

# Bishop Stopford School

faith | justice | responsibility | truth | compassion

Headteacher: Miss Jill Silverthorne MA



# Curriculum Outline

## Year 8 2024 – 2025



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## **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 ambitious, 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)**

	<b>How long should homework take?</b>	<b>Typical tasks</b>
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 (Mr Darby)
- 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
September	School opens School photos	5 September 2024 18 September 2024
October		
November		
December		
January	Reports issued	9 January 2025
February	Progress Review	4 February 2025
March		
April		
May		
June	Reports issued	6 June 2025
July		

# **Faculty: Expressive Arts**

## **Subject: 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**

**Masks**

**Ceramic Pots**

**Composite Faces**

### **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 one hour 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:**

- 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

### Faculty Introduction:

All students will study a range of units of work covering the key skills of reading, writing, spelling and vocabulary acquisition, and spoken English. A wide range of both heritage and contemporary literature is at the heart of our work.

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

- **Viewpoint Writing – Don't Get Me Started!** Students will study a variety of viewpoints about significant current/recent issues. Students will experiment with rhetorical devices and the creation of a compelling voice.
- ***Journey's End* and the poetry of the First World War** – an analytical study. A unit exploring the themes, characterisation, construction and context of Sherriff's *Journey's End* alongside the voices of the soldier-poets and those inspired to write poetry about their experiences of the First World War.
- **Shakespeare: *Much Ado About Nothing***. Students will study a full Shakespeare play, exploring characters, themes and the context of Elizabethan England.
- **Dystopian Writing:** a creative writing unit, experimenting with narrative and sentence craft.
- **Exploring Other Worlds:** Students will study a range of literary non-fiction texts that explore writers' perspectives and the methods used to convey those perspectives.

### Assessment:

Each unit has a summative assessment point. Assessment in Year 8 takes a varied approach, with knowledge retrieval, analytical writing, drafting writing and literacy skills all featuring in the design of testing across the academic year.

All assessments receive a level, and formative comments to support students' progress. They require a 'MRI' response from the student.

### Homework:

Students will follow a programme of homework that aims to strengthen class-based learning. Each term, students' homework will include reading comprehension activities and spelling skills. In addition, they will prepare for their summative assessment at the end of each unit of study.

Students in Year 8 are expected to spend about 30 minutes per piece on their English homework.

### Enhancement Activities:

- Everyone Reading in Class
- Book Week including the Bishop 'Readathon'
- Theatre visits are arranged, where appropriate

# **Faculty: Wider Curriculum**

## **Subject: 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.

Our ambition is that students develop a greater sense of self-regulation and begin to develop the successful study habits which will carry them forward into their future studies. Foundation Learning aims to do this by teaching students how to make the most of their lessons and opportunities, how they can revise and what this means, how they can use retrieval activities and self-testing, and more.

### **Topics covered in the year include:**

- How the brain works, the different types of memory and how learning happens.
- Effective study habits and how to get the most out of school.
- How to use the different types of feedback that teachers and others provide.
- Different retrieval practices and why retrieval is important for long term memory.
- What it means to 'revise' and how to do so effectively.

### **Assessment:**

Students will have their progress monitored through regular teacher assessment and feedback during their Foundation Learning lessons, and through homework.

### **Homework:**

Homework is set for Foundation Learning. Our expectation is that students should spend 30 minutes completing this. Homework is linked to the topic being covered and may be consolidation or preparation.

### **Enhancement Activities:**

Students will have the opportunity to contribute to The Bishop Award through Foundation Learning and across the curriculum.

### **Resources to be issued:**

Students will be provided with a workbook for each module, and a folder.

<p style="text-align: center;"><b>Faculty: Modern Languages</b> <b>Subject: French (Second Language)</b></p>
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**Faculty Introduction:**

Students in set A and B in bands 1 and 2 will study one hour of French per week and two hours of their main language, Spanish.

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 research.

**Topics to be covered:**

- Identity and relationships
- Free time
- School
- Where people live

**Assessment:**

- Two listening and reading assessments per year
- One written and spoken assessment per year

**Homework:**

One homework of 20 minutes will be set every other week.

Students will use online resources for their vocab learning homework (Quizlet, Languagenut, Linguascope)

**Texts to be issued:**

Studio 1 used in class, where appropriate to do so.

Students are encouraged to bring their own bilingual dictionary to lessons.

Students will have personal accounts for Languagenut and access to the school Linguascope account.

# Faculty: Humanities

## Subject: Geography

### 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, listening and appraising.

#### Topics/Modules to be covered:

- Short 'set works' listening, performing, keywords and context. Dvorak's "Largo" keyboard skills, performing with expression.
- Blues arrangement– blues scale and twelve bar blues chord structure, syncopated rhythms.
- Popular music – developing knowledge of harmony and song structures, ensemble performance. Major Moods composition, use of software, how elements affect mood.
- Ground Bass – repeating bass lines with changes in texture and melodic lines above. Arrangement of Pachelbel's canon.

#### Assessment:

- Assessment using Bishop Stopford Assessment system.
- Targets for improvement identified through verbal and/or written feedback.

#### Homework:

No homework is set in Year 8.

#### Enhancement Activities:

- A wide variety of choirs and instrumental ensembles rehearse weekly.
- Worship group – open to all
- Carol Service
- Ukulele magic – open to all
- Choir - open to all
- Bishop Rocks - open to all
- End of term concerts
- NMPAT Recital teams
- Professional workshops

## **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 gym acro.

### **Assessment:**

- End of block assessment across three strands: Physical (Body), Cognitive (Brain), Personal (Behaviours)
- 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:**

We live in a society where the pace of change is more rapid than at any point in history. Changes in society, including the use of technology have a profound effect on the lives of our young people that can impact their personal development, health and wellbeing and have implications for employment. To meet these challenges, the PSHE programme helps our students to develop the knowledge, confidence, and skills they need to make well informed, considered choices and which enable them to progress smoothly into adult life.

PSHE helps students to develop inter-personal, communication and social skills. Topics are divided between six core themes: Relationships and Sex Education (RSE), Health and Wellbeing (H&), Staying Safe On and Offline (SSO), Rights and British Values (RBV), Celebrating Diversity and Equality (CDE) and Life Beyond School (LBS)

Personal, Social and Health Education lessons, taught by a member of the PSHE team.

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

- **Law and Order**: How does law and order work in the UK?
- **Exploring Prejudice**: Dealing with prejudice: pressure groups and social movements
- **Relationships and Sex Education**: Healthy relationships and dealing with conflict
- **Managing our online lives**: How can we keep ourselves safe in the digital world?
- **Staying safe in our community**: What are county lines and how can we keep safe?
- **Looking after our health and wellbeing**: How can we look after our physical and emotional wellbeing?
- **Careers**: TACTWD and labour markets in Northamptonshire
- **Proud to be me**: tracking our personal development
- **Northamptonshire County Schools Challenge**

**Homework:** At the end of each unit students will be set a knowledge retrieval task online.

#### **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 are 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)
- Can equality make a difference? (Sikhi)
- 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
- Infographics

### Enhancement Activities:

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

### Homework:

In Year 8, 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**

#### **Faculty Introduction:**

Students study three modules of work. Modules comprise language for communication, with the associated vocabulary and grammatical structures. There are also opportunities for ICT and independent research to continue to foster the curiosity of students about the language they study and those who speak it.

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

- Holidays and travel
- Media, technology and celebrity culture
- Customs and festivals

#### **Assessment:**

- 3 reading and listening assessments per year, one of which is the end of year exam.
- 3 pieces of written or spoken assessment, one of which is the end of year exam.

#### **Homework:**

There will be one learning homework of 30 minutes a week.

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

Viva 2 used in class, where appropriate to do so. Students are encouraged to bring their own bilingual dictionary to lessons.

Students will have personal accounts for Languagenut and access to the school Linguascope account.

## **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 PSHE 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 are briefed on health and safety in the workplace, have a workbook to complete while on their placement and reflect with their peers on their day after the event.

### **Enrichment Activities:**

- **Careers Talks** – During national careers week as part of World of Work day.
- Year 8 students are welcome to attend any of the lunchtime Careers Café or career talks arranged at lunchtimes across the school year.
- **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.
- **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)

### **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