

# Year 8 Curriculum Booklet



**St Aloysius' College**  
**2019/2020**

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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

## Head of Department: Mr D. Doherty

	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 and TONE biro pen</li> <li>3. Drawing for COLOUR and PATTERN oil pastels</li> <li>4. Drawing for COLOUR and PATTERN water colour</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 and tessellation</li> <li>2. Develop repeat pattern based on observational drawings from weeks 1+2</li> <li>3. Complete patterns using appropriate colourways</li> <li>4. Christmas Art Exam week</li> <li>5. Christmas Exam</li> <li>6. Enrichment</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. Development and experimentation with Text and images</li> <li>4. Final Piece</li> <li>5. Test/Afl: Peer and self-assessment</li> <li>6. 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>

## Head of Department: Ms M. Acquah

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 Selection</li> <li>• L2 Writing algorithms</li> <li>• L3 While loops</li> <li>• L4 Searching</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> 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

Design & Technology is an inspiring, rigorous and practical subject. The two year KS3 course will allow students to learn a wide range of practical skills, as well as opportunities to discuss and consider other aspects of design such as environmental factors, manufacturing processes and the work of famous designers.

Year 8 builds on the previous year and each project is designed to underpin key skills and concepts taught in year 7. The projects extend the pupils' knowledge and experience in designing for a client.

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
<b>Focus/ Context for Learning</b>	<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>• Technical drawing skills</li> <li>• Research and Analysis</li> <li>• History of clocks</li> <li>• Design strategies</li> <li>• Writing a specification</li> <li>• Key words vocabulary</li> <li>• Developing /modelling ideas</li> <li>• ICT in design and making</li> </ul>	<ul style="list-style-type: none"> <li>• H&amp;S/Risk Assessment</li> <li>• Exploring and selecting materials.</li> <li>• Plan for making</li> <li>• CAD/CAM</li> <li>• Manufacturing/Production methods</li> <li>• Testing/modifying and evaluating final outcome</li> </ul>
	Spring 1	Spring 2
<b>Focus/ Context for Learning</b>	<b>Project: Mechanical toy</b> In this project students will learn about: <ul style="list-style-type: none"> <li>• Health and Safety</li> <li>• Task analysis and design brief</li> <li>• Research skills</li> <li>• Communicating design ideas</li> <li>• Mechanisms/Motions</li> <li>• Development/modelling</li> <li>• CAD/CAM</li> </ul>	<ul style="list-style-type: none"> <li>• Working Drawings</li> <li>• Plan for making</li> <li>• Practical Skills</li> <li>• Quality Control</li> <li>• Testing and Evaluation</li> <li>• <b>Manufacturing:</b></li> <li>• Joining techniques.</li> <li>• Surface finishes for wood</li> <li>• Assembling processes</li> </ul>
	Summer 1	Summer 2
<b>Focus/ Context for Learning</b>	<b>Project: Lighting device (PFT)</b> Students make a battery powered LED 'mood light' from acrylic. <ul style="list-style-type: none"> <li>• Design brief/specification</li> <li>• Key words</li> <li>• Electronic circuits &amp; components</li> <li>• Manufacturing process (vacuum forming)</li> </ul>	<b>Project: Cooking and Nutrition</b> Students will learn about the principles of nutrition and health. To apply knowledge of nutrition and cook a range of food safely and hygienically. <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 and minerals.</li> <li>• Wise food shopping/costing</li> <li>• Vegetable soup, Macaroni cheese, Carrot muffin, Bread roll</li> </ul>

## Head of Department: Ms E. Doorly

	Autumn 1	Autumn 2
Focus/Context for Learning	<b>Theme: Identity</b> TEACHING: <ul style="list-style-type: none"> <li>• Novel: <i>Heroes</i></li> <li>• LITERATURE: AO1, 2 &amp; 3</li> <li>• Creative Writing: narrative &amp; descriptive using teaching of the novel as a stimulus</li> <li>• LANGUAGE AO5 &amp; 6</li> <li>• <b>Teaching time: 10 weeks</b></li> </ul>	<b>Theme: Identity</b> TEACHING: <ul style="list-style-type: none"> <li>• Unseen Poetry (5 set poems + teacher's own choices) on the theme of multiculturalism &amp; diversity</li> <li>• Teach analysis <u>and</u> comparison skills</li> <li>• LITERATURE: AO1, 2 &amp; 3</li> <li>• <b>Teaching time: 7 weeks</b></li> <li>• Creative Writing: writing own poems on the theme of multiculturalism/diversity</li> <li>• LANGUAGE AO5 &amp; 6</li> <li>• <b>Teaching time: 5 weeks</b></li> </ul>
	Spring 1	Spring 2
Focus/Context for Learning	<b>Theme: Identity</b> TEACHING: <ul style="list-style-type: none"> <li>• Teach <i>Macbeth</i></li> <li>• LITERATURE AO1, 2, 3 &amp; 4</li> <li>• Writing to argue/persuade using teaching of <i>Macbeth</i> as a stimulus</li> <li>• LANGUAGE: AO5 &amp; AO6</li> <li>• <b>Teaching time: 12 weeks</b></li> </ul>	<b>Theme: Identity</b> TEACHING: <ul style="list-style-type: none"> <li>• Teach <i>Macbeth</i></li> <li>• LITERATURE AO1, 2, 3 &amp; 4</li> <li>• Writing to argue/persuade using teaching of <i>Macbeth</i> as a stimulus</li> <li>• LANGUAGE: AO5 &amp; AO6</li> <li>• <b>Teaching time: 12 weeks</b></li> </ul>
	Summer 1	Summer 2
Focus/Context for Learning	<b>Theme: Identity</b> TEACHING: <ul style="list-style-type: none"> <li>• Non-Fiction: Question 4 from <b>BOTH</b> language papers</li> <li>• LANGUAGE PAPER 1 Q4: AO4 (evaluation)</li> <li>• LANGUAGE PAPER 2: AO3 (comparison)</li> <li>• <b>Teaching time: 5 weeks</b></li> </ul>	<b>Theme: Identity</b> TEACHING: <ul style="list-style-type: none"> <li>• Non-Fiction: Question 4 from <b>BOTH</b> language papers</li> <li>• LANGUAGE PAPER 1 Q4: AO4 (evaluation)</li> <li>• LANGUAGE PAPER 2: AO3 (comparison)</li> <li>• <b>Teaching time: 5 weeks</b></li> </ul>

## Head of Department: Ms G. Briody

“If geography itself has any significance it is that we are made to life our eyes from our small provincial selves to the whole complex and magnificent world.”

– **Reportedly Richard Burton (1821-1890) to the Royal Geographical Society.**

	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                             <ul style="list-style-type: none"> <li>Research task on a recent hurricane</li> </ul> </li> </ul>	<b>The Middle East</b> <ul style="list-style-type: none"> <li>• Physical geography</li> <li>• Level of development across the region</li> <li>• The role of tourism in development in the Middle East</li> <li>• The 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 and earthquakes</li> <li>• Hazard management in areas of contrasting development</li> </ul>	<b>People and Resources</b> <ul style="list-style-type: none"> <li>• Population growth and increased urbanisation leading to a greater demand and consumption of natural resources</li> <li>• Renewable and non-renewable energies</li> <li>• Development and inequalities in resource consumption</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> </ul>	<b>Fragile Ecosystem</b> <ul style="list-style-type: none"> <li>• Tropical Rainforest</li> <li>• Case study- Amazon in Brazil</li> <li>• Plant and animal adaptations</li> <li>• Important of the rainforest</li> <li>• Causes and effects of deforestation</li> </ul>



## Head of Department: Mrs G. Rimmer

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> Why was Charles 1 beheaded? A study of the causes of the English Civil War +Who should be in charge? Parliament or the King? +War ! +The trial and beheading of Charles 1 + The rule of Oliver Cromwell.	<b>Unit 2:</b> What were the reasons Britain wanted an Empire? The Slave trade: Slavery as a business venture. Slave conditions Abolition

	Spring 1	Spring 2
Focus/Context for Learning	<b>Unit 3:</b> The Industrial Revolution The development of Industry and the invention of the steam engine. How did urban life change during the Industrial Revolution? The impact of transport changes e.g. the development of Railways	<b>Unit 4:</b> The growth of industry and the Empire, making connections. The Jewel in the Crown: India The Scramble for Africa.

	Summer 1	Summer 2
Focus/Context for Learning	<b>Unit 5:</b> The Great War 1914- 1918 A study in depth.	<b>Unit 5 continued:</b> From War to the Treaty of Versailles.

## Head of Department: Ms A. Toprak

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
Focus/Context for Learning	Sequences and graphs Mensuration Calculations Proportion Equations and formulae  <b>Assessment:</b> Daily past exam questions, weekly quizzes, half termly unit tests	Equations and formulae Number Probability Angles Constructions Transformations Calculations  <b>Assessment:</b> Daily past exam questions, weekly quizzes, half termly unit tests  <b>AP1</b>
	Spring 1	Spring 2
Focus/Context for Learning	Equations and formulae Data Proportion Sequences and graphs Number Angles  <b>Assessment:</b> Daily past exam questions, weekly quizzes, half termly unit tests	Mensuration Probability Sequences and graphs Calculations  <b>Assessment:</b> Daily past exam questions, weekly quizzes, half termly unit tests
	Summer 1	Summer 2
Focus/Context for Learning	Proportion Equations and formulae Number  <b>Assessment:</b> Daily past exam questions, weekly quizzes, half termly unit tests	Transformations Angles Constructions  <b>Assessment:</b> Daily past exam questions, weekly quizzes, half termly unit tests  <b>AP2</b>

## Head of Department: Mr D. Gaye

	Autumn 1	Autumn 2
<b>Focus/ Context for Learning</b>	<p>France and other countries</p> <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> </ul> <p>Entertainment and advertising</p> <ul style="list-style-type: none"> <li>• Talk about television programmes</li> <li>• Musical genres; give details opinions on music</li> </ul>	<p>Entertainment and advertising</p> <ul style="list-style-type: none"> <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> <p>Technology</p> <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> </ul>
	Spring 1	Spring 2
<b>Focus/ Context for Learning</b>	<p>Technology</p> <ul style="list-style-type: none"> <li>• Discuss pros and cons of new technologies</li> <li>• Talk about favourite technology and gadgets</li> </ul> <p>Issues for teenagers</p> <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>	<p>A balanced diet</p> <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 resolution to be healthier</li> <li>• Talk about what life will be like in the future.</li> </ul>
	Summer 1	Summer 2
<b>Focus/ Context for Learning</b>	<p>Parties and festival</p> <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've been to</li> <li>• Communicate with people in formal situations</li> <li>• Talk about traditions and festivals</li> </ul> <p>Transport and holidays</p> <ul style="list-style-type: none"> <li>• Talk about how you travel and compare means of transport</li> <li>• Buy tickets and talk about travel plans</li> </ul>	<p>Transport and holidays</p> <ul style="list-style-type: none"> <li>• Plan a holiday</li> <li>• Describe a past holiday</li> <li>• Talk about transport in books and films</li> </ul> <p>Home</p> <ul style="list-style-type: none"> <li>• Talk about types of home</li> <li>• Describe rooms in a house</li> <li>• Describe a bedroom, items in it and their location</li> <li>• Describe your ideal home</li> <li>• Describe places in detail and express how you feel about them</li> </ul>

## Head of Department: Mr D. Gaye

	Autumn 1	Autumn 2
Focus/Context for Learning	<ul style="list-style-type: none"> <li>Talking about yourself and other people.</li> <li>Making comparisons.</li> <li>Making introductions.</li> <li>Expressing need.</li> <li>Buying gifts and personality traits.</li> <li>Writing a thank you letter.</li> </ul>	<ul style="list-style-type: none"> <li>Taking about meal times.</li> <li>Types of food likes and dislikes.</li> <li>Buying fruits and vegetables. Price of food.</li> <li>Buying food and drink. Numbers 31-1000.</li> <li>Talking about food and healthy eating.</li> </ul>
	Spring 1	Spring 2
Focus/Context for Learning	<ul style="list-style-type: none"> <li>Talking about clothes. Comparisons.</li> <li>Talking about clothes "this, that, these, those".</li> <li>Shopping for clothes. "It / them".</li> <li>Describing clothes. Immediate future.</li> <li>School uniform-adjectives. Opinions.</li> <li>Types of shops. "Puedo + infinitive"</li> </ul>	<ul style="list-style-type: none"> <li>Interesting places. "Hay".</li> <li>Saying where you go on holiday</li> <li>Saying what you do on holiday. Present tense.</li> <li>Saying where you and your friends went. "Fui/fuimos".</li> <li>What you did on holiday. Preterite tense.</li> <li>Preterite tense. Grammar practice.</li> </ul>
	Summer 1	Summer 2
Focus/Context for Learning	<ul style="list-style-type: none"> <li>Arranging to go out.</li> <li>Present tense. Grammar practice.</li> <li>Saying what types of films you like.</li> <li>Preterite tense. Grammar practice.</li> <li>Buying tickets at the cinema.</li> <li>Future tense. Grammar practice</li> </ul>	<ul style="list-style-type: none"> <li>Describing an event in the present.</li> <li>Describing an event in the past.</li> <li>Aliments I. "Me duele".</li> <li>Aliments II. "Tengo".</li> <li>Asking for things at the chemist. (Debes) + infinitive.</li> </ul>

## Head of Department: Mr T. Graham

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

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.  <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



	Autumn 1	Autumn 2
Focus/Context for Learning	<b>Creation</b> <ul style="list-style-type: none"> <li>• In the Beginning</li> <li>• The Creation</li> <li>• Stewards of the Earth</li> <li>• God's Great Love</li> </ul>	<b>Covenant</b> <ul style="list-style-type: none"> <li>• Abraham</li> <li>• The Passover</li> <li>• The Passover Today</li> <li>• The Ten Commandments</li> </ul>
	Spring 1	Spring 2
Focus/Context for Learning	<b>Exploring the Mass</b> <ul style="list-style-type: none"> <li>• Overview of the Mass</li> <li>• The Liturgy of the Word</li> <li>• Holy Communion</li> </ul>	<b>The Paschal Mystery</b> <ul style="list-style-type: none"> <li>• Holy Week</li> <li>• Palm Sunday The Last Supper</li> <li>• The Way of the Cross</li> </ul>
	Summer 1	Summer 2
Focus/Context for Learning	<b>The Mission of the Church</b> <ul style="list-style-type: none"> <li>• God's message proclaimed by the prophets</li> <li>• The Church's Teaching</li> <li>• John Paul II</li> <li>• Mother Teresa</li> <li>• Dorothy Day</li> </ul>	<b>The Church in Britain</b> <ul style="list-style-type: none"> <li>• The first British Martyr</li> <li>• A Christian Nation</li> <li>• The Reformation in England and Wales</li> </ul>

## Head of Department: Ms H. Clarke

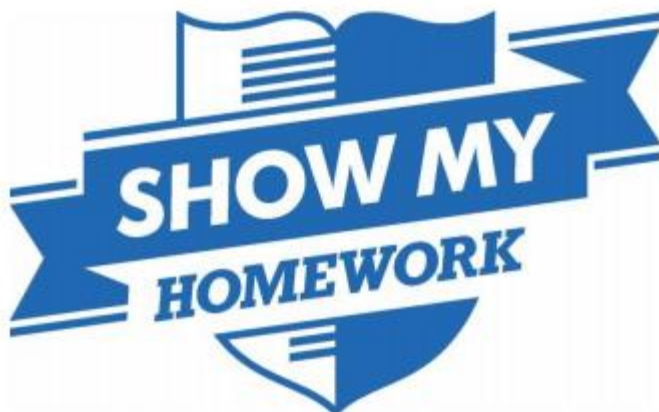
For Science to be a department of excellence, collaboration, motivation and engagement.

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><u><b>Organisms</b></u> Breathing And Digestion</p> <p><u><b>Ecosystems</b></u> Respiration And Photosynthesis</p>	<p><u><b>Energy</b></u> Work &amp; Heating And Cooing</p> <p><u><b>Forces</b></u> Contact Forces And Pressure</p>
	Spring 1	Spring 2
Focus/Context for Learning	<p><u><b>Matter</b></u> Periodic Table And Elements</p> <p><u><b>Earth</b></u> Climate And Earth Resources</p>	<p><u><b>Genes</b></u> Evolution And Inheritance</p> <p><u><b>Reactions</b></u> Chemical Energy And Types Of Reaction</p>
	Summer 1	Summer 2
Focus/Context for Learning	<p><u><b>Waves</b></u> Wave Effects And Wave Properties</p>	<p><u><b>Electromagnets</b></u> 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

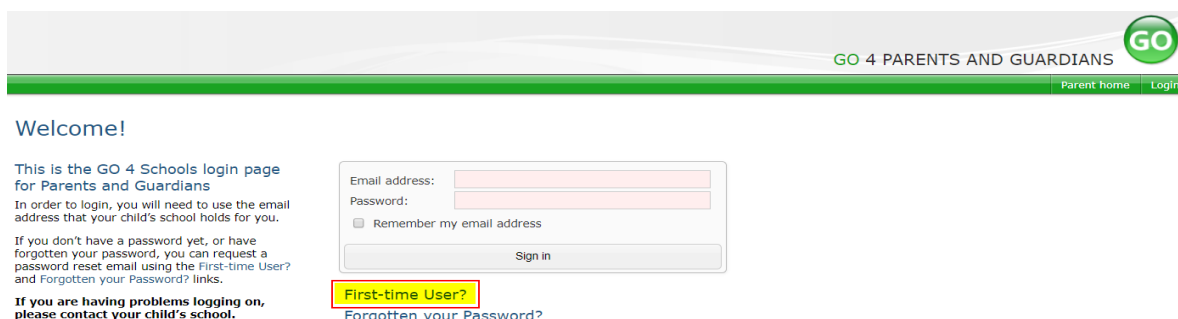
Your child's page is constantly updated, providing you with the latest information.

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:

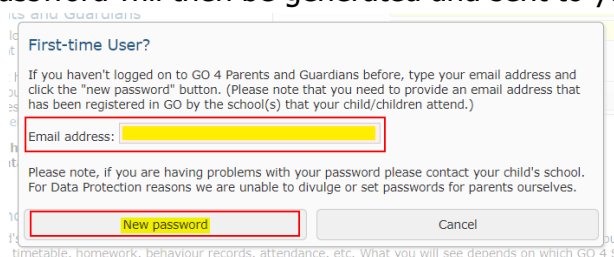
☐ Remember my email address

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?

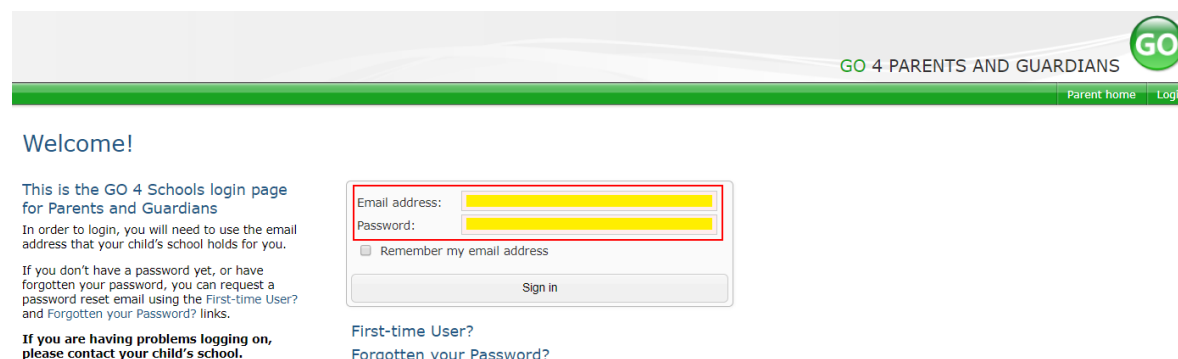
If you haven't logged on to GO 4 Parents and Guardians before, type your email address and click the "new password" button. (Please note that you need to provide an email address that has been registered in GO by the school(s) that your child/children attend.)

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

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

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

Well below target

Below target

On target

Above target

21



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 Ms S Chambers	102	3H	2H (36%)	Assessment Point 2H
English Literature Ms S Chambers	-	3H	2M (33%)	Assessment Point 2M
Geography G Briody	-	3H	3M (42%)	Assessment Point 3M
Graphic Products Mr L Northey	-	3H	2H (36%)	Assessment Point 2H
Head of Year Comments Ms A Gamba	-	-	-	
Maths Ms K Royston	98	3L	1M (24%)	Assessment Point 1M
PE BTEC Mr C Simpson <a href="#">View subject description</a>	-	-	-	Unit 1 (external assessment) Fitness for Sport and Exercise - <a href="#">Unit 2 Practical Sports Performance</a> - <a href="#">Unit 3 Applying the Principles of Personal Training</a> - <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 Tutorial 116/Tu Dr A ARMSBY CONNEL	09:15 Mathematics 11n/Ma1 Mrs T TWEEDIE	10:15 Biology 11NT/BI Mr A AL-ADELI	11:20	11:40 French 11Z/Fr1 Miss A AKANOVA	12:40	12:40 Geography 11Y/Gg1 Mrs L LALONDE	14:20	14:20 French 11Z/Fr1 Miss A AKANOVA	15:20
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[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?

*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.

# Notes



# Notes





# Notes





# St Aloysius' College



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   @StAloysiusC