

# ***Curriculum Outline***

***Year 8  
2023 – 2024***

## **Our Intent**

At Bishop Stopford School, our aim is that every student should realise his or her unique potential. Our Christian ethos and core values are expressed in all that we do: the culture is articulated through highly productive relationships and there is a strong sense of identity and belonging. As a result, our curriculum nurtures and challenges, prioritises individual worth and social cohesion, and fosters independence and interdependence. Character development goes hand in hand with our striving for academic excellence. We want students to leave us happy and healthy, with a strong moral compass as well as with qualifications which have integrity.

Aspiration underpins our curriculum: it is designed so that no student is left behind or left out because of social-, learning- or other disadvantage. Both the taught and the wider curriculum are carefully planned to ensure that not only are students' basic skills secured, but they provide the foundation for future success. We aim to develop highly literate and knowledgeable learners who are creative, self-regulating and resilient. They have opportunities to develop depth as well as breadth, and because they are socially equipped, they can engage confidently with the wider world.

## **Underpinning Principles**

- Leadership of the curriculum is active, reflective and research-informed.
- Our curriculum is unapologetically academic and knowledge-driven, ensuring Bishop Stopford students are engaged and thoughtful learners.
- Our curriculum is holistic: the spiritual, social and moral imperatives are as strong as the academic.
- Key Stage 3 lasts for Years 7-9 to allow the range of subjects to be studied and to build secure foundations for the two year GCSE programmes of study.
- Curriculum is structured to ensure effective progression through the key stages and beyond school to further study or employment.
- Our curriculum enables *all* learners to progress, through development of a rich language base and challenge in every lesson.

Dear Parents

In order to build on links between school and home which were established in Year 7, this booklet gives details of the curriculum followed this year.

This outline shows the teaching programme, which we trust will lead to enjoyable and meaningful learning. Students, of course, learn much more than can ever be listed in a booklet. Social skills, positive attitudes and other qualities form an important part of what we are aiming to develop at Bishop Stopford. A wide range of extra-curricular activities complements the planned timetable of lessons, and STEM days continue.

An overview of the timetable is given below:

	Number of lessons per fortnight	Organisation of teaching groups
Art & Design	2	mixed ability
Computer Science	2	mixed ability
Design Technology*	4*	mixed ability
Drama*		
English	6	mixed ability
Foundation Learning	1	mixed ability
Geography	3	mixed ability
History	3	mixed ability
Mathematics	6	setting
Modern Languages	6	setting
Music	2	mixed ability
Personal, Social, Health & Economic Education	1	mixed ability
Physical Education	4	setting
Religious Education	3	mixed ability
Science	6	setting
Tutorial	1	mixed ability
STEM Days	1 x 1 day	mixed

(Lessons last for one hour. Tutor groups consist of approximately 27 students).

\*DT and Drama are taught in a carousel, with each block lasting between 7 and 8 weeks. Students will have 1 block of drama and 4 blocks of DT throughout the year.

We will be pleased to respond to any concerns you may have about teaching, learning and life in Year 8. In this way, we hope to build on the good foundations laid down in the last year, and make this year a happy and fulfilling time.

Yours sincerely

Miss J Silverthorne  
**Headteacher**

## Bishop Stopford School: Homework

As a school we place enormous value on homework and believe its purpose is to:

- Engender a love of learning and pique interest.
- Enable students to develop good habits; independence, responsibility, organisation and commitment.
- Support students to increase knowledge and develop skills.
- Strengthen the home-school relationship by providing parents an opportunity to engage with the curriculum studied by their child.

### Minimum entitlement (what every student will receive)

	How long should homework take?	Typical tasks
Key Stage 3 (Years 7,8,9)	Approximately 2.5 hours per week	Creative or research-based tasks Reading Revision and preparation for assessments Consolidation of knowledge Use of digital platforms for any of the above

### Key Information

- Homework will be set on **EduLink**. Both you and your child will be able to see what has been set.
- Teachers will, wherever possible, spend time explaining the homework set in lessons.
- How subjects set homework will differ, as one model is not the optimal learning approach for all. So, for example, some subjects will set homework weekly; others may adopt a different approach. This will be shared in the Curriculum Booklets.
- Students will receive feedback on their homework. There will be *written* feedback on the tasks in red, above, either taking the form of peer, self or teacher marking. Other feedback provided will vary depending on task.
- To support students with homework:
  - 1) The school library is open at lunchtimes and students can complete homework there.
  - 2) There is an after-school Homework Club, available every day.

### Who can I contact at school to discuss homework?

- Your child's form tutor
- Your child's Head of Year (Miss Adams)
- Your child's Key Stage Lead (Mr Stevenson)

## Year 8 Curriculum Mapping

The diagram below identifies the key opportunities for cross-curricular study in Year 8. Such opportunities enable students to see the links and the inter-dependency of their different subjects, to strengthen their understanding of the key topics and concepts studied and to make their learning vivid, real and memorable.

	Art	Computer Science	Design	Drama	Foundation Learning	English	Geography	History
<b>Art</b>			Typography					
<b>Computer Science</b>	Representations		Mobile app development		Digital Literacy			
<b>Design/Food</b>	Design Ideas						Microplastics Food Miles	
<b>Drama</b>	Costume Design		Costume design			Blood Brothers script	North/South divide	
<b>Foundation Learning</b>		Typing skills Internet searching Cyber Security				Copyright, Plagiarism and referencing	Bedrock – academic vocabulary	Bedrock – academic vocabulary
<b>English</b>				Characterisation, narrative shape			Writing about places	Elizabethan England Victorians
<b>Geography</b>	TRF's			TRF's				Development & Ghana
<b>History</b>						Tudors and Stuarts		
<b>Maths</b>						Maths vocabulary		
<b>MFL</b>	Day of Dead masks		Food Unit - cooking					History of Festivals
<b>Music</b>			Romantic Period			Romantic Period		The Blues
<b>PSHE</b>		Cyber Bullying	Healthy Eating			Topic Vocabulary		Racism
<b>PE</b>						Disciplinary Literacy		
<b>RE</b>	Religious artwork						World Religions	Reformation
<b>Science</b>							Rocks	Black Death (Unicellular Organisms)

Subject where the topic is taught

## Year 8 Curriculum Mapping

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Subject where the topic is taught

	Maths	MFL	Music	PSHE	PE	RE	Science
Art						Cultural Masks	
Computer Science	Binary			Internet Safety			
Design/Food	Tolerance					Moral Issues & Food production	Metals
Drama			Musical: Blood Brothers	Impact of poverty			Nature vs nurture debate
Foundation Learning							Bedrock – academic vocabulary
English				Personal vs social responsibility			
Geography	Climate graphs						Weathering Water & Nutrient Cycle
History			Trans-Atlantic Slavery				Industrial Revolution
Maths					Speed		Density
MFL	Numbers			Body and Healthy Living			
Music							
PSHE							Drugs and Alcohol
PE				Physical/Mental wellbeing			Anatomy (Muscles and Bones)
RE			Worship				
Science							

## Important Dates Year 8

Month	Item	Date
August / September	School opens School photos	31st August 2023 14th September 2023
October		
November		
December		
January	Reports issued	26 <sup>th</sup> January 2024
February	Progress Review	6th February 2024
March		
April		
May		
June	Reports issued	7th June 2024
July		



## **Faculty: Expressive Arts**

### **Department: Art**

#### **Faculty Introduction:**

Techniques learnt in Year 7 are consolidated in Year 8 with a greater focus on 3D materials.

#### **Topics/Modules to be covered:**

##### **Still life Project**

- Direct observational study to investigate tone/texture/form.
- Painting response to an artist influence

##### **Multi-cultural Studies**

- Possible projects may include mask making.

##### **Artist exploration**

- Arcimboldo
- Ceramic outcome

#### **Assessment:**

All projects assessed and recorded in individual student assessment booklets. Verbal targets for improvement set throughout and formal assessments at the end of each project.

#### **Homework:**

Homework may not be set on a weekly basis but will usually amount to three hours per term. Consolidation/extension tasks maybe set over a number of weeks to complement classwork. Tasks include experimental work/drawing/research/planning.

#### **Enhancement Activities:**

- Art Club
- Opportunity to have work displayed around school

#### **Equipment required:**

- Students are advised to have the following items:  
B pencil, blend able colouring pencils.





# Faculty: Technologies

## Subject: Computer Science

### Faculty Introduction:

A high-quality Computer Science education equips students to use computational thinking and creativity to understand and change the world. Computer Science has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which students are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.

Building on this knowledge and understanding, students are equipped to use information technology to create programs, systems and a range of content. Computer Science also ensures that students become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

### Topics to be covered in the year will include:

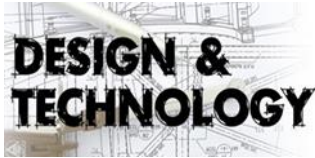
- Unit 1 Computer Systems
- Unit 2 App Development
- Unit 3 Development for the web
- Unit 4 Introduction to Python

### Assessment

- The students will be assessed using a mixture of teacher assessment and end of unit tests, depending on the topic.

### Enhancement Activities:

- Coding Club
- Cyber First year 8 girls' competition
- E-Safety week activities
- Lunchtime and after school computer use with Internet access.
- Raspberry pi competitions.



## **Faculty: Technologies**

### **Subject: Design Technology**

#### **Faculty Introduction:**

In Key Stage 3, students follow a varied programme of study which covers all aspects of the National Curriculum.

Year 8 develops subject knowledge, whilst enhancing practical skills and abilities. Students will complete all modules of work on a carousel basis.

#### **Topics/Modules to be covered:**

- Textile Technology – Assembling three-dimensional fabric products.
- Product Design – A combination of hand tools, power tools and computer-controlled equipment.
- Food Preparation and Nutrition - Cultural cuisine and healthy eating.

#### **Assessment:**

All work will be assessed according to the Bishop Stopford assessment system.

#### **Homework:**

Within Year 8 homework comprises one set piece for each project designed to both test and broaden a student's knowledge.

#### **Enhancement Activities:**

- Rotary Club Technology Tournament
- STEM Club
- STEM days

All students are actively encouraged to enhance the presentation of their work by the use of ICT. ICT facilities are available within school at lunchtimes.

#### **Texts to be issued:**

Texts are used during lesson time, as and when required.



## **Faculty: Expressive Arts**

### **Subject: Drama**

#### **Faculty Introduction:**

Drama in Year 8 is taught as part of a carousel. Following on from the devising skills learnt in Year 7, Year 8 progress to the use of a play script. Students learn about the features of a play script whilst acquiring knowledge of the context, plot and characters of the play: Blood Brothers.

In the second half of the block, students build upon their knowledge of theatrical styles by learning about Naturalistic and Non-Naturalistic performance. Students learn about the context of both theories and practitioners. They identify the two styles within Blood Brothers, and use what they have learnt to create their own performance work of contrasting styles.

#### **Topics/Modules to be covered:**

- Blood Brothers
- Naturalism / Non-naturalism

#### **Assessment:**

- Group work
- Vocal and Physical Skills
- Characterisation
- Analysis and Evaluation
- Devising Process
- Delivery
- Style, Genre, Conventions
- Design

#### **Enhancement Activities:**

- Involvement in Drama Club and School Production
- Theatre visits

#### **Texts to be issued:**

Blood Brothers text to be provided in lessons.

#### **Homework**

Students are set weekly knowledge and understanding tests. They will be given six drama terms and tested on the spelling and definition of these in the next lesson.



## Faculty: English

### Subject: English

#### Topics/Modules to be covered in the year:

- Shakespeare: *The Merchant of Venice* and other monologues
- Non-Fiction Writing based on creating convincing viewpoints.
- Flash Fiction Writing
- *Journey's End* and poetry of the First World War

#### Assessment:

- Each unit has a summative assessment point.
- These assessments receive 'What Works Well/Even Better If' comments and require a 'My Response Is' from the student.

#### Homework:

Students follow a programme of homework which aims to develop literacy skills and consolidate the work they have been doing in class lessons. This homework should take approximately 30 minutes. Teachers might, at times, give students homework which extends their class work, such as preparing work for an essay.

#### Enhancement Activities:

- Book Week including visits by writers
- Competitions



## Faculty: Wider Curriculum

### Department: Foundation Learning

#### Faculty Introduction:

We aim to develop highly literate, numerate and knowledgeable students. The Foundation Learning programme is a critical way of us achieving this aim. It helps students to make an effective transition from primary to secondary school and into more challenging learning. It develops essential skills, and very importantly literacy for learning. These fortnightly lessons for Year 7 and 8 students have the following components:

- Vocabulary Building - Using Bedrock (an online vocabulary platform), students extend and expand their vocabulary.
- IT Skills – Students will become familiar with the IT systems and skills that they will use as they progress through school.

#### IT Modules to be covered in the year:

- Learning to touch type
- PowerPoint
- Searching the Internet
- Copyright
- Avoiding Plagiarism
- Cyber Security

#### Assessment:

There is a short digital assessment at the end of each Foundation Learning lesson.

#### Homework:

Bedrock is set as homework during Foundation Learning lessons – Year 8 students are expected to complete 20 Bedrock points each week.

#### Resources to be issued:

All resources are available on Firefly.

Students will be provided with headphones each lesson but are encouraged to bring their own if possible.



## **Faculty: Modern Languages**

### **Subject: French**

#### **Faculty Introduction:**

Students study four modules of work. Modules comprise language for communication, with the associated vocabulary and grammatical structures. There are also opportunities for ICT and independent reading.

#### **Topics/Modules to be covered in the year:**

- Holidays, travel and transport
- Free time and technology
- House and home
- Festivals and celebrations

#### **Assessment:**

- 3 common assessments per year.
- 3 end of module pieces of formally marked work.
- Targets for improvement identified.

#### **Homework:**

30 minutes homework is set once per week.  
Students will be using the on-line resource Quizlet

#### **Enhancement Activities**

- International Day

#### **Texts to be used:**

Studio 2 used in class, where appropriate to do so.

Students are expected to bring their own bi-lingual dictionary to lessons and will also have access to online resources.



## **Faculty: Humanities**

## **Subject: Geography**

### **Faculty Introduction:**

### **Faculty Introduction:**

‘What other subject tells us so much about the great issues of the age – global change, natural and human?’

Building on the foundations of year 7, we start year 8 by focussing on global issues; with students examining the unique environment of Antarctica and the threats currently placed on it, appreciating the many different viewpoints on this topic and the concept of sustainability. Students then further develop their understanding of the world by considering the inequalities of development, focusing on Ghana and the UK allowing human geographical aspects to be studied. Students continue this theme of global discovery and interdependence as they look at biomes via the Tropical Rainforest topic, issue of climate change and the possible futures for such habitats. The final topic is based in the UK whereby students explore coastal and marine processes creating the coastal landforms of the UK.

Students are taught in mixed ability groups for 3 lessons a fortnight.

### **Topics/Units to be covered:**

- Antarctica
- Development in Ghana
- Tropical Rainforests
- Coasts

### **Assessment:**

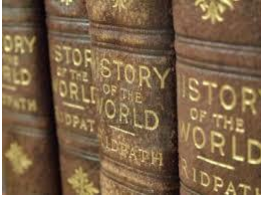
- End of topic assessments using BSS levels.
- WWW/EBI mid-assessment tasks.
- End of year exam.

### **Homework:**

Homework tasks will include research prior to learning, independent tasks, planning for presentations or developing revision skills. This will take approximately 30 minutes per fortnight although sometimes homework will be set less frequently but will require more time.

### **Enhancement Activities:**

- Challenge tasks in all lessons
- Humanities House Challenge Competition
- Independent research and project-based work



## **Faculty: Humanities**

### **Subject: History**

#### **Faculty Introduction:**

Students are taught in mixed ability tutor groups in Year 8. A variety of topic areas are covered.

The emphasis is on British history.

#### **Topics/Modules to be covered:**

- Tudor England
- English Civil War
- Restoration and Enlightenment
- Trans-Atlantic Slave Trade and Empire
- Industrial Revolution

#### **Assessment:**

- Specific assessments are given using the Bishop Stopford assessment system
- Targets for improvement identified.

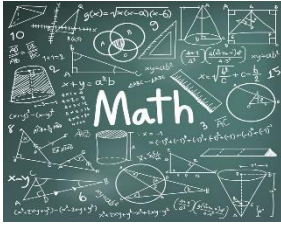
#### **Homework:**

Some homework may be research, planning or revision; some will be finishing extended writing tasks or assessments. Students will receive approximately 30 minutes of Homework per fortnight, although sometimes Homework will be set less frequently but will require more time to complete (e.g in preparation for formally marked work and assessments).

#### **Texts**

*Exploring History* textbooks are kept and used at school.





# Faculty: Mathematics

## Subject: Maths

### Faculty Introduction:

Students are taught in four broad ability sets, covering topics to differing depths. During the year they are regularly assessed and will have opportunities to move groups. Students will spend time ensuring they have mastered a concept before moving on.

Scientific calculators and maths equipment must be bought by all students and brought to all lessons. We recommend all students use the same calculator which can be bought from the finance office for approximately £8.50.

Students will follow the KS3 National Curriculum Scheme of Work and with the following aims:

- Become **fluent** in the fundamentals of Mathematics
- **Reason** mathematically eg giving reasons, explaining answers, developing a “proof”
- **Solve problems** by breaking down a question and applying their mathematical knowledge

### Subject Content:

Content from Year 7 will be reviewed/covered at various stages for students who need more time to consolidate.

#### **Number:**

Rounding, Percentages, reciprocals, factors, multiples and primes, fractions and recurring decimals, estimations

#### **Algebra:**

Solving linear equations, substitution, graphs of linear and curved functions, sequences

#### **Ratio, Proportion and Rates of Change:**

Simplifying ratios, sharing in a ratio, converting a ratio to a fraction, best buys and combining two ratios

#### **Geometry and Measures:**

Vectors and translations, Pythagoras Theorem, Speed and Density, constructions, areas of 2D shapes including circles, Volume and Surface Area

**Probability and Statistics:** set notation, Venn Diagrams, Probability and Scatter Graphs

### Homework and Assessment:

- Students will be issued with a Maths Curriculum Booklet which includes details of the topics to be studied that year, as well as assessment records and glossaries
- Students will have up to four formal assessments each year which could influence group changes. Students will be given reflection time and targets to improve.
- Students will be informally assessed regularly through class questioning, teacher and peer marking of classwork and homework.
- Students will each have a starter book which consolidates previous learning and identifies strengths and weaknesses.
- Homework is set for 30 minutes up to twice per week. Homework is generally further practice/consolidation of the topic covered in class, so usually needs to be completed by the next lesson. Assessment revision tasks may take slightly longer to complete.
- Maths Help is available weekly for extra assistance with homework or classwork.
- The school has a MathsWatch subscription. Each student will have a password and login provided at the beginning of the year. MathsWatch can be used for homework, revision or enrichment.

### Enhancement Activities:

- Extension activities for students who are showing clear understanding of topics
- MathsWatch and Maths Help.
- Termly literacy and cultural challenges
- The most able mathematicians enter the UK Junior Mathematical Challenge.



## Faculty: Expressive Arts

### Subject: Music

#### Faculty Introduction:

Students develop their musical skills through topics which allow them to cover the National Curriculum. All topics are taught with an integrated approach to the three disciplines of performance, composition, and listening and appraising.

#### Topics/Modules to be covered:

- Blues arrangement/composition– blues scale and twelve bar blues chord structure, syncopated rhythms, performing, improvising
- Popular music – developing knowledge of harmony and song structures
- Ground Bass
- Keyboard skills, building on 5 finger technique from y7, adding bass notes and chords.
- Major Moods – Composition using musical elements to create Mood.
- Short 'set works' listening, performing, keywords and context. Dvorak's "Largo"

#### Assessment:

- Assessment using Bishop Stopford Assessment system.
- Tasks set and feedback sent via firefly.
- Targets for improvement identified through verbal and/or written feedback.

#### Homework:

No homework is set in Year 8 though students are encouraged to practise, wherever possible.

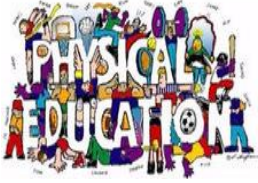
Music rooms are available for optional practice between lessons.

#### Enhancement Activities:

- A wide variety of choirs and instrumental ensembles are open to all students throughout the year.
- Carol Service
- End of term concerts
- Showtime and ukulele ensembles, open to all.
- NMPAT recital team visit
- Visiting musicians' workshops
- Worship group – open to all

#### Texts to be issued:

Not applicable.



## **Faculty: Physical Education**

## **Subject: Physical Education**

### **Faculty Introduction:**

PE helps students to develop positive associations with physical activity, acquire skills and apply tactics, evaluate and improve performance, gain knowledge, understand about fitness and health and develop their personal qualities.

All students will experience an ambitious PE curriculum, which challenges them every lesson, nurtures their talents and enables them to learn about and through physical activity.

We aim to:

- equip them with the fundamental and advanced skills to participate in a range of activities with competence and confidence;
- develop their understanding of rules, conventions and key knowledge related to health and well-being to enable them to participate in physical activities in a safe and beneficial way;
- give them the opportunity to foster desirable personal qualities, leaving them socially equipped to become valued members of their community, both in and outside of physical activity;
- to challenge them cognitively, giving them opportunities to develop creativity, solve problems and acquire critical evaluation skills
- prepare them for the next stage of their physical activity journey; whether they choose to study examination PE, participate in competitive sport or become recreationally physically active

We want all students to develop a positive association with being physically active, so that they choose to include physical activity in their future lives. They can then experience the life-enhancing benefits it brings, continuing to be healthy and happy individuals.

### **Topics/Modules to be covered:**

- Games Activities: hockey, football, rugby, netball, handball, rounders, cricket, basketball, badminton, tennis, volleyball, softball and table tennis.
- Athletics Activities: athletics.
- Body Management: health related fitness and parkour.

### **Assessment:**

- Three assessment strands within PE; Physical (Body), Cognitive (Brain), Personal (Behaviours) which are assessed at the end of the block.
- Short and long-term reports based on aggregated end of block assessments
- On-going self, peer and teacher assessment in lessons

### **Enhancement Activities:**

- Inter-house competitions – various activities.
- Level 3 School Games (winter and summer) in some activities.
- School teams are organised in all the major games and activities, with practices at lunchtimes and with matches after school.
- The school enters a team in the District Cross Country and Athletic championships. Talented students are put forward for selection at district/county level.
- Year 8 students have the opportunity to attend a residential in the Isles of Scilly where they experience a variety of outdoor activities.



## Faculty: Personal, Social and Health Education

### Subject: PSHE

#### Faculty Introduction:

PSHE helps students to develop inter-personal, communication and social skills. Topics are divided between:

- A tutorial led by the students' form tutor.
- Personal, Social and Health Education lessons, taught by a member of the Personal, Social and Health Education team.

#### Topics/Modules to be covered:

##### Personal, Social and Health Education

- **Relationships and Sex Education:** Healthy relationships. Dealing with conflict. Sexual orientation. Gender identity. What is love?
- **Staying Safe Online and Offline:** County Lines – who is at risk? Substance misuse. Alcohol safety. Cyberbullying. Grooming children and Child Exploitation.
- **Health and Wellbeing:** What is mental health? Positive body image. Child abuse. Healthy eating. Stress management.

##### Tutorial

- **Life Beyond School:** Employability Skills. Proud to be me. Career interests. Self-esteem and media. Labour markets and Exploring Careers.
- **Rights, Responsibilities and British Values:** Desert Island Living. Building a community. Making decisions. Criminals, law, and society. Prisons, reform, and punishment.
- **Celebrating Diversity and Equality:** Ableism and disability. Evaluating social media. What is racism? Hate crime in the UK. Micro aggression and sexual language.

##### **Homework:**

Homework is not set in PSHE.

##### **Enhancement Activities:**

- External Speakers
- Take Our Children to Work Day
- Anti-Bullying Week activities
- Children's Mental Health Awareness Week activities

##### Withdrawal:

Parents have the right to withdraw their child from lessons on contraception as part of the RSE programme of study. The request for withdrawal from these lessons should be made in writing to [pwilson@bishopstopford.com](mailto:pwilson@bishopstopford.com) at the start of the academic year.



## Faculty: Humanities

### Subject: Religious Education

#### Faculty Introduction:

In Religious Education, students are encouraged to reflect on religious, non-religious, philosophical, moral and spiritual questions. They will have the opportunity to explore a range of worldviews which highlight the complexity of the world they live in today. Our aims are aligned with the Diocese of Peterborough Syllabus for Religious Education. The focus of Year 8 is the Dharmic Religions.

#### Topics/Modules to be covered:

##### Enquiry Question – Do our beliefs shape our actions?

- Are humans incapable of being good? (Christianity)
- Can we be saved? (Christianity)
- Is there a soul? (Hindu Dharma)
- Is it possible to escape suffering? (Buddhism)
- Can equality make a difference? (Sikhism)
- How do we know what is right and wrong? (Christianity)

#### Assessment:

- Specific assessments are given using the Bishop Stopford assessment system
- Knowledge tests
- Evaluative Essays

#### Enhancement Activities:

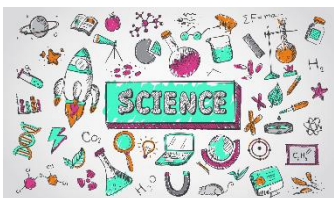
- Analysing and interpreting sources of authority eg the Bible
- Souster Youth lessons
- The use of artefacts

#### Homework:

In Year 7, students will receive approximately 30 minutes of homework a fortnight. In some instances this could be more or less frequent due to preparation for assessments / completion of assessments. It will typically take the form of research, planning, assessment or consolidation.

#### Texts to be issued:

Textbooks are available for lessons but are not taken home. Electronic versions are available through Kerboodle.



## Faculty: Science

## Subject: Science

### Faculty Introduction:

The second year of Key Stage 3 develops skills further and introduces new areas of knowledge. Students are set into Year 8 based on their Year 7 assessment results. At the end of Year 8 students will be set into year 9. We review the data across Year 8, ranking students against our key assessments. Sets are determined according to accumulated assessment scores for each student.

### Topics/Modules to be covered:

- Plants
- Food and nutrition
- Light
- Multicellular organisms
- Breathing and respiration
- Periodic table
- Heat transfers
- Rocks
- Earth and space
- Fluids
- Combustion

### Assessment:

- End of topic tick tests
- End of term tests (3 per year), using the Bishop Stopford internal assessments. All sets take the same end of term tests.
- Targets for improvement identified.
- Required practical investigation work.
- Weekly homework

### Homework:

In line with Bishop Stopford School Homework guidelines. Homework tasks include creative or research-based activities, reading, revision, preparation for assessments, consolidation of knowledge and use of digital platforms for any of the previously mentioned tasks. In addition, students are expected to use time at home to formally assess key work and assessments.

### Enhancement Activities:

- Information and additional homework tasks are available on the VLE
- Science, Technology, Engineering and Maths (STEM) Activities

### Texts to be issued:

A KS3 revision guide can be purchased from the Science Faculty. Additional workbooks are available.



## **Faculty: Modern Languages**

### **Subject: Spanish (Second Language)**

#### **Faculty Introduction:**

Students in Sets A and B in Bands 1 and 2 will begin studying Spanish as a second language. They will have 2 lessons a fortnight of Spanish and 4 of their first language, French.

Students will follow four modules. Modules comprise language for communication, with the associated vocabulary and grammatical structures. There are also opportunities for completing ICT activities and independent cultural projects.

#### **Topics/Modules to be covered:**

- Holidays, travel and transport
- Free time and technology
- Healthy living
- Festivals and celebrations

#### **Assessment:**

- 3 written common assessments per year, one of which is an end of year exam.
- 3 end of module pieces of formally marked work
- Targets for improvement identified.

#### **Homework:**

30 minutes homework is set once per week.

Students will be using the on-line resources Quizlet, linguascope and languagenut

#### **Enhancement Activities:**

- International Day

#### **Texts to be issued:**

Students have access to a variety of resources in class as well as online resources.

# Careers Education, Information, Advice and Guidance (CEIAG)

We live in a time where the pace of change is more rapid than at any point in history. Changes in society and the nature of work (including the use of technology and the influences of the global market) will have a profound effect on patterns of employment. To meet these challenges, the CEIAG programme helps our students to develop the knowledge, confidence and skills they need to make well informed, considered choices and plans which enable them to progress smoothly into further learning and work, now and in the future.

The CEIAG programme for Year 8 is delivered within the tutorial programme. It is mapped to the learning outcomes of the Career Development Institute's (CDI) Career Development framework.

## Topics:

In Year 8, students have the opportunity to take part in Take a Child to Work Day. They gain an insight into the world of work and apply their learning from school into the work environment. Students undertake a number of preparatory sessions in their careers lessons. Once back in school, there is time to reflect on their day.

- **What is work?** - students recognise the value of different forms of work to individuals in society and identify the opportunities and rewards from each of the pathways available.
- **Health and safety in the work place** - activity linked to Take a Child to Work Day.
- **Careers in Northamptonshire** students develop labour market information skills, major sectors in the county, jobs data, local employers and different careers, they explore how individuals can be affected by the changing supply and demand for labour.
- **Take a Child to Work debrief** - reflection and evaluation of the work shadowing day.

These lessons are supported with a workbook containing all the completed activities and reference resources to assist with learning. Students who visit the work place have a further workbook to document these activities and learning points.

## Enrichment Activities:

- **Careers help and advice** - parents and students are welcome to book an appointment with the Careers Adviser. Email: [careers@bishopstopford.com](mailto:careers@bishopstopford.com)
- **Careers Talks** – Year 8 students are welcome to attend any of the lunchtime Careers Café or career talks arranged at lunchtimes across the school year.
- **Progress Review Evening** - an opportunity for students and parents to meet with the school's Careers Adviser.
- **Take a Child to Work Day** - Students spend the day work shadowing in a business setting. Placements are provided via parents, relatives or agreed family / network contacts. An enterprise and career development activity is provided for any students who are not able to go out of school. This is provided to the school by The Young Enterprise Company – Learn to Earn Programme.

## Quality Assurance

The CEIAG programme at Bishop Stopford School is delivered to nationally accredited standards. The school are holders of, a national Quality in Careers Standard .



## **STEM Days**

Students take part in one technology day to 'join up' their learning in the technology subjects (Design and Technology, Maths and Science).

On each of the days, students take part in a variety of activities which enables them to make links between the subjects and enhance their own learning.

Learning takes place in teams and will be themed.

## **Enhancement Activities**

### **Trips and Visits: Voluntary Contributions**

The viability of trips and visits is entirely dependent on parents recognising their value, and therefore supporting them with voluntary contributions. There is no obligation to contribute, and students will not be deselected because of a lack of parental contribution. However, information regarding trips or visits will state processes for cancelling a trip and returning monies, should the school not receive sufficient voluntary contributions for the activity to go ahead. Consideration for students facing financial hardship will be detailed in any information issued.

# NOTES