

# Year 8 Curriculum Booklet



**St Aloysius' College**  
**2020/2021**

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Welcome to our Curriculum Evening. Thank you for attending this important evening.

Tonight, is all about your child and how the St Aloysius' College community can make further impact on your sons' personal, social and educational journey to their GCSE exams and beyond. This evening will accomplish three important aims for you and your son:

- To further develop and build on a positive and supportive relationship between parents, students and staff.
- To support you, the parent with information that will enable you to ensure that your son achieves the academic outcomes that he is capable of.
- To continue to nurture aspiration in your son so that he can make effective decisions when it comes to his education

We are here for you and your son's education and to use this partnership to work closely together to ensure all avenues of success are taken full advantage of between now and the time your son leaves education at St Aloysius' College.

This booklet contains information on subject curricula and more information that will be communicated this evening.

Should you require any additional assistance or support at any time, please do not hesitate to contact your son's Head of Year.

S Kisten

Assistant Headteacher – Curriculum & Outcomes

Dear Parent/Carer,

As your son enters Year 8 we hope that he has settled well at St Aloysius' College and is confident in his secondary education subjects. During the Spring Term your son will be asked to select his GCSE subjects and we ask that, together with your son, you consider which subjects he enjoys and achieves well in.

This booklet and evening is designed to raise your awareness of work and events in relation to Year 8. It is important that you are informed so that you are in a position to support your child as they negotiate their time at school and adjust to this transition period.

The evening and booklet will provide an opportunity for us to inform you of key Year 8 information including:

- Curriculum Structure
- Measuring Academic Progress, including Reports
- School & Home Support Strategies
- Target Setting
- Landmark Assessments
- Homework

If there are any topics on which you feel you need more information, please do not hesitate to contact us.

We do hope you enjoy the evening and find this booklet useful.

Thank you for your continued support.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'J. D. Neville'.

Mr J Neville

Head of Year 8

|                            | Autumn 1  | Autumn 2   |
|----------------------------|---|--|
| Focus/Context for Learning | <p>Week:</p> <ol style="list-style-type: none"> <li>1. Drawing for FORM and TONE pencil</li> <li>2. Drawing for FORM – paint.</li> <li>3. Drawing for COLOUR and PATTERN oil pastels – natural forms.</li> <li>4. Drawing for COLOUR and PATTERN water colour – Leaves &amp; Shells</li> <li>5. Investigate work of artists using Natural Form e.g. William Morris</li> <li>6. Test/afl: Peer and self-assessment</li> <li>7. Enrichment</li> </ol> | <p>Week:</p> <ol style="list-style-type: none"> <li>1. Investigate Pattern/ natural forms.</li> <li>2. Develop repeat pattern based on observational drawings of leaves.</li> <li>3. Complete patterns using appropriate colourways.</li> <li>4. Study of Georgia O’Keeffe</li> <li>5. Study of Georgia O’Keeffe.</li> <li>6. Art Exam –AP1</li> <li>7. Enrichment</li> </ol>                                |
|                            | Spring 1  | Spring 2   |
| Focus/Context for Learning | <p>Week:</p> <ol style="list-style-type: none"> <li>1. Coloured pencil/oil pastel study of crushed drinks can</li> <li>2. Investigate Pop Artists’ use of food and drink imagery e.g. Warhol/Oldenburg</li> <li>3. Painting of crushed can in Pop Art Style</li> <li>4. Painting can cont’d</li> <li>5. Test/Afl: Peer and self-assessment</li> <li>6. Enrichment</li> </ol>  | <p>Week:</p> <ol style="list-style-type: none"> <li>1. Investigate range of existing drinks cans</li> <li>2. Ideas for graphics on drinks can.</li> <li>3. Roy Lichtenstein – Pop artist.</li> <li>4. Development and experimentation with Text and images.</li> <li>5. Tom Wesselman – Pop artist.</li> <li>6. Final Piece</li> <li>7. Test/Afl: Peer and self-assessment</li> <li>8. Enrichment</li> </ol> |
|                            | Summer 1  | Summer 2   |
| Focus/Context for Learning | <p>Week:</p> <ol style="list-style-type: none"> <li>1. Close observational drawing of own Hand</li> <li>2. Proportions of the human face and practice drawing of individual features.</li> <li>3. Week 2 cont’d</li> <li>4. Test/AfL: Peer and self-assessment</li> <li>5. Enrichment</li> </ol>  | <p>Week:</p> <ol style="list-style-type: none"> <li>1. Pencil self-portrait using mirror</li> <li>2. Pencil SP cont’d</li> <li>3. Summer Art Exam week</li> <li>4. Summer Exam</li> <li>5. Enrichment</li> <li>6. Enrichment</li> <li>7. Enrichment</li> </ol>   |

Computing and computer technology are part of just about everything that touches our lives from the cars we drive, to the movies we watch, to the ways businesses and governments deal with us. Understanding different dimensions of computing is part of the necessary skill set for an educated person in the 21st century. Whether one wants to be a scientist, develop the latest killer application, or just know what it really means when someone says 'the computer made a mistake', studying computing will provide you with valuable knowledge. Computing requires and develops capabilities in solving deep, multidimensional problems requiring imagination and sensitivity to a variety of concerns.

|                            | Autumn 1   | Autumn 2  |
|----------------------------|--|---|
| Focus/Context for Learning | A. Introduction to Python (2) <ul style="list-style-type: none"> <li>• L1 Computational Thinking</li> <li>• L2 Selection</li> <li>• L3 Writing algorithms</li> <li>• L4 While loops</li> </ul> | A. Systems architecture <ul style="list-style-type: none"> <li>• L1 The CPU</li> <li>• L2 Function and characteristics of the CPU</li> </ul><br>A. Memory & storage <ul style="list-style-type: none"> <li>• L1 Memory</li> <li>• L2 Storage</li> </ul> |
|                            | Spring 1   | Spring 2  |
| Focus/Context for Learning | A. Data representation <ul style="list-style-type: none"> <li>• L1 Storage units and binary numbers</li> <li>• L2 Binary arithmetic and hexadecimal</li> </ul>                                 | A. Systems software <ul style="list-style-type: none"> <li>• L1 Operating system software</li> <li>• L2 Utility software</li> </ul>   |
|                            | Summer 1   | Summer 2  |
| Focus/Context for Learning | A. Wired and wireless networks <ul style="list-style-type: none"> <li>• L1 The Internet</li> <li>• L2 Local Area Networks</li> <li>• L3 Wireless networking</li> </ul>                         | A. Wired and wireless networks <ul style="list-style-type: none"> <li>• L4 Client-server and peer-to-peer networks</li> </ul>   |

## Head of Department: Mr E. Frazer

## Year 8

Year 8 builds on the previous year and each project is designed to underpin key skills and concepts taught in year 7. It acts as a foundation course for KS4. The projects extend pupils' knowledge and experience in designing for a client and give them the opportunity to discuss and consider in more depth other aspects of design such as environmental factors, manufacturing processes and the work of famous designers.

Students are given a broad understanding of most of the areas of the design process that will enable them to undertake the DT GCSE course should they opt for it at the end of Year 8.

Students will be assessed against the first four standards (Designing, Making, Evaluation and Technical Knowledge) for the duration of the course.

|                                   | Autumn 1   | Autumn 2   |
|-----------------------------------|--|--|
| Focus/<br>Context for<br>Learning | <b>Project: Clock Project</b> Students will design and make a clock in the style of a designer of design movement. <ul style="list-style-type: none"> <li>Drawing and sketching skills</li> <li>The design process</li> <li>Research skills and Product Analysis</li> <li>History of clocks</li> <li>Design strategies</li> <li>Writing a brief/specification</li> <li>Key words vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>Iterative process: Developing /modelling ideas</li> <li>ICT in design and making</li> <li>Exploring and selecting materials.</li> <li>Plan for making</li> <li>H&amp;S/Risk Assessment</li> <li>CAD/CAM</li> <li>Manufacturing/Production methods</li> <li>Testing/modifying and evaluating final outcome</li> </ul>  |
|                                   | Spring 1   | Spring 2   |
| Focus/<br>Context for<br>Learning | <b>Project: Mechanism Project</b> <ul style="list-style-type: none"> <li>Task analysis and design brief</li> <li>Research skills</li> <li>Communicating design ideas</li> <li>Mechanisms/Motions</li> <li>Development/modelling including CAD</li> <li>Joining techniques.</li> </ul>  | <ul style="list-style-type: none"> <li>Working Drawings</li> <li>Plan for making</li> <li>Manufacturing including CAM</li> <li>Quality Control</li> <li>Surface finishes for wood</li> <li>Assembling processes</li> <li>Testing and Evaluation</li> </ul>   |
|                                   | Summer 1   | Summer 2   |
| Focus/<br>Context for<br>Learning | <b>Project: Lighting device (PFT)</b> <p>Students will design and make a battery powered LED 'mood light' from recycling materials.</p> <ul style="list-style-type: none"> <li>Design brief/specification</li> <li>Key words</li> <li>Electronic circuits &amp; components</li> <li>Manufacturing processes</li> <li>Testing and evaluation</li> </ul>   | <b>Project: Cooking and Nutrition</b> <p>Students will learn about the principles of nutrition, health and cook a range of food safely and hygienically.</p> <ul style="list-style-type: none"> <li>Food hygiene and safety</li> <li>Product Analysis on food products</li> <li>ICT in Food Technology</li> <li>Theory on diet, fibre, vitamins &amp; minerals.</li> <li>Wise food shopping/costing</li> </ul> <p><b>Projects:</b> Vegetable soup, Macaroni cheese, Carrot muffin, Bread roll.</p> |

|                                      | Autumn 1   | Autumn 2   |
|--------------------------------------|--|--|
| Focus/<br>Context<br>for<br>Learning | <p><b>The Novel: <i>Heroes</i></b></p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Understanding writers' craft</li> <li>Select &amp; retrieval (recall), inference (recall), analysis, evaluation skills.</li> <li>Exploration of plot, theme, character, context.</li> </ul> <p>LITERATURE: AO1, 2 &amp; 3</p> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Narrative writing skills</li> <li>Descriptive writing skills using teaching of the novel as a stimulus</li> <li>Non-fiction writing skills: article, letter, speech</li> </ul> <p>LANGUAGE AO5 &amp; 6</p> <p><b>SPEAKING &amp; LISTENING</b></p> <ul style="list-style-type: none"> <li>Presentations</li> </ul> <p>LANGUAGE AO7, AO8 &amp; AO9.</p> | <p><b>The Novel: <i>Heroes</i></b></p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Understanding writers' craft</li> <li>Select &amp; retrieval (recall), inference (recall), analysis, evaluation skills.</li> <li>Exploration of plot, theme, character, context.</li> </ul> <p>LITERATURE: AO1, 2 &amp; 3</p> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Narrative writing skills</li> <li>Descriptive writing skills using teaching of the novel as a stimulus</li> <li>Non-fiction writing skills: article, letter, speech</li> </ul> <p>LANGUAGE AO5 &amp; 6</p> <p><b>SPEAKING &amp; LISTENING</b></p> <ul style="list-style-type: none"> <li>Presentations</li> </ul> <p>LANGUAGE AO7, AO8 &amp; AO9.</p> |
|                                      | Spring 1   | Spring 2   |
| Focus/<br>Context<br>for<br>Learning | <p><b>Poetry</b></p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Poetry on the theme of multiculturalism, &amp; diversity</li> <li>Inference, analysis <u>and</u> comparison skills</li> </ul> <p>LITERATURE: AO1, 2 &amp; 3</p> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Creative writing: producing own poetry anthology on the theme of multiculturalism, culture &amp; diversity Apply new knowledge of poetic devices – language, structure, form</li> <li>LANGUAGE AO5 &amp; 6</li> </ul> <p><b>SPEAKING &amp; LISTENING</b></p> <ul style="list-style-type: none"> <li>Performing own poems</li> <li>Presentations on poems studied</li> </ul> <p>LANGUAGE AO7, AO8 &amp; AO9.</p>                       | <p><b>Shakespeare</b></p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Teaching <i>Macbeth</i></li> <li>Select &amp; retrieval, inference, analysis, evaluation skills</li> <li>Exploration of plot, theme, character, context</li> </ul> <p>LITERATURE AO1, 2, 3 &amp; 4</p> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Writing to argue/persuade using teaching of <i>Macbeth</i> as a stimulus.</li> </ul> <p>LANGUAGE: AO5 &amp; AO6</p> <p><b>SPEAKING &amp; LISTENING</b></p> <ul style="list-style-type: none"> <li>Presentations</li> </ul> <p>LANGUAGE AO7, AO8 &amp; AO9.</p>  |
|                                      | Summer 1   | Summer 2   |
| Focus/<br>Context<br>for<br>Learning | <p><b>Shakespeare</b></p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Teaching <i>Macbeth</i></li> <li>Select &amp; retrieval, inference, analysis, evaluation skills</li> <li>Exploration of plot, theme, character, context</li> </ul> <p>LITERATURE AO1, 2, 3 &amp; 4</p> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Writing to argue/persuade using teaching of <i>Macbeth</i> as a stimulus.</li> </ul> <p>LANGUAGE: AO5 &amp; AO6</p> <p><b>SPEAKING &amp; LISTENING</b></p> <ul style="list-style-type: none"> <li>Presentations</li> </ul> <p>LANGUAGE AO7, AO8 &amp; AO9.</p>  | <p><b>Diverse Shorts: Critical Literacy</b></p> <p><b>READING</b></p> <ul style="list-style-type: none"> <li>Developing critical Literacy through analysis &amp; evaluation of select short stories.</li> <li>Comparison of two short stories</li> <li>Reading non-fiction thematically linked to the short stories</li> </ul> <p>LITERATURE: AO1, 2 &amp; 3</p> <p><b>WRITING</b></p> <p>Non-fiction writing (articles &amp; letters) based on key issues explored in the short stories. LANGUAGE: AO5 &amp; AO6</p> <p><b>SPEAKING &amp; LISTENING</b></p> <p>Presentations</p> <p>LANGUAGE AO7, AO8 &amp; AO9.</p>  |

“It is impossible to understand history, international politics, the world economy, religions, philosophy, or ‘patterns of culture’ without taking geography into account.”

- **Kenneth C. Davis (American Historian)**

|                            | Autumn 1   | Autumn 2  |
|----------------------------|--|---|
| Focus/Context for Learning | <b>Weather and Climate</b> <ul style="list-style-type: none"> <li>• Concepts and processes relating to weather/climate</li> <li>• Skills: maps, graphs/synoptic charts</li> <li>• Cause, effects and responses to extreme weather event in the UK</li> <li>• Hurricane formation</li> <li>• Research task on a recent hurricane</li> </ul> | <b>The Middle East</b> <ul style="list-style-type: none"> <li>• Physical geography including climate, biomes and key features</li> <li>• Level of development across the region</li> <li>• The role of tourism in development in the Middle East</li> <li>• The oil industry</li> <li>• Culture and religion</li> <li>• Conflict in the region</li> </ul> |
|                            | Spring 1   | Spring 2  |
| Focus/Context for Learning | <b>Dynamic Earth</b> <ul style="list-style-type: none"> <li>• Geological Timescale</li> <li>• Natural Hazards</li> <li>• Plate Tectonics theory</li> <li>• Volcanoes, earthquakes and tsunamis</li> <li>• Hazard management in areas of contrasting development: Haiti and New Zealand</li> </ul>  | <b>People and Resources</b> <ul style="list-style-type: none"> <li>• Population growth and urbanisation</li> <li>• Demand and consumption of natural resources</li> <li>• Renewable and non-renewable energies</li> <li>• Development and inequalities in resource consumption</li> <li>• Water stress and food insecurity</li> </ul>                     |
|                            | Summer 1   | Summer 2  |
| Focus/Context for Learning | <b>Coasts</b> <ul style="list-style-type: none"> <li>• Uses of the coast</li> <li>• Processes</li> <li>• Landforms of erosion and deposition.</li> <li>• Coastal management strategies</li> <li>• DME on coastal management – people Vs natural processes</li> </ul>   | <b>Fragile Ecosystem</b> <ul style="list-style-type: none"> <li>• Tropical Rainforest</li> <li>• Case study- Amazon, Brazil</li> <li>• Plant and animal adaptations</li> <li>• Importance of the rainforest</li> <li>• Causes and effects of deforestation</li> <li>• Links to climate change</li> <li>• Project – Rainforest boxes</li> </ul>            |

## Head of Department: Mrs G. Rimmer

## Year 8

In Year 8 you will build up a picture of what life was like for people living in the period 1603 to 1901. This is a period of great change. It saw the overthrow of kings and rulers, the birth of the United Kingdom, the development of industry and the growth of empire.

|                            | Autumn 1   | Autumn 2   |
|----------------------------|--|--|
| Focus/Context for Learning | <b>Unit 1:</b><br>Why was Charles 1 beheaded?<br>A study of the causes of the English Civil War<br>+Who should be in charge? Parliament or the King?<br>+War !<br>+The trial and beheading of Charles 1<br>+ The rule of Oliver Cromwell.            | <b>Unit 2:</b><br>What were the reasons Britain wanted an Empire?<br>The Slave trade:<br>Slavery as a business venture.<br>Slave conditions<br>Abolition |
|                            | Spring 1   | Spring 2   |
| Focus/Context for Learning | <b>Unit 3:</b><br>The Industrial Revolution<br>The development of Industry and the invention of the steam engine.<br>How did urban life change during the Industrial Revolution?<br>The impact of transport changes e.g. the development of Railways | <b>Unit 4:</b><br>The growth of industry and the Empire, making connections.<br>The Jewel in the Crown: India<br>The Scramble for Africa.                |
|                            | Summer 1   | Summer 2   |
| Focus/Context for Learning | <b>Unit 5:</b><br>The Great War<br>1914- 1918<br>A study in depth.   | <b>Unit 5 continued:</b><br>From War to the Treaty of Versailles.  |

## Head of Department: Ms A. Toprak

## Year 8

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

|                                   | Autumn 1  | Autumn 2  |
|-----------------------------------|---|---|
| <b>Focus/Context for Learning</b> | Graphs and sequences<br>Mensuration<br>Calculations<br>Proportion and percentages<br>Equations and formulae<br><br><b>Assessment: Class test, progress test, MemRi, Hegarty maths, Written and past exam question homework.</b> | Number<br>Angles<br>Data<br>Transformations<br>Calculations<br><br><b>Assessment: Progress test, MemRi, Hegarty maths, Written and past exam question homework.</b><br><b>AP1</b> |

|                                   | Spring 1   | Spring 2   |
|-----------------------------------|--|--|
| <b>Focus/Context for Learning</b> | Equations and formulae<br>Data<br>Number<br>Angles<br>Mensuration<br><br><b>Assessment: Class test, progress test, MemRi, Hegarty maths, Written and past exam question homework</b> | Proportion and percentages<br>Transformations<br>Graphs and sequences<br><br><b>Assessment: Progress test, MemRi, Hegarty maths, Written and past exam question homework and Progress check.</b> |

|                                   | Summer 1   | Summer 2   |
|-----------------------------------|--|--|
| <b>Focus/Context for Learning</b> | Angles<br>Probability<br>Equations and formulae<br>Number<br>Graphs and sequences<br><br><b>Assessment: Class test, progress test, MemRi, Hegarty maths, Written and past exam question homework</b> | Calculations<br>Constructions<br><br><b>Assessment: Progress test, MemRi, Hegarty maths, Written and past exam question homework and Progress check.</b><br><b>AP2</b> |

|  | Autumn 1   | Autumn 2  |
|--|--|---|
| <b>Focus/<br/>Context for<br/>Learning</b> | <b><u>Unité 1 - C'est quoi, la France?</u></b> <ul style="list-style-type: none"> <li>• Compare France and Britain</li> <li>• Describe a country</li> <li>• Talk about French personalities</li> <li>• Talk about transport and new technology</li> <li>• Discuss Francophone cartoon characters</li> <li>• Learn how to do the Past Tense</li> </ul>                | <b><u>Unité 2 - Le monde des médias</u></b> <ul style="list-style-type: none"> <li>• Talk about television programmes</li> <li>• Musical genres and opinion on music</li> <li>• Talk about film genres and review a film</li> <li>• Talk about reading preferences</li> <li>• Understanding and use the language of advertising</li> </ul>            |
|  | Spring 1   | Spring 2  |
| <b>Focus/<br/>Context for<br/>Learning</b> | <b><u>Unité 3 – Accro à la technologie</u></b> <ul style="list-style-type: none"> <li>• Describe old and new technology</li> <li>• Talk about using technology for leisure activities</li> <li>• Identify the risk of social networking sites</li> <li>• Discuss pros and cons of new technologies</li> <li>• Talk about favourite technology and gadgets</li> </ul> | <b><u>Unité 4 – Être ado, c'est quoi?</u></b> <ul style="list-style-type: none"> <li>• Discuss relationships with parents</li> <li>• Talk about pocket money and helping out at home</li> <li>• Discuss pressure faced by teenagers and understand advice</li> <li>• Discuss life in the past</li> <li>• Discuss life of homeless children</li> </ul> |
|  | Summer 1   | Summer 2  |
| <b>Focus/<br/>Context for<br/>Learning</b> | <b><u>Unité 5 – En pleine forme!</u></b> <ul style="list-style-type: none"> <li>• Talk about healthy eating</li> <li>• Discuss healthy lifestyles</li> <li>• Talk about how diet affects health</li> <li>• Talk about resolutions to be healthier</li> <li>• Talk about what life will be like in the future</li> </ul>  | <b><u>Unité 6 – Rendez-vous</u></b> <ul style="list-style-type: none"> <li>• Organise a party</li> <li>• Suggest activities and make excuses</li> <li>• Talk about a festival or event that you have been to</li> <li>• Communicate with people in formal situations</li> <li>• Talk about traditions and festivals</li> </ul>                        |

|                            | Autumn 1  | Autumn 2   |
|----------------------------|---|--|
| Focus/Context for Learning | <b><u>Módulo 1: Nos presentamos</u></b> <ul style="list-style-type: none"> <li>Talk about yourself and other people.</li> <li>Make comparisons.</li> <li>Introduce family members.</li> <li>Ask and say what you need.</li> <li>Buy gifts for people and describe personalities.</li> <li>Write a thank you letter.</li> <li>Understand personal information.</li> </ul>                                | <b><u>Módulo 2: La comida</u></b> <ul style="list-style-type: none"> <li>Say what you eat and when.</li> <li>Say what type of food you like and why.</li> <li>Talk about the weight and prices of fruits and vegetables.</li> <li>Buy food and drink in a shop.</li> <li>Talking about food and healthy eating.</li> <li>Understand about Christmas in Spain.</li> </ul> |
|                            | Spring 1  | Spring 2   |
| Focus/Context for Learning | <b><u>Módulo 3: De compras</u></b> <ul style="list-style-type: none"> <li>Say what people are wearing and compare items of clothing.</li> <li>Say what clothes you like.</li> <li>Ask to try on clothes and enquire about prices.</li> <li>Describe clothes and say what you are going to wear.</li> <li>Describe your school uniform.</li> <li>Say in which shops you can buy common items.</li> </ul> | <b><u>Módulo 4: El turismo</u></b> <ul style="list-style-type: none"> <li>Ask what there is of interest in a place.</li> <li>Say where you go on holiday, how and who with.</li> <li>Say what you do on holiday.</li> <li>Say where you and your friends went.</li> <li>Say what you did on holiday.</li> <li>Read tourist information about Cuba.</li> </ul>            |
|                            | Summer 1  | Summer 2   |
| Focus/Context for Learning | <b><u>Módulo 5: ¡Diviértete!</u></b> <ul style="list-style-type: none"> <li>Make arrangements to go out.</li> <li>Give opinions about types of films.</li> <li>Buy cinema tickets.</li> <li>Describe an event in the present tense.</li> <li>Describe an event in the past tense.</li> </ul>  | <b><u>Módulo 6: La salud</u></b> <ul style="list-style-type: none"> <li>Say what hurts and ask others.</li> <li>Ask and complain about ailments.</li> <li>Buy things at the chemist's and give medical advice.</li> <li>Say how long you have been doing something.</li> <li>Talk about healthy living.</li> </ul>   |

## Head of Department: Mr T. Graham

Year 8

Creating music as both a composer & performer is at the heart of all learning intentions. We encourage our learners to engage with this philosophy by participating in the wider context of the music curriculum, through involvement in our 'Music Extra Curricular Program' of which we pride ourselves in both the diversity and inclusive approaches for all children.

|                            | Autumn 1  | Autumn 2   |
|----------------------------|---|--|
| Focus/Context for Learning | <b>Major &amp; Minor Cord Formulae</b> <ul style="list-style-type: none"> <li>Learn &amp; apply the formulae different chords / starting notes</li> <li>Compose both a major &amp; minor keyboard chord sequence</li> <li>Aural test: chord inversion dictation</li> <li>Written test: major &amp; minor chord formulae</li> </ul>                            | <b>Blues Music</b> <ul style="list-style-type: none"> <li>12 bar blues</li> <li>Swing Rhythm</li> <li>Blues shuffle chords</li> <li>Blues scale &amp; 'blue' notes</li> <li>Improvisation – call &amp; response</li> <li>Aural test: chord recognition</li> <li>Written test: Blues music characteristics</li> </ul> |
|                            | Spring 1  | Spring 2   |
| Focus/Context for Learning | <b>Reggae &amp; Fusions</b> <ul style="list-style-type: none"> <li>History of Jamaican music</li> <li>3 styles of reggae: Mento, Reggae &amp; Dub</li> <li>Perform off-beat chord sequences</li> <li>Compose elements in a Reggae style</li> <li>Aural test: Reggae characteristics</li> <li>Written test: Reggae background &amp; characteristics</li> </ul> | <b>Film Music Part 1</b> <ul style="list-style-type: none"> <li>Respond to action with musical elements</li> <li>Rhythm &amp; Metre – Calmness &amp; Action scene</li> <li>Aural test: recognition of elements used in examples</li> <li>Written test: responding to elements analysis</li> </ul>                    |
|                            | Summer 1  | Summer 2   |
| Focus/Context for Learning | <b>Film Music Part 2</b> <ul style="list-style-type: none"> <li>Responding to action with musical elements</li> <li>Harmony – Happy, Sad &amp; Tension</li> <li>Aural test: recognition of elements used in examples</li> <li>Written test: responding to elements analysis</li> </ul>  | <b>Popular Song</b> <ul style="list-style-type: none"> <li>Performing more complex chord sequences</li> <li>Using the keyboard to program &amp; sequence multiple parts</li> <li>Developing sophisticated performance skills</li> <li>Articulation &amp; Stylistic performance features</li> </ul>                   |

## Head of Department: Mr S. Henderson

## Year 8

Physical education is compulsory for all Year 8 students. Emphasis is placed on recreational and sporting activities for personal enjoyment and fitness as well as promoting and developing high levels of skill in particular sports. Students have the opportunity to participate in Badminton, Athletics, Cricket, Tennis, Handball, Basketball, Football, Rugby, and Health Related Fitness.

The core Physical Education programme aims to build upon many of the activities covered in Key Stage 3, in order to develop the depth of understanding which would allow the student to continue to enjoy that activity once they leave school.

|                            | Autumn 1   | Autumn 2   |
|----------------------------|--|--|
| Focus/Context for Learning | <b>Basketball/ Handball:</b> Developing skills under pressure forms the basis of this unit. Pupils are also afforded more time in areas such as shooting and gameplay. Rules are now imbedded within the game which allows for competitive matches in lessons. | <b>Badminton:</b> Students will continue to develop key elements of badminton. They will have an opportunity to develop the selection of diverse shots in badminton. Students will also become more independent when officiating badminton.  |
|                            | Spring 1   | Spring 2   |
| Focus/Context for Learning | <b>Health Related Fitness:</b> Students learn about training methods and how they improve certain components of fitness. The unit allows for individual, paired and group challenges.  | <b>Rugby:</b> Strategies in attack and defence are taught extensively in this unit. Positional play is more evident with pupils practicing suitable skills based on previous performance. Extended periods of play are built into lessons.   |
|                            | Summer 1   | Summer 2   |
| Focus/Context for Learning | <b>Athletics:</b> Pupils revisit the events learned the previous year and develop more advanced skills within each event. More emphasis is placed upon peer assessment in field events and strategy within track events.                                       | <b>Cricket:</b> Different styles of bowling and batting are delivered in this unit. Keeping and fielding are taught within demanding activities that increase awareness and skill. Small sided games are taught. The hard ball is introduced to some pupils.<br><br><b>Softball:</b> More time is afforded to playing full size matches where tactics and strategy learned in year 8 can be fully assembled within a competitive game. |

# Religious Education



**Head of Department: Ms L. Carter**

**Year 8**

|                                   | Autumn 1  | Autumn 2   |
|-----------------------------------|---|--|
| <b>Focus/Context for Learning</b> | <p><b>Bible-</b> This unit gives students an understanding of the formation of the Bible and the types of writings that can be found within the Bible. It examines the importance of both the Old and New Testament for Christians today.</p> <p><b>Creation-</b> This unit reflects on what the story of Genesis teaches us about God, man's place within the world and how evil entered the world through the fall of man. It gives students an opportunity to reflect on whether evil is a problem for a belief in God.</p> <p><b>God's People in the Old Testament –</b> This unit looks at how the Israelites found themselves as slaves in Egypt, how God rescued His chosen people through sending 10 plagues and how Moses led the Israelites out of Egypt into the wilderness.</p> | <p><b>God's People in the Old Testament –</b>This unit continues to look at the role of the Ten Commandments in providing moral guidance for God's chosen people and Christians today.</p> <p><b>Worship-</b> This unit looks at the importance of prayer in Christianity. It looks at types of prayers, how to pray, what the liturgical year consists of and how Catholics use popular forms of piety to enhance the liturgical life of the Church.</p> <p><b>Trinity-</b>This unit looks at the Catholic belief in the Trinity and how this belief was formed. It examines how the Trinity is a reflection of God's love.</p> |

|                                   | Spring 1  | Spring 2  |
|-----------------------------------|---|---|
| <b>Focus/Context for Learning</b> | <p><b>The Paschal Mystery-</b> This unit looks at the events of Holy Week that led to Jesus' death and resurrection. This unit examines how Jesus' death and resurrection result in human salvation and what that means for Catholics understanding of the afterlife.</p> | <p><b>The Mass-</b> This unit looks at how Jesus is the bread of life and what that means for Christians today. This unit reflects on the meaning and importance of each of the parts the Mass and how they link to the theme of human salvation.</p> <p><b>The Church in Britain-</b> This unit looks at the development of the Church in Britain, through faith of the martyrs and the missionaries. It looks at the impact of the Reformation on the lives of Catholics within Britain. It looks at the changes that were brought about through the Second Vatican Council and how that has changed the Catholic in the world today.</p> |

|                                   | Summer 1   | Summer 2   |
|-----------------------------------|--|--|
| <b>Focus/Context for Learning</b> | <p><b>Christian morality-</b> This unit looks at what it means to be good and how to make moral decisions. This unit looks at the role of the conscience and how to inform it. It looks at Jesus' teaching on the Golden rule, the ethical principle of Natural Law and Virtue Ethics. It examines the Catholic ethical stance on Abortion and War.</p> <p><b>Catholic Social teaching-</b> This unit looks at Catholic social teaching and how this is applied to the treatment of the poor, how it inspires Catholics to fight for justice and to stand up for Human Rights.</p> | <p><b>Islamic Practices-</b> This unit looks at the ten obligatory practices in Islam and in detail the importance of each of the five pillars. It examines what the concept of Jihad means and examines the important festivals within Islam and how they are celebrated.</p> |



# Science

## Head of Department: Ms H. Clarke

## Year 8

For Science to be a department of excellence, collaboration, motivation and engagement.

Every child is entitled to a good education and we are committed in ensuring all pupils make greater than expected progress across all Key Stages, by developing scientific enquiry, numeracy and literacy through practical activity and outstanding teaching.

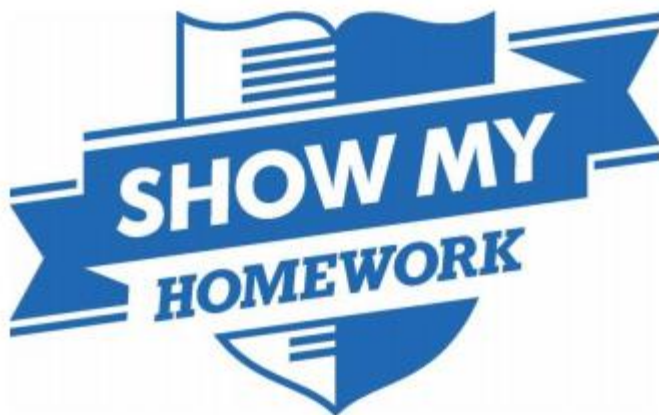
Learning is our priority.

|                            | Autumn 1   | Autumn 2   |
|----------------------------|--|--|
| Focus/Context for Learning | <p><b><u>Reactions (Recovery)</u></b><br/>Acid and Alkalis,<br/>Metals and non Metals</p> <p><b><u>1B. Organism</u></b><br/>Breathing and                      Digestion</p> | <p><b><u>2P. Energy</u></b><br/>Work &amp; Heating And Cooling</p> <p><b><u>3C. Matter</u></b><br/>Periodic Table and Elements</p> |

|                            | Spring 1   | Spring 2  |
|----------------------------|--|---|
| Focus/Context for Learning | <p><b><u>4B. Ecosystem</u></b><br/>Respirations and Photosynthesis</p> <p><b><u>5P. Forces</u></b><br/>Contact Forces and Pressure</p> | <p><b><u>6C. Earth</u></b><br/>Climate and Earth Resources</p> <p><b><u>7B. Genes</u></b><br/>Evolution and Inheritance</p> |

|                            | Summer 1  | Summer 2  |
|----------------------------|---|---|
| Focus/Context for Learning | <p><b><u>8P. Waves</u></b><br/>Wave Effects and Wave Properties</p> <p><b><u>9C. Reactions</u></b><br/>Chemical Energy and Types of Reactions</p> | <p><b><u>10P. Electromagnets</u></b><br/>Magnetism and Electromagnetism</p> |

## Show My Homework Parent Guide



We use Show My Homework because...

Show My Homework is a simple homework calendar the school uses to ensure homework is set and communicated with parents across the school. Teachers can use it to set homework quickly and ensure students and parents always have the information they need about homework available via the Web, Mobile and Tablet devices.

We believe that homework is important because good quality homework supports learning in school. It also:

helps to develop independent study skills

encourages students to realise that learning can, should and does occur outside of school

reinforces the partnership between home and school and enables parents to have a stake-holding in their child's learning

significantly extends the learning hours and learning opportunities available to students.

encourages students to see their family, home and community resources as sources of information, ideas & encouragement

# Show My Homework



As a school, we will support students by...

making available accommodation such as the school library and ICT rooms on a regular basis, at break and lunchtime

opening and staffing the Library before and after school wherever possible,

providing a daily homework club in the SEN department with assistance if and when required

offering students studying for exams the opportunity to complete homework at school in Study Zone

Students should...

listen to homework instructions in class

visit smhw via the school website

download the apple or android app if they have a smart phone to see their homework

copy down instructions for the task and the deadline date into their journal if this has been requested by the teacher

ensure that homework is complete and handed in to meet the deadline

attempt all work and give their best

inform the class teacher of any difficulties

Class Teachers should...

ensure that homework is set on Show My Homework for all classes

give full and comprehensive instructions

set deadlines for completed work and ensure that they are met.

ensure students are given feedback on their homework in a timely manner

provide help and support where necessary

The role of parents is crucial if a child is to gain success from homework.

To reinforce its value through positive feedback will give students the confidence to persevere, work hard and reach high standards of achievement. Parents can assist by...

making it clear to their child that they value homework and believe it is important in ensuring best progress at school

taking an interest in homework tasks and encouraging their child to give their best

accessing Show My Homework regularly, or using the mobile device app, to track the homework being set

provide, as far as possible, a suitable working environment in which homework can be undertaken successfully

negotiating with the student when homework is to be done as a student's free time is important too

checking the time spent on individual tasks

ensuring that outside clubs do not hamper a child's quality of work and put a child under undue pressure

checking presentation and content of all homework being returned to school

providing the school with information about any problems through the school planner or by contacting the school directly

Parents need a PIN to access their child's details on Show My Homework. These have been sent in the post to all parents.

To request a copy of the letter with PIN and login details, please e-mail [enquiries@sta.islington.sch.uk](mailto:enquiries@sta.islington.sch.uk) giving your child's full name and tutor group.

## Online Learning Apps



Many departments in the school have invested in online learning apps to take advantage of the excellent range of resources available to our students. These are extremely useful to build student's knowledge which can allow them to get ahead, catch up or revise. Some apps enable students to access the course textbook at home (e.g. Kerboodle) which provides a useful resource when completing homework or revising. Others enable students to test themselves on knowledge to build their retention and prepare for assessments.

All Apps can be accessed by going through the Student Hub on the school website.

Using GO 4 Schools, you will be able to view your child's progress online and access the following information at any time:

- **Timetable** – Your child's daily and weekly timetable
- **Attendance** – Shown from the start of the academic year
- **Progress Reports** – Assessment point reports which are published 2 times a year
- **Behaviour information** – A summary of positive and negative events, plus any managed detentions your child has been issued

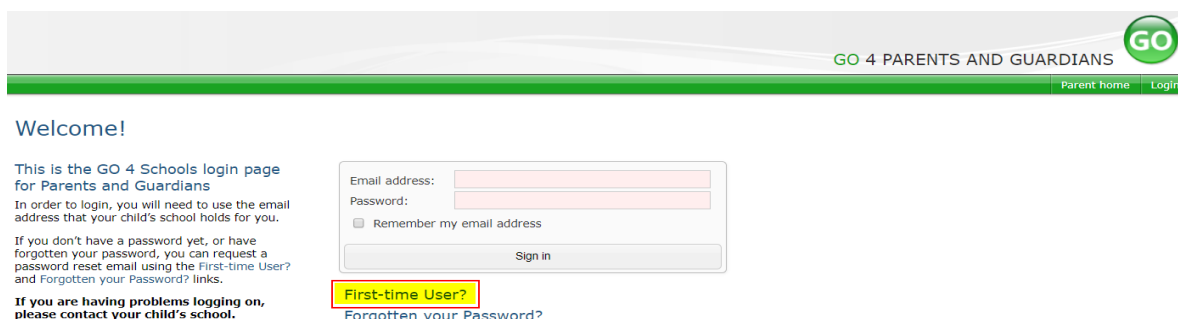
Your child's page is constantly updated, providing you with the latest information.

You will also have access to this information via a mobile app. Additional help documents for the Mobile App are available to parents and more information can be found at <http://www.go4schools.com/MobileApp.aspx>.

## Accessing your Go 4 Schools Account

To access the site, please go to [www.go4schools.com](http://www.go4schools.com) and click on the Parents icon at the top of the main page to arrive at the log-in screen. The email address you use to enter the site must be the one we have registered for you on our school system.

To request a password for GO 4 Schools, please click on the 'First-time User' link shown below.



GO 4 PARENTS AND GUARDIANS

Parent home Login

Welcome!

This is the GO 4 Schools login page for Parents and Guardians

In order to login, you will need to use the email address that your child's school holds for you.

If you don't have a password yet, or have forgotten your password, you can request a password reset email using the First-time User? and Forgotten your Password? links.

If you are having problems logging on, please contact your child's school.

Email address:

Password:

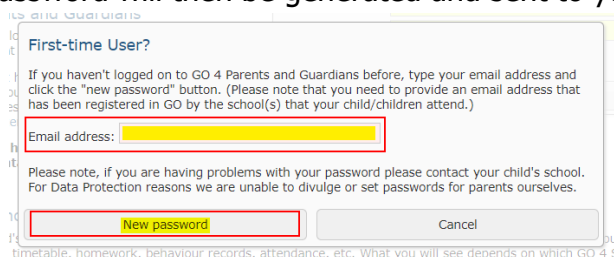
☐ Remember my email address

Sign in

**First-time User?**

Forgotten your Password?

Then enter your email address into the First-time User 'Email address' field and click 'New password'. A randomised password will then be generated and sent to your email address.



First-time User?

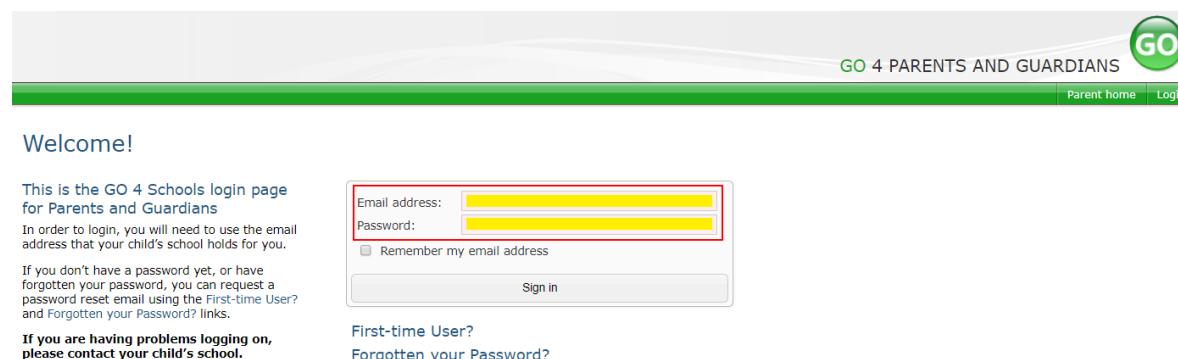
If you haven't logged on to GO 4 Parents and Guardians before, type your email address and click the "new password" button. (Please note that you need to provide an email address that has been registered in GO by the school(s) that your child/children attend.)

Email address:

Please note, if you are having problems with your password please contact your child's school. For Data Protection reasons we are unable to divulge or set passwords for parents ourselves.

**New password** Cancel

You will then be able to log into the site using your email and generated password then view your child's page using the parent and guardian login page, shown below.



GO 4 PARENTS AND GUARDIANS

Parent home Login

Welcome!

This is the GO 4 Schools login page for Parents and Guardians

In order to login, you will need to use the email address that your child's school holds for you.

If you don't have a password yet, or have forgotten your password, you can request a password reset email using the First-time User? and Forgotten your Password? links.

If you are having problems logging on, please contact your child's school.

Email address:

Password:

☐ Remember my email address

Sign in

**First-time User?**

Forgotten your Password?



Once logged in, what will you see?

GO 4 PARENTS AND GUARDIANS

Logged in as: Mrs M Adams | Parent home | **My Inbox** | My settings | Logout

Mrs M Adams

Click on your child's name below to view their current progress.

Chloe ADAMS

George ADAMS

**Sophie ADAMS**

Timetable

Timetable

**Timetable**

Click 'Timetable' to view the child's timetable.

Click the child's name to view their full GO 4 Schools profile.

Click here to access the online inbox.

Click here to access you 'My settings' page to change your password or update your email notification preferences.

**Parent home view**  
When you log in you will see names of your children that attend the school.

GO 4 PARENTS AND GUARDIANS

Logged in as: Mrs M Adams | Parent home | My Inbox | **My settings** | Logout

ADAMS, Sophie - Year 11 (Current)

Click these quick links to access unread progress reports.

Click these quick links to access information about your child from previous academic years.

Click these quick links to jump to a particular section of information. You can also quickly view 'managed detention' information by clicking here.

There are unread progress reports for this student:  
22 Oct 2018  
07 Nov 2018

2019 (Current Year 11), 2018 (Year 10), 2017 (Year 9), 2016 (Year 8), 2015 (Year 7)

Today's timetable, ongoing and recent homework tasks, academic Mentorings, detailed progress, attendance, behaviour, progress and reports, key grades/levels achieved

There are managed detentions coming up

Clicking a child's name will display the information held in GO 4 Schools about them. The top of the page give you these quick links.

At a glance

This is a quick overview of your child's current progress against their target grades for each subject. A value of zero indicates that your child is on target, a negative value indicates below target and a positive value indicates above target

At a glance ?

Residuals: Grade

| Subject             | Residual    | Category          |
|---------------------|-------------|-------------------|
| Design & Technology | -0.67       | Below target      |
| English Language    | no data yet |                   |
| English Literature  | +0.67       | On target         |
| French              | +0.33       | On target         |
| History             | +1.67       | Above target      |
| Maths               | -1.67       | Well below target |
| Physical Education  | -0.33       | Below target      |
| Religious Studies   | +1          | Above target      |
| Science             | -1.33       | Well below target |

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Attendance Data

This information is always shown up to the previous day. Full attendance information, including weekly attendance figures, can be viewed by clicking the 'view detailed attendance link' shown in the yellow box.

Attendance

[View detailed attendance record](#)

|                       |         |  |
|-----------------------|---------|--|
| Attendance            | 100.00% | <div><div></div><div>Attendance</div></div> <div><div></div><div>Authorised absences</div></div> <div><div></div><div>Unauthorised absences</div></div> <div><div></div><div>Unknown marks</div></div> |
| Authorised absences   | 0       |  |
| Unauthorised absences | 0       |  |
| Unknown marks         | 0       |  |
| Possible sessions     | 74      |  |

Detailed Progress

This table shows the current levels in each subject. Also included is the target grade and colour coding to inform of progress.

Detailed progress

| Subject   | Year 7 Baseline | EoY 9 TARGET | Current Grade | Mark sheet summary  |
|---|-----------------|--------------|---------------|---|
| English Language<br>Ms S Chambers                                   | 102             | 3H           | 2H (36%)      | Assessment Point 2H   |
| English Literature<br>Ms S Chambers                                 | -               | 3H           | 2M (33%)      | Assessment Point 2M   |
| Geography<br>G Briody   | -               | 3H           | 3M (42%)      | Assessment Point 3M   |
| Graphic Products<br>Mr L Northey                                    | -               | 3H           | 2H (36%)      | Assessment Point 2H   |
| Head of Year Comments<br>Ms A Gamba                                 | -               | -            | -             |   |
| Maths<br>Ms K Royston   | 98              | 3L           | 1M (24%)      | Assessment Point 1M   |
| PE BTEC<br>Mr C Simpson<br><a href="#">View subject description</a> | -               | -            | -             | Unit 1 (external assessment) Fitness for Sport and Exercise -<br><a href="#">Unit 2 Practical Sports Performance</a> -<br><a href="#">Unit 3 Applying the Principles of Personal Training</a> -<br><a href="#">Unit 6 Leading Sports Activities</a> - |

Behaviour Data

This will give you an overview of positive and negative behaviour pointes.

|                           |                   |
|---------------------------|-------------------|
| Attendance                | 91.91%            |
| Registration group        | 10P (Mr A Emsley) |
| Positive behaviour points | 83                |
| Negative behaviour points | -9                |
| <a href="#">More</a>      |                   |

[View full profile](#)

Daily Timetable

You can click the 'View full timetable' link to view the full week timetable for your child or click for more detailed information on your child's daily timetable including timings and teachers.

Today's timetable

|    |   |  |  |       |  |       |  |       |  |       |
|----|---|--|--|-------|--|-------|--|-------|--|-------|
| Tu | 08:50<br>Tutorial<br>116/Tu<br>Dr A<br>ARMSBY<br>CONNEL | 09:15<br>Mathematics<br>11n/Ma1<br>Mrs T TWEEDIE | 10:15<br>Biology<br>11NT/Bi<br>Mr A AL-ADELI | 11:20 | 11:40<br>French<br>11Z/Fr1<br>Miss A AKANOVA | 12:40 | 12:40<br>Geography<br>11Y/Gg1<br>Mrs L LALONDE | 14:20 | 14:20<br>French<br>11Z/Fr1<br>Miss A AKANOVA | 15:20 |
|----|---|--|--|-------|--|-------|--|-------|--|-------|

[View full timetable](#)

## Progress Reports

This shows grades for your child as they were captured by reports and compares them against current grades. At the bottom of each report column you can access a report by clicking the 'View report' link. You can then also download and print copies of the reports which will be available for the whole of the year.

### Progress and reports

| Subject            | 07 Nov 2018                 | 14 Dec 2018                 | 19 Jun 2019                 | Current Grade |
|--------------------|-----------------------------|-----------------------------|-----------------------------|---------------|
| English Language   | -                           | -                           | 2H                          | 2H            |
| English Literature | -                           | 2H                          | -                           | 2M            |
| Geography          | -                           | 2L                          | 3M                          | 3M            |
| Graphic Products   | -                           | 2L                          | 2H                          | 2H            |
| Maths              | -                           | 1L                          | 1M                          | 1M            |
| PE BTEC            | -                           | -                           | -                           | -             |
| Physical Education | -                           | -                           | -                           | 2H            |
| Religious Studies  | -                           | 2H                          | 3M                          | 3M            |
| Science            | -                           | 3L                          | 4H                          | 4H            |
| Attendance         | 100.00%                     | 98.46%                      | 99.08%                      | 99.10%        |
|                    | <a href="#">View report</a> | <a href="#">View report</a> | <a href="#">View report</a> |               |

## Communication Settings

By clicking on "My settings" it will allow you to set whether you receive email notifications from GO 4 Schools, as well as show you the default setting the school has set.

### My settings

Your login email address is:

#### Homework

The below table defines the global school settings and if any, the year group settings.

| Scope  | Email   | Notification |
|--------|---------|--------------|
| School | Enabled | Enabled      |

Automatic daily summaries of homework are sent every evening after 16:00.

| Scope   | Email    | Notification |
|---------|----------|--------------|
| Default | Enable ▼ | Enable ▼     |

#### Behaviour

The below table defines the global school settings and if any, the year group settings.

| Scope  | Email   | Notification |
|--------|---------|--------------|
| School | Enabled | Enabled      |

Automatic daily/weekly summaries of behaviour are sent every evening after 18:00, as configured.

| Scope   | Email    | Notification |
|---------|----------|--------------|
| Default | Enable ▼ | Enable ▼     |

### Behaviour update emails

How often should we send you email updates about behaviour events?

[By default \(emails will be sent Weekly\) ▼](#)

*If you do not wish to receive updates about your child's behaviour please contact your child's school.*

We will send updates only if new events have been recorded by Demonstration School.

[Save](#)

# Notes



# Notes



# St Aloysius' College



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London, N6 5LY

0207 561 7800



@StAloysiusC