



ST NICHOLAS' SCHOOL

NURSERY - INFANTS - JUNIORS - SENIORS



YEAR 8
CURRICULUM BOOKLET
2023-24



AT ST NICHOLAS' SCHOOL
EVERYONE IS VALUED, EVERYONE IS SOMEONE



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INTRODUCTION

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School Attendance

It is vital that all pupils attend school regularly, unless there are special circumstances. It should be noted that if a pupil is absent for more than six days each term, over the course of their time in the senior school, this will be equivalent to half a year and may significantly reduce their chances of good grades at GCSE. A national survey has shown that 90% of pupils whose attendance is as low as 85% are likely to achieve fewer than five GCSE pass grades. If your daughter does have to miss lessons for any reason, she will be expected to copy up the work and also to try to understand it. She should always ask for help if she has difficulties.

School Events

There are a number of events that pupils are required to attend. These include Open Days throughout the year and the Summer Fair. The dates of these events can be found in the school calendar. Non-attendance at these school events, without good reason, may affect a pupil's chances of becoming a school officer in Year 10.

Equipment

All pupils should have the following equipment with them every day. All items should be clearly named. Two pencil cases are suggested with the contents divided, such as colouring pencils in one and every day bits and pieces in the other.

- Colouring pencils
- Highlighters
- Glue stick
- Pencil sharpener
- Fine liners/felt pens
- Pencils (HB)
- Scissors
- 30cm clear ruler
- Black ink pen or fountain pen and black cartridges
- Back up black pen
- Full mathematics set
- Scientific calculator

Reference books required

- Good News Bible
- Oxford or Collins Pocket Dictionary
- Oxford or Collins Pocket Thesaurus
- Oxford or Collins French Dictionary
- Oxford or Collins Spanish Dictionary



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The School Planner

At the beginning of the year every pupil is given a school planner, in which to write her weekly timetable, add important events to the calendar and record all homework. The planner also includes the School Rules, which can also be found in the Parent Handbook.

Office 365

The school is currently using Microsoft Office 365 as our VLE (Virtual Learning Environment). Through Microsoft Teams students will have access to online resources, class presentations and templates and they will hand in electronic assignments and have virtual classes as and when the need arises. There are currently various videos on Teams that are available for any help, but if your daughter needs additional assistance, they can contact the IT department.

Keeping in Touch

There will be opportunities to meet with your daughter's teachers, both formally and informally, throughout the year. You will find the dates on the school calendar. You will receive a grade sheet or a report each term and these contain data and teachers' comments on work or progress.

If you have any concerns please contact the office or your daughter's tutor or subject teacher.

Assessment

Pupils will usually sit one set of examinations in May/June. Parents will be informed of the results in the school report. A set or year average will be given for each subject, so that it will be possible to see how your daughter is achieving compared to her peer group.

At other times, continuous assessment will take place and parents will be given information on their daughter's achievements on the grade sheets.



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Homework

In Year 8, pupils will have an average of 90 minutes each night, although additional pieces of work may occasionally be set in subjects such as music, textiles, food etc. Homework is likely to include reading tasks, question sheets, research, revision etc and will be used to encourage your daughter to work more independently. Written tasks normally need to be handed in the next day. Pupils may be asked to complete a piece of work on the computer, and this should be printed at home and submitted for marking in the same way.

Work on the computer may involve research using the internet but all pupils are given advice on the safe use of the internet in Computer Science lessons and as part of the PSHE course. All pupils are made aware of the ICT Acceptable Use Policy, which is a separate document.

Teachers aim to set work which can be completed in the time allocated. However, pupils do not all work at the same pace and, therefore, some pupils may find that it takes a little longer. If this is a problem, please contact the teacher concerned. Where possible, your daughter should aim to complete the task, to demonstrate what she can do and so that she gets sufficient practice in preparation for future examinations. Homework is not intended to be easy as pupils need to develop resilience, so that they can attempt challenging examination questions. You should, therefore, not expect your daughter to achieve full marks on a regular basis. Without struggle, there is no progress!

If work is not completed on time, or is not of a satisfactory standard, your daughter may be asked to do it again. If this happens on several occasions, you will be notified. The school also holds a weekly lunchtime detention for pupils who repeatedly fail to complete their work. A lack of commitment at KS3 could impact on a pupil's progress and, in turn, affect their GCSE grade. .

Curriculum Support

We realise that pupils develop at different rates and that some pupils benefit from a little extra help. The school, therefore, offers Curriculum Support to help pupils develop strategies to improve their learning. This support is provided by trained staff to meet pupils' individual needs.

Pupils may be tutored in small groups, or they may be given additional help within a lesson. A few girls may be offered Curriculum Support instead of Latin/Classical Civilisation.

Members of Curriculum Support staff also liaise with subject teachers to ensure that pupils receive the support they need in class. Small classes enable subject teachers to provide pupils with additional help and scaffolding for their learning.

If you are concerned that your child may have learning difficulties, such as dyslexia, please contact the Curriculum Support department in the first instance csdept@st-nicholasschool.co.uk. We will be able to talk with you and your child about their needs and advise you as to your next steps.



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MAT Learner

More able and talented pupils are identified by their subject teachers in association with baseline data. We are committed to providing a challenging and dynamic curriculum, which provides opportunity and nurtures our most able and talented pupils.

Lessons are differentiated appropriately, providing challenge and pace. Opportunities allow pupils to explore subjects in greater breadth, as well as depth, and independence is encouraged.

More able pupils are encouraged to take part in a wide range of workshops, attend talks and trips to aid in enriching their learning.



ART

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During Year 8, pupils will build upon the skills learned during Year 7 and will gain some new ones which will increase their artistic vocabulary.

They will develop their drawing and painting skills and their knowledge of artists and designers, as well as their work, both contemporary and historic. They will take on more demanding tasks in painting, mixed media and three-dimensional work, learning new techniques for making and decoration. For some projects they will be encouraged to use photography and I-pads to develop pieces. There will be opportunities to produce more personal work through some of the topics.

Each term the pupils will be working to a theme and projects and outings may be arranged with other departments to develop cross-curricular links.

There is the opportunity to attend Art Club as an extra- curricular activity and to be involved with drama productions that take place during the year.

CLASSICS

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In Year 8, there are two lessons of Classics each week. The pupils continue with both Latin and Classical Civilisation.

Curriculum Support will be offered, instead of Classics where appropriate.

Latin

During the year, pupils acquire greater understanding of Latin grammar and develop their translation skills. They continue with the interactive course *Suburani*, with more self-assessment exercises.

Language aspects include:

- Neuter nouns in second and third declensions
- Irregular verbs, the perfect and imperfect tenses
- Infinitives
- Dative and ablative cases
- Agreement of adjectives
- Vocabulary
- Pronouns and prepositions

Classical Civilisation

The pupils will continue acquiring historical knowledge of the classical world and better understanding through written and visual sources.

The Classical Civilisation topics are:

- The Roman State Religion and Personal Practice
- Slavery
- Roman Bath Houses and Sanitation
- Londinium and Camulodunum (Britain's first city)
- The Druids

Pupils will be given one homework of 20 minutes each week. The tasks will be varied (translations, learning vocabulary and grammar, historical projects, etc.) and they aim to develop independent study. Pupils should develop the habit of checking their work for spelling and grammatical errors. There are resources, worksheets and web links in Teams, designed to reinforce the material studied in class.



COMPUTER SCIENCE

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Computer Science is a compulsory subject for pupils during Key Stage 3. Lessons contain a mixture of Digital Literacy, Information Technology and Computer Science – including coding.

All pupils sit an external examination - Functional Skills in ICT - during Year 9. Computer Science is then offered as a GCSE option at Key Stage 4.

The Scheme of Work is continually evolving owing to the rapid changes in technology and its use. We aim to deliver a vibrant and cohesive Scheme of Work that is topical and relevant and fits the needs of our pupils.

Topics that will be covered in Year 8 during 2023- 2024 may include:

- Effective and safe use of the Internet
- Database Management System
- Computer Aided Design
- Logo Programming
- Computational thinking and algorithms
- Computer coding using Python - RoboMind
- Cryptography

Computer Science lesson material will be available on Microsoft Teams. Office 365 will be used during lessons and the resources will also enable pupils to catch up with work at home in the event of a lesson being missed for any reason.

DRAMA

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In Year 8, pupils have two lessons of Drama each week. The year is split into three topics:

- **Autumn term – Pantomime**

The overall aims of the project are:

1. To develop a knowledge of the genre of Pantomime
2. To develop the skills necessary for this form of theatre, with the inclusion of music and comedy
3. To develop organisational skills
4. To extend further each pupil's level of confidence and range in vocal and physical theatre skills
5. To increase further their knowledge of technical staging

Pupils are introduced to the genre and given a brief history of "Pantomime". In groups, they then devise, rehearse and perform their own pantomimes. The 'best' pantomime in each class will be performed to the Infants at the end of term.

- **Spring Term – Dance and Physical Theatre**

Pupils are led through a series of dance and physical theatre lessons. They learn the various techniques required for movement work, culminating in a small group devised piece, created by themselves.

- **Summer Term – Voice and Radio Plays**

Following a group practical examination piece, pupils will focus on the Voice. They will undertake a course of lessons on how to use the voice correctly for dramatic performance. They will then finish the year writing, rehearsing and recording their own Radio Plays.

Assessment

An examination is held in the summer term, which consists of a practical and written paper (50% each). A monologue is performed in the autumn term, for assessment, and a group piece for the summer term practical examinations. The pupils are also formally assessed on a termly basis and given the opportunity to complete a self-evaluation form at the end of each term.

All pupils have the opportunity to take part in the annual Senior Production. Tuition provides the foundation and basis for the study of GCSE Drama.



The Department broadly follows the National Curriculum aims, which are to develop the ability of pupils in the areas of speaking, listening, reading and writing.

Speaking and Listening

Pupils will be required to show, in a series of spoken tasks, that they can: recount personal experiences; share and exchange ideas and views; do an individual presentation; participate in role play; participate in group discussion; be aware of the need to vary the language used to suit the situation and use the grammar and vocabulary of spoken English.

Reading and Writing

Pupils will be required to read a range of texts, non-literary and literary, media and information and texts from other cultures. They will study a novel and a selection of plays and poetry, including 19th Century texts. They will write creatively in poetry and prose, as well as analytically and discursively; developing their skill at crafting language to suit the appropriate form, purpose and audience, in a variety of text types. Comprehension, summary and comparison work will be practised too. Pupils are encouraged to use ICT and to redraft and edit their writing. Grammar and punctuation rules will be taught and reinforced.

Independent Reading

All pupils are encouraged to read for pleasure and choose texts suitable for their ability and interests. To facilitate this, pupils will have a fortnightly lesson in the senior library, with access to a range of age and ability appropriate texts.

Presentation

Pupils will be required to spell common words, write in a clear and legible style, and present finished work accurately.

Homework

Homework is set once a week. It should be handed in promptly and checked for spelling and grammatical errors. Pupils should use homework to consolidate work done in class as well as to assist and extend their individual learning, for example by wider reading and research, and extended writing.



FOOD TECHNOLOGY

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Food Technology is taught for three lessons each week, which is grouped together and carried out as one session. The subject is taught on a term and a half rotation, with one half of Year 8 studying Food with the other in Textiles, before they then swap over.

In Food pupils will carry out a number of practical tasks, which build on their current culinary skills. In Year 8 these skills include: making pastry and breads; learning how to make a béchamel sauce; knife skills; baking. Theory work is focussed on teaching a variety of elements appropriate to cooking such as health, safety and hygiene in the kitchen; healthy eating; dietary requirements; organic and genetically modified food and the science of ingredients and processes.

Practical tasks include:

- Pasta
- Pastry
- Breads
- Macaroni Cheese
- Spring rolls
- Savoury tartlets
- Muffins

Pupils will be expected to provide the majority of their ingredients for practical tasks, with some of the more difficult to transport items being provided (eggs, oil etc) for a small fee. They will be given a practical demonstration of the dish in one lesson and will be expected to bring in the ingredients to make it the next. This will mean that they will have a week's notice to buy ingredients. In addition to ingredients, pupils will be expected to bring in a suitable container so that they can take their food products home.

Homework

Pupils will be expected to complete a written task for homework each week, which often is an evaluation of their practical task. They are expected to neatly present all work to a standard that they would be happy to have put on display.



GEOGRAPHY

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In Year 8, pupils continue to look at the world around them and understand the factors, both physical and human, which change the environment. They start to develop an understanding of High Income and Low-Income Countries.

Topics studied include:

- Population, to include population density and distribution; population pyramids; how world population is changing; ageing populations; the impact of migration in different parts of the world.
- Climate and Climate Change, to include patterns of and evidence for past climate change; natural causes of climate change; the greenhouse effect and what we can do to reduce our carbon footprints.
- Asia, to include the physical and human characteristics of the continent, with a particular focus on southwest China
- Coasts, with a possible opportunity for fieldwork

Homework

Homework will be set weekly although some tasks may extend over several homework slots and pupils will need to organise themselves so that they have time to complete the task.

Some tasks may involve research using the internet or other sources and pupils will be expected to write up their research in their own words. Word processed work should always be printed off at home in advance of lessons.

Pupils should develop the habit of checking their work for spelling and grammatical errors and should try to use geographical terminology as much as possible

HISTORY

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In Year 8, we hope to generate a continued interest in History and develop skills and techniques introduced in Year 7, particularly the appraisal of varying types of source material. There are three Core Studies in this year.

Pupils will begin Year 8 studying 'The Making of the United Kingdom, 1500-1750'. This is followed by a study of Britain 1750 – 1900 which includes Britain's worldwide expansion, the industrialisation process and ensuing political developments. They also begin to examine the history of the Black Peoples of the Americas from the early days of slavery to the fight for civil rights.

Topics studied include:

- The causes and events of the English Civil War
- Society, economy and culture across this period: for example, work and leisure, religion and superstition in daily life, medicine and disease, theatre, art, music and literature
- The Industrial Age: to include living and working conditions and the British Empire
- Black Peoples of the Americas
- A study of a significant society or issue in world history and its interconnections with other world developments. We study aspects of the USA in the 20th Century

Homework

- Sometimes an extended piece of homework may be given which would not be expected to be completed in one homework, but over two or more allocated slots depending on the nature of the task. Pupils are expected to organise themselves so that they do not leave such tasks to the last minute but plan their time accordingly.
- Pupils are expected to read through their work prior to handing it in and are expected to review spelling, punctuation and grammar in accordance with the marking.

MATHEMATICS



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Depending on which group they are in, pupils will study all or most of the topics below. Year 8 builds on the foundations started in Year 7. They use Maths Frameworking 2.1, 2.2 or 2.3.

Topic areas covered:

- Working with numbers
- Geometry
- Probability
- Percentages
- Sequences
- Area of 2D and 3D shapes (*Surface area and volume of prisms*)
- Graphs
- Simplifying numbers (*Number*)
- Interpreting data
- Algebra
- Congruence and scaling (*Congruent shapes*)
- Fractions and decimals
- Proportion
- Circles
- Equations and formulae
- Comparing data
- *Shape and ratio*

**Italics indicates only in Book 2.3*

Each chapter is assessed using the review questions at the end. Pupils are examined in May/June.

Homework

Pupils will be given two homework tasks each week. The tasks will be varied and will include exercises supporting and reinforcing class work, investigative problem-solving and occasional research. They will be designed to take 30 minutes, but some pupils may take a little longer. However, if homework regularly takes too long, pupils should speak to the teacher concerned. It is vital that pupils attempt to complete every task. Homework is designed to develop independent learning and resilience, in preparation for GCSE.

When completing written tasks, pupils will be expected to present their work neatly and think about the layout of their solutions. These factors will be considered when the work is marked. Their methodology should be clearly shown.



MODERN FOREIGN LANGUAGES

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In Year 8 pupils continue to study French and Spanish for two periods a week each and Mandarin for one period per week. Pupils who are not studying Mandarin have Extra English instead.

French

French lessons are conducted mainly in the target language. Pupils continue to develop the skills for clear communication, as well as gaining an insight into life in the French-speaking world. "Studio 2" is currently used in Year 8.

All pupils should have a French-English dictionary for work in class and at home.

The following areas are covered:

- Media - television, cinema, reading, internet use, perfect tense
- A week in Paris - tourism, opinions on what they saw
- Asking questions
- My identity - personality, relationships, music tastes, clothing tastes
- Home life - describing the home, prepositions, talking about meals, describing a past event
- Talent - talking about talent and ambition, verb + infinitive, modal verbs, superlatives, working with a variety of tenses

Homework is set once a week. Work is expected to be set out neatly with the date and title in French. All work should be checked carefully for spelling and syntax mistakes before handing in. Typical tasks include a short piece of writing, grammar exercises, a page from their workbook, learning vocabulary for a spelling and comprehension test or memorising a presentation to deliver to the class. These are all very important to pupils' language learning. The work will normally be based on the most recent lesson and provides an opportunity to consolidate a child's learning. Most girls will be able to complete the tasks independently and are required to use their own resources (textbook, dictionary) to achieve the necessary accuracy.

The use of translation software is strongly discouraged, as it does not help the pupils learn and it produces largely inaccurate French.

Every pupil will be expected to learn each week's vocabulary as she goes along.



MODERN FOREIGN LANGUAGES

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Spanish

Year 8 girls study Spanish for two lessons per week and all lessons are conducted mainly in the target language. The lessons focus on providing a grounding in basic grammar and building confidence in speaking.

The topics covered in Spanish include: talking about hobbies and sports, giving opinions and likes and dislikes, describing school life, telling the time and talking about the weather. Pupils will continue to use the textbook "VIVA 1".

Homework is set once a week. Work should be set out neatly with the date and title in Spanish, and should be checked thoroughly before handing in. Most girls will be able to complete the tasks independently at this early stage.

The use of translation software is strongly discouraged, as it does not help the girls learn and it produces largely inaccurate Spanish.

Every girl will be expected to learn each week's vocabulary as she goes along.

Mandarin

Year 8 girls study Mandarin for two lessons per week. Girls are expected to make their own flashcards for regular revision and practice writing Chinese characters at home.

Topic areas covered are:

- Food and Drink
- School Life - subjects and preferences and places in school
- Daily Routine
- Sports and Hobbies
- Weather and Seasons
- Clothes and Colours
- Transport
- Chinese Festivals and Food Culture

Homework is set once a week. Work should be set out neatly and should be checked thoroughly before handing in. Regular independent vocabulary learning is vital to succeed in this subject.

At the end of this year, pupils will select which languages to continue in Year 9.

MUSIC

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Pupils in Year 8 study a broad music course, building upon the skills learnt in Year 7. Listening, performing and composing form the core activities for each of the three units of work.

Classical Music and Media

This unit develops pupils' ability to recognise how music can enhance a visual image. Pupils explore how music can convey ideas and communicate messages in a range of media, including television and radio. They will compose, notate, perform and record their own music using appropriate rhythmic, melodic and harmonic devices. In addition, they will develop their understanding of the key musical characteristics of the Classical era.

Indian Classical Music

Pupils will develop the ability to identify, explore and perform Ragas and Talas within the conventions and context of Indian Classical Music. They will sing and play a selection of Indian Ragas before composing their own. Pupils will learn how to improvise and extend their ideas within the confines of the style. They will add accompaniment patterns and perform, record and evaluate their own work.

Britpop and Song Writing

Pupils will learn to recognise different structures within songs and how to compose a convincing melody with an appropriate accompaniment. They will learn about word setting, structure, texture and chords. This will enable them to compose and perform their own song. Pupils will notate and record their work and critically appraise their own song writing skills.

Pupils will have the opportunity to take part in choirs, orchestras and other ensembles as well as participating in school-based workshops.

Music is offered as an option subject in Year 10.



PHYSICAL EDUCATION

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In Year 8, pupils are taught across a range of activity areas. Each activity area will bring with it different qualities, skills, rules and tactics. Pupils will also be taught about the importance of physical health and being active. The focus will be on building on their current knowledge and understanding and increasing confidence and resilience.

Pupils will work on their teamwork, sportsmanship and leadership skills. They will expand their individual skills and learn how to best apply them effectively in competitive situations to gain an advantage. In their Games lessons they will explore the core sports (in bold), in which they will have opportunities to represent the school and compete in regular inter-school fixtures.

In PE lessons they will experience a breadth of activities, both team and individual. In the summer term PE lessons will focus on athletics initially in preparation for Sports Day.

There will be opportunities for the pupils to further progress their knowledge and understanding in lunchtime and after-school clubs. We enter local leagues as well as friendly fixtures and district competitions. Some girls go on to represent the area and Hampshire from the district competitions in the relevant activities.

The following is a guide to the activities that will be covered:

- **Autumn Term:**
 - Netball**
 - Hockey**
 - Football**
 - Basketball**
 - Badminton
 - Volleyball
 - Health and Fitness
 - Cross Country

- **Spring Term:**
 - Netball**
 - Football**
 - Basketball**
 - Dance
 - Gymnastics
 - Badminton
 - Health and Fitness
 - Cross Country

- **Summer Term:**
 - Cricket**
 - Rounders**
 - Athletics**
 - Tennis

PSHE (PERSONAL, SOCIAL AND HEALTH EDUCATION)



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The PSHE course throughout the school incorporates life skills, health education, careers and citizenship. The material is chosen to take into account the ethos and aims of the school.

The Year 8 course covers;

- Alcohol and drug misuse and pressures relating to drug use.
- Equality of opportunity in careers and life choices, and different types and patterns of work.
- Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia.
- Emotional wellbeing, mental health and emotional wellbeing, including body image and coping strategies.
- Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception.
- Digital literacy; Online safety, digital literacy, media reliability and gambling hooks.



RELIGIOUS STUDIES

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The teaching of Religious Studies provides spiritual, moral, social and cultural development.

In Year 8, pupils continue to examine values, beliefs and ideas and how they affect people's lives and actions. They study the history, beliefs, worship, festivals and lifestyle of other world religions. In order to develop spiritual growth, reflection and self-expression, pupils are particularly encouraged to ask questions and express their own thoughts and opinions.

The religions studied are:

- Hinduism
- Judaism
- Buddhism
- Islam

SCIENCE

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In Year 8, pupils study the three separate sciences. The curriculum is designed to build on the knowledge gained at KS2 and to encourage independent thinking. The course broadly follows the National Curriculum but in many cases the work is taken to a higher level. In addition, pupils develop their ability to plan, carry out, analyse and evaluate their own experiments. They develop their maths skills, literacy skills and enquiry processes in preparation for the AQA GCSE course which starts in year 9.

Pupils must provide lab-coats for all practical lessons; otherwise, they will be unable to take part.

Biology

Pupils study the following topics:

- Breathing
- Digestion
- Respiration
- Photosynthesis
- Evolution
- Inheritance

Chemistry

Pupils study the following topics:

- Elements, atoms and compounds
- The Periodic Table
- Types of reaction
- Chemical energy
- Structure of the Earth
- Climate
- Earth resources

SCIENCE

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Physics

Pupils study the following topics:

- Force and pressure
- Magnets and Electromagnets
- Waves; Electromagnetic spectrum and modelling waves
- Heat transfer and work done

Homework

Pupils will be given one homework task per science each week. The tasks will be varied and will include research, accounts of experiments, worksheets, quizzes, revision etc. They will be designed to take 30 minutes, but some pupils may take a little longer. However, if homework regularly takes too long, pupils should speak to the teacher concerned. Occasionally, pupils will be asked to complete an extended task over a few weeks. It is vital that pupils attempt to complete every task and show evidence of this, even if something seems challenging. Homework is designed to develop independent learning and resilience, in preparation for GCSE.

When completing written tasks, pupils will be expected to use their own words, present their work neatly and think about their spelling and grammar. These factors will be taken into account when the work is marked. Pupils should also get into the habit of proof-reading their work before it is submitted for marking, as this will be a vital skill at GCSE.



TEXTILES

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In Year 8, pupils study Textiles for a term and a half, whilst their contemporaries study Food Technology. They continue to develop the skills of stitching and sewing machine use.

The pupils are given the task of designing and upcycling a denim jacket, which takes inspiration from catwalk research. The emphasis will be on the sourcing of a suitable denim jacket and components from new and recycled materials.

Designs are created using a variety of decorative techniques, such as reverse appliqué, embroidery stitches, patchwork and stitch and slash. The need to choose appropriate colours and stitches, to create the desired effects and reflect research, is discussed during the design process.

Use of the sewing machine is extended by stitching more complex shapes, using designs in which accuracy and manipulation skills are important.

Homework

The pupils will be expected to complete a piece of practical or written homework almost each week. They are expected to read through their work and review their spelling, punctuation and grammar as a matter of good practice.



ST NICHOLAS' SCHOOL

NURSERY - INFANTS - JUNIORS - SENIORS

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