- ❖ www.design-council.org.uk
- ❖ www.wokplas.co.uk/vacuum.hlm
- ❖ www.howstuffworks.com
- ❖ www.flying-pig.co.uk/
- ❖ www.technologystudent.com

♦ Major topics

- ❖ CAD/CAM design and make task – bags
- ❖ Market research
- ❖ Product analysis
- ❖ Designing
- ❖ Industrial practices
- ❖ Manufacture of bags
- ❖ Sublimation printing and hand embroidery
- ❖ Quality control
- ❖ Marketing
- ❖ Evaluation

♦ Key skills being developed

- ❖ Investigation/research
- ❖ Designing
- ❖ Making
- ❖ Working in a team and as an individual
- ❖ Problem solving
- ❖ Organisation
- ❖ Evaluation

♦ Text books available to pupils in lessons only

- ❖ Selection of resources used from – Textiles and Clothing Parts 1, 2 and 3 (sponsored by Marks & Spencer)
- ❖ D & T Design and Make IT Textiles Technology for Key Stage 3 by McArthur/Shepard
- ❖ Textiles in Action by Judith Christian Carter and Bridget Crabtree ISBN: 0 19 8327358

♦ Books/resources pupils might find it useful to have access to at home

- ❖ Computer/internet
- ❖ Scrap fabrics including velcro, buckles, buttons
- ❖ Cutting out shears, pins, tape measure, hand sewing needles
- ❖ Sewing machine

EDUCATION, WORK AND CAREERS

At Reepham High School & College we work hard to try and make what we do as relevant as possible to the world of work. Within lessons teachers consciously attempt to develop the skills, knowledge and understanding that employers want. The timetable is regularly collapsed for “impact days” when pupils work together in groups to solve real world problems. All pupils have the opportunity to get involved in extra curricular enterprise activities.

Within this broad context every pupil also benefits from receiving high quality careers education. The intention is to enable our pupils to make informed choices and to develop their work related knowledge and skills. Careers education is delivered through:

- ❖ Careers guidance interviews with qualified careers adviser, Mrs Osborne
- ❖ Careers Fair for Years 9—13 in Reepham College foyer with Reepham College, City College Norwich, Easton College, Apprenticeship providers, Armed Forces, Norfolk & Norwich University Hospital, the Police and a diverse range of employers
- ❖ Year 7 Futures Day
- ❖ Year 8 visit to Norfolk Careers & Skills Festival
- ❖ Year 9 CV skills workshop; speed networking events with employers
- ❖ Year 10 Employer Speaker mornings and Work Experience block
- ❖ Year 11 Careers Day
- ❖ PSHEE careers lessons
- ❖ Tutor time - online careers website
- ❖ Assemblies with education establishments and inspirational speakers.
- ❖ Lunchtime talks with employers

Up to date careers information is available through

- ❖ careers office situated in Maths block
- ❖ careers webpage on school website
- ❖ the careers noticeboard and careers corner in the library
- ❖ Twitter @RHSCCareers

If you seek further advice about careers guidance please contact

- ❖ Careers guidance adviser and work experience co-ordinator – Mrs S Osborne

Useful web sites

- ❖ www.reephamhigh.com/for-parents-carers/careers-advice/start-online-careers-and-learning-resource/
- ❖ National Careers Service—<https://nationalcareersservice.direct.gov.uk/>
- ❖ Find an Apprenticeship—<https://www.gov.uk/apply-apprenticeship>
- ❖ I Can Be A ... - <https://www.icanbea.org.uk/>