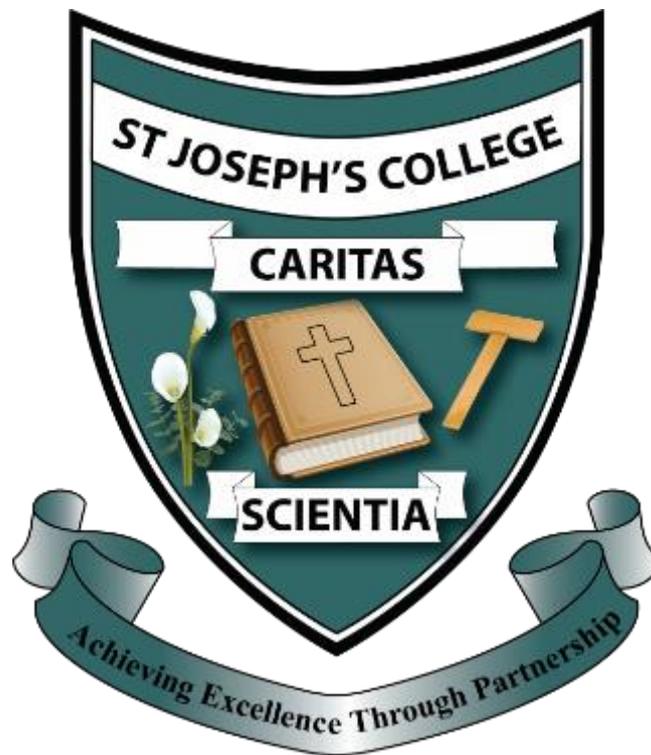


Achieving Excellence Through Partnership



Helping Your Child Learn Year 8

St Joseph's College is keen that parents become actively involved in their child's education to enable them to fulfil their full potential. Research has shown that where parents are involved in their children's education the child will have a positive attitude to learning, achieve higher marks/grades and develop more confidence.

In St Joseph's College, we recognise the important role that parents play in helping their child to achieve their full potential. The purpose of this information booklet is to give parents/guardians information which will help them become more actively involved in helping their child to learn.

Curriculum

During Years 8, 9 and 10 pupils study subjects from the Areas of Study: Religious Education, English, Mathematics, Science, Technology & Design, History, Geography, Art & Design, PE, Home Economics, Learning For Life & Work, Spanish, Music, Drama and ICT. In this booklet you will find an overview of what your child is learning each month in each subject. We hope this information is useful to you in helping your child to learn.

Homework Club

The Homework Club meets in the computer room (Laptop room) after school from 3.30 pm – 4.30 pm, Monday - Thursday. Staff are present to give help and guidance. Pupils are encouraged to take full advantage of this facility. ICT facilities are available for use at this time.

Assessment Procedures

Assessments take place three times a year, as outlined in the leaflet on Assessment Arrangements you received in June and in your child's Homework Diary.

Role of Parents/Guardians

We ask parents to offer support and encouragement to their child. Some areas where parents can provide support include:

1 Attendance

We ask you to send your child to school each day as *Full Attendance* is vital for success. In St Joseph's College we have an attendance target of at least 95% for each pupil.

2 Providing the essentials for a day in school

These are outlined on Page 27 of the Parent/Guardian Information Booklet you received on your initial visit to the school in June 2019

3 Helping with homework

Homework is set to supplement learning in school. It is an opportunity for pupils to work independently and to practice what they have been taught in class. It is also a chance for parents to get involved with their child's education. Homework is not limited to written work. It includes all school-related work undertaken at home –

- independent learning
- research work using World Wide Web
- case studies
- extended writing/report writing
- learning
- consolidation of work done in class
- practice
- mind mapping, revision notes, chunking down.
- skills based (graphs etc.)
- interviews
- story board for design.

Key Stage 3 pupils will have an average of approximately 1 hour of homework each night. It is expected that the teachers of English and Mathematics at Key Stage 3 will set weekly homework(s) of approximately 50 minutes. The remaining subjects will set weekly homework(s) of –

- Science: 25 minutes
- History, Geography and Religious Studies: 20 minutes
- Art, Home Economics, TD, LLW, Spanish and ICT: 15 minutes
- Music, Drama and PE: as appropriate.

The responsibility of Parents with regard to Homework

We ask parents to reinforce the value of homework through positive feedback. This will give pupils the confidence to persevere, work hard and reach high standards of achievement.

Here are some ways parents/guardians can help with homework:

- being aware of and support the school in the implementation of its homework policy and procedures
- showing an interest in your child's homework and providing suitable facilities and resources for studying at home. Pupils should have a quiet space at home where they can study effectively.
- encouraging your child to work towards reaching his/her full potential
- negotiating with your child when homework is to be done as a pupil's free play

is important too. We ask parents to agree a time for MSN, Facebook, phoning friends, etc – after your child has finished his/her homework. It is a good idea if your child has a break and something to eat before starting homework. Going too long without food hinders concentration.

- checking the time spent on individual tasks
- checking your child's Homework Diary daily and ensuring your child completes the homework set to the best of his/her ability
- checking presentation and content of homework
- signing the Homework Diary each week and acting on information requests from college staff
- providing the school with information about any problems through the Homework Diary or by contacting the school directly

As a parent it is difficult to know how to help your child with homework and how much help should be given. However, please do not be tempted to do their homework for them. If your child is to progress we need to know how much your child understands and can do independently. Help your child to become an independent learner. Explain how to look up information rather than simply giving an answer in order to get the task finished. Discourage your child from copying without editing when he/she is asked to do research tasks. However, you may need to help your child to rephrase and revise their written work.

Be positive about your child's attempts. Read carefully any comments that your child's teacher makes about his/her work. If you have concerns about his/her progress, make an appointment to see your child's Year Head, Miss Ward.

Suggest doing homeworks on the day they are received, even if they are not due for a couple of days or even the following week. By doing this your child will have time to speak to their teacher in school about any difficulties they may be having before the work is due. If your child is having difficulty they should try their best to complete as much of the homework task as possible. The teacher needs to see that your child has made an effort to attempt the homework, even if they were unable to complete all parts of it. Encourage your child to ask the teacher, or write him/her a note to give to the teacher, about anything that they don't understand. The teachers are there to help and will explain it again or show your child what to do.

If your child is working on the computer make sure that they save their work. If there is a problem with paper or ink for printing out then make sure your child either saves their work on a memory stick/flash pen or emails a copy to their school email account.

Guidance on presentation of work

Try to ensure that your child:

- Dates each page
- Gives each piece of work a title
- Underlines all titles and headings using a red pen and ruler
- Keeps all work neat and tidy
- Draws all straight lines with a ruler
- Writes in blue or black ink only
- Draws diagrams and graphs in pencil
- Takes the time to re-read and checks all written work for mistakes in spelling, grammar and punctuation.

Building Block Skills

Target 1 - Earn your Pen Licence

Use a black or blue pen, instead of a pencil.

Take care to use clear handwriting.

Check that each sentence makes sense.

Say letter sounds and words as you write.

Target 2 - Punctuation

Use a capital letter for a proper noun, such as *Poland* or *Mrs Maguire*.

Use a capital letter at the start of each new sentence and a full stop at the end of each sentence.

Target 3 - Spelling

Learn frequently used words.

Ask each subject teacher for a list of words and technical terms.

Use a dictionary.

Check words that sound the same, such as *they're*, *their*, *there* and *to*, *too*, *two*.

Target 4 - Language

Use the best possible words.

Use varied vocabulary.

Use a thesaurus for help.

Avoid slang, such as 'stuff' or 'wee.'

Use formal language.

Target 5 - Proof reading

Proof read each sentence.

Did I achieve T2, T3 and T4?

Did I self-correct?

Have I made changes in pencil in order to achieve T5?

Helping with Effective Revision

- Plan a revision timetable so that your child knows what to do and when.
- Encourage your child to alternate learning and written homeworks. Your child should revisit the learning homeworks after they have done a piece of written work to ensure that they have understood and absorbed it.
- Encourage your child to take short breaks from learning as concentration levels dip after 40 minutes.

Making revision notes

- The best revision notes are usually short.
- Use key words and phrases.
- Your child should lay out their notes clearly, highlighting important points and facts.
- Diagrams such as learning trails, mind maps, flow and web diagrams are easier to memorise and show relationships between topics, events and ideas.
- Your child should maintain neat notes. It is much easier to study from an organised file.
- Keep notes made for an assessment as these could be used over again in another assessment and it will save your child time having to do them a second time.

Memorising and Learning

- Each day your child should read over what they have studied in their lessons, this should be part of their home study and will reinforce what they have learnt in school.
- Summarising is an effective memory aid.
- Try to help your child to devise mnemonics to help them remember certain facts.
- Revision should take place on a regular basis; daily, weekly, monthly rather than waiting to Assessment week.

In St Joseph's College all matters of pupil progress and welfare are overseen by the Year Head. Please do not hesitate to contact Miss C Ward (Year Head) if you have a query or concern about your child. We also ask you to make every effort to attend the Parent-Teacher Meeting on Thursday 19th December 2019 where you will have the opportunity to speak to your child's Form Teacher, Year Head and subject teachers.

Year 8 Course Outline

English

Each month students will have opportunities to engage in:

- **Reading for Pleasure.** Target: Achieve *at least* a Bronze Award for Reading (5 books).
Reading Awards: January and June. Students also read in registration, in Literacy class and at home.
- Whole class and individual review of Building Block Targets (Writing targets).
- Whole class and individual review of **monthly** performance in **The Star Scheme** – target setting for next month.

MONTH	CONTENT	TIME
September (Induction)	<ul style="list-style-type: none"> • Year 8 Induction Book provides a structure for getting to know students: aptitudes, feelings, ideas. Use this booklet throughout September. • Introduction to the English Department merit scheme The Star Scheme. Explain each star and how to earn it. Explain how achievement will be displayed. <i>Student Voice questions re. prizes.</i> • Word Star (word target announced at the start of each week, game at the end of each week 4 letters, 5 letters, 6 letters, 7 letters etc). • Baseline assessment of Building Block Skills – identification of each student’s individual Building Block target. Each student works towards achievement of his or her Building Block target in Writing tasks in ALL subjects across the curriculum. • Introduction to ‘The English Lesson,’ lesson structure. • Written tasks in Year 8 Induction booklet: All About Me – range of induction activities including ‘Feelings about Reading,’ ‘My Reading Story.’ • Introduction to the class novel, <i>There’s A Boy in the Girls’ Bathroom</i>, Louis Sachar. Anticipation guide, whole class discussion. 	<p style="text-align: center;">September</p> <p style="text-align: center;">1 week</p> <p style="text-align: center;">weekly</p> <p style="text-align: center;">1 lesson</p> <p style="text-align: center;">1 week 1 week</p> <p style="text-align: center;">1 week</p>
October- November	<ul style="list-style-type: none"> • Lessons in line with the class novel, <i>There’s A Boy in the Girls’ Bathroom</i>, Louis Sachar. • Assessment 1 Reading section focus: Selection of precise and relevant quotations. Use of sentence starters to write effective Points. Introduction to Point-Quotation format leading to Point-Quotation-Comment. • Assessment 1 Writing section focus: Writing a letter in character from one character in the novel <i>There’s A Boy in the Girls’ Bathroom</i> to another. • Talking and listening activities, including, whole class discussion, hot seating, small group discussion, role play, presentation. 	<p style="text-align: center;">2 months</p>

<p>December</p>	<ul style="list-style-type: none"> Lessons in line with the class novel, <i>There's A Boy in the Girls' Bathroom</i>, Louis Sachar. <p>Assessment 1: Pupils read unseen text extract (This extract will not be from the novel <i>There's A Boy in the Girls' Bathroom</i>).</p> <p>Reading section: Understanding how the writer shows the character's feelings. Use of Point-Quotation format.</p> <p>Writing section: Writing an informal letter in character, describing a character's feelings.</p> <p>Assessment 1 Review: response to 'Two Stars and A Wish' assigned to each student for the Reading section and the Writing section. Whole class feedback.</p>	<p>1 month</p>
<p>January-February</p>	<ul style="list-style-type: none"> Lessons in line with the class novel, <i>There's A Boy in the Girls' Bathroom</i>, Louis Sachar. Reading section focus: Selection of precise and relevant quotations. Use of sentence starters to write effective Points. Use of Point-Quotation-Comment format. Writing section focus: Writing a diary in character – tasks based on the novel <i>There's A Boy in the Girls' Bathroom</i>. 	<p>2 months</p>
<p>March</p>	<ul style="list-style-type: none"> Focus: Development of reading preferences – reading for pleasure. World Book Day – exploration of characters. Writing section focus: Writing a diary in character – tasks based on the novel <i>There's A Boy in the Girls' Bathroom</i>. <p>Assessment 2: Pupils read unseen text extract.</p> <p>Reading section: Understanding how the writer presents the relationship between characters. Use of Point-Quotation-Comment format.</p> <p>Writing section: Writing a diary entry in character, describing a character's feelings.</p> <ul style="list-style-type: none"> Assessment 2 Review. 	<p>1 month</p>
<p>April</p>	<ul style="list-style-type: none"> Reading section focus: Reading a range of non-fiction texts, for example, advertisements, brochures, online news Reading section focus: use of fact and opinion, selection of precise and relevant quotations, analysis of the writer's use of language and presentational devices. Writing section focus: Creating a brochure text (non-fiction). 	<p>1 month</p>
<p>May</p>	<ul style="list-style-type: none"> Lessons in line with Assessment Week 3 focus: Non-fiction texts: brochure texts. Reading section focus: use of fact and opinion, selection of precise and relevant quotations, analysis of the 	<p>1 month</p>

	<p>writer's use of language and presentational devices.</p> <ul style="list-style-type: none"> • Writing section focus: Creating a brochure text (non-fiction). <p>Assessment 3: Pupils read unseen text extract.</p> <ul style="list-style-type: none"> • Reading section: Understanding how the writer presents the relationship between characters. Use of Point-Quotation-Comment format. • Writing section: Creating a brochure text. 	
June	<ul style="list-style-type: none"> • Assessment 3 Review. • Use of ICT to redraft and edit for publishing. 	1 month

Year 8 Course Outline Mathematics

Year Week Beginning	Mathematics
Sept	Week 1 Logic
	Week 2 Place value
	Week 3 Graphs
	Week 4 Addition and subtraction of decimals
Oct	Week 5 Angles
	Week 6 Multiplication of decimals
	Week 7 Number patterns and sequences
	Half Term
Nov	Week 8 Division of decimals
	Week 9 Area and perimeter
	Week 10 Fractions
	Week 11 Data collection and presentation
Dec	Week 12 Exam revision
	Week 13 Assessment week Cycle 1
	Week 14 Feedback
	Christmas
Jan	
	Week 15 Arithmetic revision
	Week 16 Searching for pattern
	Week 17 Time and timetables

Feb	Week 18 Negative numbers
	Week 19 Linear equations
	Half Term
	Week 20 Decimals, fractions and percentages
Mar	Week 21 Quantitative data
	Week 22 Exam revision
	Week 23 Assessment week Cycle 2
	Week 24 Feedback
Apr	Easter
	Week 25 Scale drawing
	Week 26 Fractions
	Week 27 Fractions
May	Week 28 Probability of one event
	Week 29 Volume
	Week 30 Exam revision QR codes and MEP past papers
	Week 31 Assessment week Cycle 3
Jun	Week 32 Assessment week Cycle 3
	Week 33 Feedback

Year 8 Course Outline

Science

September

Safety in the Science Laboratory
Parts and use of Bunsen burner
Science Apparatus
Safety Symbols
The importance of senses in Science, observation skills
Measurements in Science (length, mass, volume, time, temperature)
Reporting Science Practicals

October

Parts and function of light microscope
Preparation of microscope slides
Characteristics of living things
Structure of plant and animal cell

November

Making of plant cells
Differences between plant and animal cells
Specialised Cells
Self measurements, height, shoe size etc.
Groups of cells as tissues
Position and function of main organs of body

December

Function of main organ systems of the body
Main plant organs
Classification of natural and man-made materials
Different types of plastics

January

Testing the strength of plastic bags (tables, averages and graph drawing required)

Properties of solids, liquids and gases.

Arrangement of particles in solids, liquids and gases

Changes of state.

Solubility (solute, solvent, solution)

February

Identification of soluble materials

Investigating factors that speed up dissolving.

Structure of a flower

Plant pollination

Fertilisation in a flowering plant

March

Germination and the investigation into the best conditions for germination.

Definition of mixtures

Separation techniques to incorporate

- filtration
- separating funnel
- evaporation

April

Separation Techniques to incorporate

- distillation
- chromatography

Definition of a fuel

Products of fossil fuel combustion

Global warming/acid rain

Origins of fossil fuels

May

Fossil fuels as non-renewable energy sources

Need and ways to conserve fossil fuels

Renewable energy sources

Solar Cells practical investigation

June

Revision of year's work

Year 8 Course Outline

Religious Education

Month	Content	Time
September	<ul style="list-style-type: none"> • New Beginnings, school badge and St. Joseph. 	2 weeks
	<ul style="list-style-type: none"> • The Bible, Old and New Testament with selected stories. 	2/3 weeks
October	<ul style="list-style-type: none"> • The Dead Sea Scrolls, Story of Solomon's Wisdom. 	2/3 weeks
November	<ul style="list-style-type: none"> • Baptism and Confirmation, symbols, meanings, relevance for us today. 	3 weeks
December	<ul style="list-style-type: none"> • Choices and Morality, our sense of right and wrong. 	1/2 weeks
	<ul style="list-style-type: none"> • Advent and the Christmas Story. 	1/2 weeks
January	<ul style="list-style-type: none"> • Religious and Political Background to life of Jesus. 	3 weeks
February	<ul style="list-style-type: none"> • Work of John the Baptist and the baptism of Jesus. 	2 weeks
	<ul style="list-style-type: none"> • Work of Mother Teresa. 	1 week
	<ul style="list-style-type: none"> • Preparation for Lent. 	1 week
March	<ul style="list-style-type: none"> • Jesus calls his disciples 	1 week
	<ul style="list-style-type: none"> • Jesus' teachings; the parable of the Sower and parable of the Lost Son, Lost Sheep and Lost Coin 	3 weeks
April	<ul style="list-style-type: none"> • Preparation for Easter through the Sacrament of Reconciliation. 	1/2 weeks
	<ul style="list-style-type: none"> • Stories of Holy Week. 	2 weeks
May	<ul style="list-style-type: none"> • Resurrection Stories, Pentecost. 	2 weeks
	<ul style="list-style-type: none"> • Celebration of Mass through the Ages 	2 weeks
June	<ul style="list-style-type: none"> • The Structure of Church at Parish and Diocese level. 	1/2 weeks
	<ul style="list-style-type: none"> • Work within our own parishes 	2 weeks

Year 8 Course Outline
Geography

MONTH	CONTENT	TIME
September	<ul style="list-style-type: none"> • Introduction to Yr 8 Geography. Expected standards and the ability to think is stressed 	1 wk
	<ul style="list-style-type: none"> • Introduction to geographical location and places of different sizes – city, country, continent, oceans 	1 wk
	<ul style="list-style-type: none"> • World Map – Location of continents and oceans 	1 wk
	<ul style="list-style-type: none"> • Europe – Countries of Europe and their location on a map 	2 wks
October	<ul style="list-style-type: none"> • Ireland – Counties of Ireland and their location on a map. Provinces and their counties 	2½ wks
	<ul style="list-style-type: none"> • Direction – 4 and 8 point compass 	1 wk
	<ul style="list-style-type: none"> • Map Symbols 	1½ wks
November	<ul style="list-style-type: none"> • Grid references – 4 and 6 figure grid references 	2½ wks
	<ul style="list-style-type: none"> • Height On a Map 	1 wk
	<ul style="list-style-type: none"> • Scale – Using scale to measure straight line distances 	1 wk
December	<ul style="list-style-type: none"> • Scale – Using Scale to measure curved line distances 	1½ wks
	<ul style="list-style-type: none"> • Plan – To understand what a plan is and how to follow and construct one 	1½ wks
January	<ul style="list-style-type: none"> • Weather – Elements and instruments used to measure the weather 	1½ wks
	<ul style="list-style-type: none"> • Climate graphs – Pupils draw and analyse graphs 	2 wks
	<ul style="list-style-type: none"> • The water cycle 	1½ wks
February	<ul style="list-style-type: none"> • The water cycle continued 	2 wks
	<ul style="list-style-type: none"> • Types of rainfall – formation of convectional, relief and frontal rainfall 	
	<ul style="list-style-type: none"> • Weather systems – Anticyclones and Depressions 	2 wks
March	<ul style="list-style-type: none"> • Climates in different countries 	1 wk
	<ul style="list-style-type: none"> • Microclimates 	1 wk
	<ul style="list-style-type: none"> • Settlements and their functions 	1 wk
	<ul style="list-style-type: none"> • Reasons for choosing the site of a settlement 	1½ wks
April	<ul style="list-style-type: none"> • Settlement Patterns 	1 wk
	<ul style="list-style-type: none"> • Land Use patterns and Model 	1½ wks
	<ul style="list-style-type: none"> • Settlement Change over time 	1½ wks
May	<ul style="list-style-type: none"> • Settlement Hierarchy 	1½ wks
	<ul style="list-style-type: none"> • Problems and benefits of living in a city 	1½ wks
June	<ul style="list-style-type: none"> • The above timeframe will run into June when the assessment cycles are taken into account 	

Year 8 Course Outline

History

MONTH	CONTENT	TIME
September	A introduction to the study of History, its relevance in terms of values it can instil and skills that it helps develop. An introduction to concepts such as chronology, cause, consequence, change, continuity and the importance of gathering evidence.	4 weeks
October	An introduction to types of evidence and written source material. Pupils will be given opportunities to develop their source handling skills. The focus will be on assessing the utility and reliability of sources. Pupils will be encouraged to seek evidence before accepting a source's version of events.	4 weeks
November	As an introduction to the Normans coming to Ireland and to put the Norman invasion of Ireland into context pupils will undertake a relatively brief study of who the Normans were, why they invaded England and how they took and kept control of England.	3 weeks
December	To understand the dramatic impact the Norman invasion had on Ireland, it is essential that pupils have a sound understanding of Gaelic society pre 1169. This Unit aims to introduce pupils to aspects of Pre-Norman Gaelic society such as government, the economy, religion and connections to the rest of the world. What was it like to live in Ireland before the Normans came? The reasons why the Normans came to Ireland and the roles played by Dermot MacMurrough, Richard de Clare, Pope Adrian IV and Henry II King of England.	4 weeks
January	Pupils will undertake a study of Ireland in the middle Ages and will be given opportunities to assess the impact of the Norman invasion in terms of Irish government, society, economy, religion and connections to the rest of the world.	4 weeks
February	The focus will be on the central role played by the church in the lives of all during the middle ages. It then examines the causes and consequences of the Reformation and evaluates its impact on the world today.	3 weeks

March	Pupils will be given the opportunity to examine the causes and consequences of the Black Death and will be encouraged to compare health and medicine in the 14 th century with today.	4 weeks
April	Pupils will undertake a study of the slave trade past and present. They will focus on the abolition of slavery in Britain before examining slavery in the world today. Emphasis will be placed on the power and influence of citizens to bring about change, the methods used by pressure groups and the responsibility of individuals to stand up for what is right.	3 weeks
May	A project on the theme of Belfast will be carried out.	3 weeks
June	Pupil evaluations of the course and how it has been delivered will be facilitated. Individual progress and performance will be evaluated also. Pupils will be given opportunities to suggest topics of their choice to be studied in the final 2 weeks of the term.	4 weeks

Year 8 Course Outline
Learning for Life and Work

Month	Topic	Course Outline
September	Employability skills	What is employability? Career aspirations and ambitions Skills and qualities
October	Being Enterprising	Enterprising skills and qualities My Town, local business and global trading, new technologies and opportunities
November	Personal Career Planning Assessment Cycle One	Explore goal setting , steps to achieving goals, factors which might help or hinder careers goals
December	What is an effective citizen? Human Rights	To identify the knowledge and skills that are needed to become a more effective citizen To investigate human rights, why they are important, what human rights are, particularly UNCRC, infringement of human rights (child labour)
January	Cultural Identity Conflict Key words	To explore what is meant by cultural identity, factors that influence cultural identity, the ways people express their cultural identity To gain an understanding of a multi-cultural society, to evaluate living in a multi-cultural society and conflict which can arise as a result To gain an understanding of the keywords: prejudice, stereotyping, sectarianism, racism, discrimination
February	Racism Sectarianism Discrimination	Causes and consequences, Legislation and Non governmental organisations working to combat racism in society Causes and Consequences in NI and globally, legislation: including Section 75

March	Managing change Health and the whole person Feelings and Emotions Self Concept Assessment Cycle Two	Identifying change in their lives and exploring coping strategies for change What does it mean to be healthy – 5 aspects of health, examining their own health Describing feelings, exploring the intensity of feelings Exploring being unique, coming to terms with being different, who am I?
April	Morals, Values and Beliefs Managing Influences Keeping Safe	Where does our behaviour come from? What are my values? Who influences my decisions? Consequences of decisions. Review of learning through identifying 7 steps to making a decision Identify risks and strategies to prevent Why do we need rules? Safe Internet usage
May	Drugs Awareness Relationships Assessment Cycle Three	Define what drugs are, categories of drugs, effects of drugs, who influences me? Why do people take drugs?
June	Making a Difference project	Pupils must investigate an issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation e.g. environmental issue, fair trade, local issues

**Year 8 Course Outline
Home Economics**

Month	Course Content - Theory Pupils are Learning about.....	Practical Sessions
September	<ul style="list-style-type: none"> ● What Home Economics is ● The link Between HE and LLW ● The standards of work that are expected in this subject ● How to reflect on their own work. ● Understand the importance of personal Hygiene ● Recognise good personal hygiene when handling food. 	<p>Milkshake</p> <p>Healthy wrap</p>
October	<ul style="list-style-type: none"> ● Identify that Germs can be spread via – Hands, cloths. utensils, equipment and surfaces ● To follow correct washing Hands and ‘washing up’ routines. ● Follow Safety Rules in the Kitchen ● Identify Hazards in the Kitchen and how to reduce risks ● What to do if an accident occurs in Home Economics. ● How to use equipment safely ● How to take care of equipment ● How to measure a range of liquids and dry, fresh ingredients in Home Economics ● Know how to read scales ● How to store food correctly 	<p>Victoria Scones</p> <p>Witches Crunch</p>
November	<ul style="list-style-type: none"> ● How to prevent contamination during preparation, cooking and serving of food. ● Equipment / utensils used in food preparation. The Appliances used in food preparation; ● Gas Cookers ● Electric Cookers 	<p>Bacon Risotto</p> <p>Pizza</p>

	<ul style="list-style-type: none"> • Parts of the cooker Hob, Oven, Grill • Switching Cookers ON/ Off Safely 	
December	<ul style="list-style-type: none"> • Food preparation methods 	Snowballs
January	<ul style="list-style-type: none"> • What it means to be healthy • What is meant by a healthy diet • Taking responsibility for our health 	Sausage Rolls
February	<ul style="list-style-type: none"> • The purpose of the Eatwell Guide • The sections of the Eatwell Guide • The food groups within each section • The contribution each food group makes to our diet • How we can follow the Healthy Eating Guidelines in our diets • The value and examples of composite foods 	Shepherd's Pie Tuesday Pancakes
March	<ul style="list-style-type: none"> • The name and sources of each of the main nutrients <ul style="list-style-type: none"> ➤ Protein ➤ Fat ➤ Carbohydrates ➤ Vitamins ➤ Minerals • The function of each nutrient in the diet. 	Tomato and Bacon Pasta Shamrock Shortbread
April	<ul style="list-style-type: none"> • The role of sugar in the body • Foods that are High in Sugar • Different Types of Sugar 	Easter Cupcakes
May	<ul style="list-style-type: none"> • Tooth Decay and Diabetes • How to Reduce sugar in the Diet to discuss what makes each family different • To identify and describe the main family structures • To define the role of the family 	Fresh Fruit Salad Mid Morning Muffins
June	<ul style="list-style-type: none"> • The responsibilities people may have within their family unit. • The roles people play in their family. • How to become more involved in family life. 	Potato and Leek Soup

Year 8 Course Outline

Drama

MONTH	TOPIC	TIME
September	Ice breakers	1 week
	Performance space	1 week
	Drama careers and skills learnt	1 week
	Physical theatre	1 week
October	Use of Tableaux	2 weeks
	Focus on skills- Clarity, Projection, facial Expressions and Gestures	1 week
	Developing physicality of a role	
	Creating character - peer assessment	1 week
	Working in a group for performance	
November	Recording and use of ICT - Self-evaluation- Target Setting	1 week
	Taking Images of freeze Frame	2 weeks
	Further Skills- Posture, Poise	1 weeks
	Creating characters- use of improvisation	
December	Use of Script	
	Creating a fairy Tale - use of movement and narrators	2 weeks
	Use of Recording (ipad)- self evaluation	
	Improvisation used to create performance	1 week
	Performed for peers.	1 week
	Peer assessed and self assessed.	
January	Use of ipad to create movie trailer from recorded footage	2 weeks
	Self-evaluation and peer evaluation of team work skills	2 weeks
February	Importance of Marketing in Drama	1 week
	Creation of poster for marketing purposes	1 week
	Review of skills learnt and assessment	1 week
March	Introduction to Dance	
	Warm up and cool downs	1 week
	Musical theatre	1 week
	Learning how dance can communicate to an audience	1 week
April	Verbal and non-verbal communication	
	Using non-verbal communication to create a scene	1 week
	Choreography of various musical theatre songs	1 week
	Record - self evaluate and peer evaluation	2 weeks

May	Evaluating the work of others Different styles of Theatre. Learning to Critic.	1 week 1 week 1 week
June	Working with video Peer assessment Self assessment Reviewing a performance	1 week 1 week 1 week

Year 8 Course Outline
Art and Design

MONTH	CONTENT	TIME
September	Introduction to course/expectations/rules and regulations Colour theory and practice Name tags/composition/formal elements Introduction to Unit 1/Still Life	3/4 weeks
October	Key elements - tone, line, form, texture Analysing a Still Life Basic drawing skills - observation, basic shapes, project development Begin contextual references (artist research) Cubism	4 weeks
November	Using observational drawing to create original Art work - Still Life Artist influence on own work Experiments with mixed media	4 weeks
December	Still Life experiments and final piece Line/form/tone/composition Christmas mark making activities	3 weeks
January	Exotic Flora - Unit 2 Introductory activities and Stimulus Observational drawing	4 weeks
February	Mark making/collage Experimenting with themes Activities aimed at creating individual and original work	4 weeks
March	William Morris contextual reference, repeated patterns, experimental drawing Coloured pencil mixing Using viewfinders	3/4 weeks
April	Native American Totems - Unit 3 Introduction an Stimuli Looking at Art from other cultures Initial responses/drawing activities	4 weeks
May	Relief/free standing sculpture - high and low relief Mood boards Animal masks Stylising symbols	4 weeks
June	Final piece for Native American Totems project Summer activities	4 weeks

Year 8 Course Outline
Music

MONTH	CONTENT	TIME
September	Elements of Music and Graphic Scores	4 weeks
October	Elements of Music and Graphic Scores	4 weeks
November	Rhythm and Pulse – includes notation	3 weeks
December	Rhythm and Pulse – includes notation	3 weeks
January	Keyboard Skills	4 weeks
February	Keyboard Skills	2 weeks
March	Form and Structure	3 weeks
April	Form and Structure	3 weeks
May	Instruments of the Orchestra	3 weeks
June	Instruments of the Orchestra	3 weeks

*Time is the approximate number of weeks for each topic

* Topics may change order due to availability of Music Technology

Year 8 Course Outline
Computing and IT



	Content
Term 1	8.1 Safety when using IT 8.2 File Management 8.3 Cloud Computing 8.4 Microsoft Word
Term 2	8.5 Microsoft PowerPoint
Term 3	8.6 Microbits

Year 8 Course Outline

Technology & Design

Month	Content	Time
September	Induction program	2 Weeks
	Health and Safety checks Workshop and machinery tour PP equipment review	2 Weeks
October	<u>Project 1 – Halloween Mask</u> Manufacture a spooky plastic mask for use during Halloween celebration.	2 Weeks
	Using the vacuum forming process.	2 Weeks
November	Decoration of the mask and adding accessories. <u>Assessment Cycle 1</u> Subject mentoring	2 Weeks
December	<u>Project 2 - Pencil mate</u> Research, design and manufacture a wooden stationery holder. Developing ideas	2 Weeks
January	Creating templates Selecting the appropriate cutting tools Using machinery and equipment Applying suitable finishes	4 Weeks
February	Testing and evaluation	1 Week
	<u>Assessment Cycle 2</u> Subject mentoring <u>Project 3 – Key Tab</u>	1 Week 1 Week
March	Use a range of metals to manufacture a personalised key tab for identification of keys/possessions. This will give an insight into the properties and uses of metals.	4 Weeks
April	Manufacturing of key tab and completion of the accompanying portfolio.	2 Weeks
	<u>Project 4 – ICT</u> Pupils use a basic ITC drawing package.	2 Weeks
May	Preparation for assessment cycle.	1 Week
	<u>Assessment cycle 3 – Summer Tests</u> Subject Mentoring	2 Weeks 1 Week
June	Completion of all outstanding coursework and practical work.	2 Week

Year 8 Course Outline

PE

Month	Course Outline	Time
Sept	FITNESS TESTING	2 weeks
Sept/Oct	<i>Health Related Fitness</i> Health Related Fitness	3 weeks
Oct/Nov	<i>Netball</i> Rugby	5 weeks
Dec	<i>Soccer</i> Basketball	3 weeks
Jan	FITNESS TESTING	2 weeks
Jan/Feb	<i>Dance</i> Soccer	4 weeks
Feb/Mar	<i>Handball</i> Gymnastics	4 weeks
April	FITNESS TESTING	2 weeks
April/May	<i>Athletics</i> Athletics	4 weeks
June	<i>Rounders</i> Cricket	4 weeks

**Girls outline in italics*
Boys outline in Black

Year 8 Course Outline
Spanish

September	Greetings, saying how you feel, classroom objects, masculine and feminine, numbers 1-10, I have, I don't have	4 weeks
October	Forming plurals, ages, months of the year, numbers 1-31, classroom commands, classroom furniture, Spanish alphabet	4 weeks
November	Age, months , numbers 1-30, classroom vocabulary	3 weeks
December	Alphabet, classroom commands and classroom language, revision	3 weeks
January	Naming countries, talking about where you are from adjectives, talking about languages	3 weeks
February	Describing your family , giving basic information Pets, colours, revision of age, adjectives	2 weeks
March	Describing eyes and hair, height, physical characteristics	3 weeks
April	School subjects and opinions, present tense verbs	4 weeks
May	Telling the time, saying what your school day is like, saying what you eat for lunch	3 weeks
June	Describing your school building and naming types of transport.	3 weeks

Outline of Course: Year 8 Literacy

Links between English and Literacy:

	Literacy	English
'Reading for Pleasure'	Practice established . Students select Reading for Pleasure text in Literacy. Students have opportunities to engage in 'Reading for Pleasure' each week.	Practice supported . Students engage in 'Reading for Pleasure' sessions once each month and continue to develop reading preferences.
<i>Communication between English and Literacy teachers to maintain an accurate record of the number of Reading Stars each child has earned.</i>		
Building Block Skills	Skill development is supported . The Literacy teacher is conscious of each student's target. Achievement of individual Building Block targets is supported through the range of activities in the Literacy booklet.	Skills established . Teacher conducts baseline assessment to identify an individual Building Block target (Targets 1-5, for example, T2 Basic punctuation). Transferable skills that students develop <i>across the curriculum</i> .
Extended Reading Skills	Skill development is supported through the range of activities in the Literacy booklet, for example, awareness of parts of speech (T4).	Point-Quotation-Comment skills established . This is the main focus of Reading skills at KS3. Transferable skills used in RE and History.
Extended Writing Skills	Skill development is supported through the range of activities in the Literacy booklet, for example, punctuation and sentence structure.	Skills established . Teacher guides students to develop a range of extended writing skills, in relation to audience and purpose – fiction (diaries, stories) and non-fiction writing (leaflet). Transferable skills that students develop <i>across the curriculum</i> .
Speaking and Listening Skills	Skill development is supported through a range of activities, including whole class discussion, reflection on personal experience and the experiences of others.	Skills established . Guidelines for whole class discussion, small group work, presentation and role play; awareness of audience and purpose is established. Range of learning contexts.

Year 8 Course Outline
Literacy

MONTH	CONTENT	TIME
September	<ul style="list-style-type: none"> • Introduction, ‘What is Literacy?’ to establish expectations of students and an outline of the course. • Welcome to our school library. • Guidelines for appropriate social behaviour in our school library and appropriate social behaviour in the public library, for example, Ormeau Road Library. • Introduction to the range of fiction and non-fiction texts. Explanation of the reference system in the library. • Promotion of the practice of Reading for Pleasure. • Talking and listening: share reading preferences (favourite author, favourite book, preferred genre). Share reading recommendations within the class. Share reading experiences with the class. • Students select the first novel to read for pleasure. • Teacher guides students to use Accelerated Reader quizzes – one quiz for each book. 	1 month
October-December	<ul style="list-style-type: none"> • Reading for Pleasure sessions once each week to establish reading routines. • Students continue to read texts at home. • Accelerated Reader quizzes can also be completed at home. • Teacher communicates with English teacher to maintain accurate record of the number of Reading Stars each child has earned. • Literacy booklets: Consolidation activities, in line with Building Block Target skills, i.e. punctuation, spelling, language and proofreading. 	3 months

<p>January</p>	<ul style="list-style-type: none"> • Reading Awards: Students who have achieved a Bronze Award (5 book read) celebrated in the Reading Awards ceremony. • Students continue to read texts at home and during Literacy. • Accelerated Reader quizzes can also be completed at home and during Literacy. • Teacher communicates with English teacher to maintain accurate record of the number of Reading Stars each child has earned. • Literacy booklets: Consolidation activities, in line with Building Block Target skills, i.e. punctuation, spelling, language and proofreading. 	<p>1 month</p>
<p>February - May</p>	<ul style="list-style-type: none"> • Peer reading: practice of peer reading using a pair of texts that each peer has an interest in reading. Each peer takes a turn to read a page aloud. • Peer reading practice: establishing an effective peer reading partnership in line with peer reading guidelines. • Reading for Pleasure sessions once each week. • Students continue to read texts at home. • Accelerated Reader quizzes continue to be completed. • Teacher communicates with English teacher to maintain accurate record of the number of Reading Stars each child has earned. • Literacy booklets: Consolidation activities, in line with Building Block Target skills, i.e. punctuation, spelling, language and proofreading 	<p>3 months</p>
<p>June</p>	<ul style="list-style-type: none"> • Reading Awards: Students who have achieved a Bronze Award (5 book read) celebrated in the Reading Awards ceremony. • Students continue to read texts at home and during Literacy. • Accelerated Reader quizzes can also be completed at home and during Literacy. • Teacher communicates with English teacher to maintain accurate record of the number of Reading Stars each child has earned. 	<p>1 month</p>