

# Sutton High School

**Years 8 and 9**

**Curriculum Digest**

**2007 - 2008**



# Welcome to Years 8 and 9

Now your daughter is in Year 8 she will stay with the same form through Year 9. Miss Delyth Roberts is Head of Year 8 and 9 with Mrs Katharine Crouch as Pastoral Co-ordinator. Contact details are below:

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We will try to get back to you as soon as our teaching commitments during the day allow. The following pages will provide information about the curriculum your daughter will be following.

## The Tutorial programme in Year 8 and 9

### **Aims:**

Our main aims in the tutorial programme are:

- to continue in the development of friendly links and constructive working relationships with all girls in the form
- to provide an opportunity to cover areas relating to the personal development of pupils which are not covered elsewhere in the curriculum
- to encourage all pupils in their development towards greater independence.

### **Course Structure:**

Tutor periods are lead by the form tutor and assistant form tutor. They are held throughout the year as part of a co-ordinated tutorial and PSHE programme.

Throughout the year, any forthcoming events are explained and prepared for. These include: Open Day, Parents' Evening; curriculum trips (for example, the Geography and Biology Activities trip to Norfolk; the Geography and Language field trip to Lille; the Careers/ICT event 'The Real Game; 'Take Your Daughter's to Work Day; form charity week; form assembly; school examinations week and Sports Day.

### **Learning Activities:**

- Teacher explanation
- Class and group discussion
- Completion of worksheets to promote understanding and encourage the forming and expressing of ideas
- Games

### **Skills developed:**

- Confidence in participating fully and responsibly in all aspects of the life of the school
- Working effectively together in pairs and groups, and as a form
- Ongoing study skills building on the 'Learning to Learn' programme in Year 7

# PSHE & Citizenship in Years 8 and 9

## Aims:

The inclusion of PSHE and Citizenship in the National Curriculum establishes the fact that pupils' personal and social development goes hand-in-hand with their ability to learn and to achieve. The PSHE and Citizenship course aims to develop pupils' confidence and to help them make the most of their abilities. It also aims to develop pupils' skills of enquiry and communication.

Girls learn about themselves as growing and changing individuals and members of their community with more maturity, independence and power. They are helped to develop a healthy, safer lifestyle. The course encourages pupils to develop good relationships and to respect the differences between people. Girls learn new skills to help them make decisions and play a responsible, active part in their personal and social life. They are encouraged to make the most of new opportunities to take part in the life of school and its communities. They learn to identify the role of the legal, political, religious, social and economic institutions and systems that influence their lives and communities.

PSHE and Citizenship lessons are taught by form tutors. The lessons provide opportunities for active learning (e.g. role-plays, group discussion, debate), participation, group work and self-assessment. Pupils reflect on and learn from experience. They explore, develop and demonstrate values and attitudes and are encouraged to respect diversity. This enables pupils to become active and informed citizens.

## Course Structure:

### Year 8 Personal Development

- Careers – Preparation for 'take your daughter to work' day. Presentations of experiences to the rest of the class.
- Budgeting and Finance – The Real Game

### Year 9 Personal Development

- Careers – introduction to the careers library. Identifying own strengths and looking at what qualities are needed for various jobs. Visiting speaker from 'Safe Sitters' covering employment issues with baby sitting, responsibilities of child care, life skills, legal situation and more...

### Year 8 Healthy, Safer Lifestyle

- First Aid – St. John's Ambulance Level 2 Award
- Drugs – tobacco, alcohol and medicines

### Year 9 Healthy, Safer Lifestyle

- Drugs – Different types of drugs. How to identify them and what are the short and long term effects
- Visiting speaker Police School's Liaison Officer to talk on Drugs and the Law
- Visiting speaker on Eating Disorders
- First Aid – St. John's Ambulance Level 3 Award
- Sex and Relationship Education – pupils will receive information about contraception, safe sex and how they can access further information

### Year 8 Active Citizenship

- The Environment – How we can look after our world better on a local level eg: recycling and energy use
- Global Citizenship – Children's rights, child labour etc. looking at the work of various charities in particular Unicef. Visiting speaker from Unicef and Save the Children
- Equal Opportunities – Awareness of different disabilities and the barriers people have to overcome
- Visiting speaker on blindness

### Year 9 Active Citizenship

- The Environment – How we can look after our world better on a global level.



# English in Years 8 and 9

## Course Structure:

Girls in Year 8 follow a combined course of English Language and English Literature. Specific texts include:

- A Midsummer Night's Dream
- The Diary of Anne Frank

Girls also study poetry (a mixture of pre- and post-1914 texts), literature from other cultures, media and non-fiction texts, and grammar.

Girls in Year 9 follow a combined course of English Language and English Literature. Specific texts include:

- Romeo and Juliet
- War Poems
- Animal Farm

Girls will also study poetry (a mixture of pre- and post-1914 texts), literature from other cultures, media and non-fiction texts, and grammar.

Girls are taught English in forms. They should have, and use, a good Dictionary and Thesaurus.

## Skills Developed:

### Speaking and Listening :

- Girls participate in a range of oral tasks, including role-play, class discussions, debates and individual talks.

### Reading:

- Girls develop the skills of reading complete texts holistically and examining extracts in detail: the basis of literary analysis in secondary education
- There will be times when girls are reading aloud in class; sometimes more expressive, performance readings will be required
- All girls should be developing their own reading beyond the books being studied in class. Teachers issue Reading Record Sheets at the start of each year which are used to monitor the amount and range of reading being undertaken
- All pupils produce two extended assignments ('coursework') during the year which counts towards the end of year exam. One assignment involves the discussion of a character from a book studied. The other is an empathic task
- Part of the end of year examination tests comprehension skills. Girls are always provided with opportunities to practise and improve these skills during the year.

### Writing:

- Girls write for a wide variety of purposes and audiences in a wide variety of contexts and styles. For example: creative narrative writing, literary essay, speech, magazine or newspaper article, poem, drama script, information article etc
- All girls study grammar. This includes more complex sentence structures, punctuation and literary terms
- Part of the end of year examination tests directed or creative writing under timed conditions.

## Learning Activities and Homework:

- English lessons are very varied. Girls may be studying a text in class, or participating in oral activities, or drafting poetry in a computer room, or researching topics for a debate in the library, or writing a short story for a competition.

## Homework:

Your daughter will be informed of the set nights for English homework at the start of the year.

## Use of ICT:

The use of ICT is encouraged in homework and often integrated into lessons. Work in English has links to many other areas in the curriculum: History, Modern Languages, R.S. and PSHE for example.

# Mathematics in Years 8 and 9

Pupils cover a wide variety of mathematical techniques, building on the work from Year 7 and preparing them for the IGCSE course in Years 10 and 11.

There are also opportunities for involvement in extra-curricular Mathematics activities; the individual and team National Mathematics Challenges, Royal Institution Masterclasses and the Hans Woyda Mathematics quiz team.

The key topics covered during these years are:

- Calculations, including with indices
- Approximation
- Fractions, decimals and percentages
- Ratio
- Proportion
- Algebra: linear expressions, equations and formulae
- Linear sequences
- Graphs of linear functions; equation of a straight line
- Multiplication of brackets
- Transformations in 2 dimensions
- Area and volume
- Pythagoras' Theorem
- Trigonometry in right angled triangles
- Basic Geometry
- Statistical calculations and representation
- Probability

There is a weekly Mathematics clinic at lunchtime where girls can receive extra help with any topic they are finding difficult. Work is assessed through the ongoing marking of class and homework, as well as by formal progress tests throughout the year.

# Biology in Years 8 and 9

## Aims:

- To develop scientific knowledge and understanding of life processes in line with and beyond the national curriculum criteria
- To build a sound understanding of this subject from which to move on to GCSE Biology.

## Course Structure:

Biology is taught in one double lesson per week.

Themes studied across Years 8 and 9 are:

- Photosynthesis
- Ecology
- Breathing and Circulation
- Micro-organisms and Food
- Digestion
- Enzymes and Respiration
- Reproduction
- Genetics
- Micro-organisms and Disease

## Skills Developed:

The activities include practical work, alongside data interpretation and graph skills. Investigative skills will be developed in planning, observing analysing and evaluating.

Girls will learn new material in the context of 'How Science Works'

## Assessment:

Each unit is tested with a cross year progress divided into 2 sections:

1. Recall of factual knowledge
2. Understanding and application

## Learning Support:

- Each topic has a list of key words on the Pupil Common Area, accompanied by a contents list
- Staff are available at lunch time for extra help

## Homework:

Homework tasks are varied and include structured comprehensions, some extended writing, some questions and some creative projects.

# Chemistry in Years 8 and 9

## Aims:

To further develop a scientific knowledge and understanding of chemistry; to approach problems analytically and communicate logically and concisely.

## Course structure:

The two years' work includes topics on:

- The periodic table
- Reactions of metals and non-metals
- Types of chemical reactions
- Atomic structure
- Using rocks to provide building materials
- Chemical formulae and chemical equations
- Plant oils
- Ionic bonding

## Learning Activities:

Practical skills are developed through frequent use of experimental approaches to investigate and support the theory. Class discussion is incorporated into delivery of chemical ideas, and ICT is employed for research purposes, experimental work and presentation.

## Homework:

This is set after each weekly lesson. It may involve writing up a practical performed in class, internet research, learning sections of work for progress tests or an exercise related to current topics.

## Assessment:

- Weekly homework is marked and graded and appropriate advice issued
- Regular progress tests assess understanding and application of individual topics
- An end of year examination tests learning, understanding and application of the whole year's work.

## Learning Support:

A lunch-time Chemistry Clinic is available for extra help from any member of the Chemistry staff.

## Use of ICT:

Girls are required to research the internet for specific topics, to present word-processed work and use spreadsheets where appropriate. Laptops are used in class for data-logging experiments and to access the pupils' and chemistry user areas. Computers in the laboratories, with specific Chemistry programs, may be used in lessons and at lunchtimes.

# Physics in Years 8 and 9

## Aims:

- To work safely in a Physics laboratory
- To learn about physical concepts almost entirely through an experimental, fun approach
- To be able to apply the physical concepts learnt to the world around us
- To develop investigative skills, learning to use measuring equipment accurately, the need for a fair test and the ability to predict the outcome of practical work
- To develop graphical skills

## Course Summary:

- The girls will investigate light, including reflection, refraction, making a spectrum and colour; the transfer of thermal energy; the solar system; turning forces; static and current electricity; waves; the electromagnetic spectrum; sound and noise; speed, distance and time; electromagnetism; pressure; energy resources and stars
- They will undertake investigative work in preparation for GCSE coursework
- In Year 8 the girls will work in both Physics and ICT lessons to produce a planet database, a drawing and a fact file for an imaginary planet
- There is one double lesson each week
- Girls are taught in form groups in Year 8 and in sets in Year 9

## Assessment:

- A variety of tasks will be set for homework. These include answering questions, reading, researching, producing a leaflet, learning and describing experiments
- Girls will have progress tests at the end of topics
- There is a 1¼ hour examination in May/June

## Extra Curricular Activities:

- In Year 9 there will be opportunities to take part in Problem Solving Competitions.

## Learning Support:

- A Physics Clinic is available for extra help during a lunch hour

## Use of ICT:

- ICT will be used as a tool and there will be use of data-logging equipment

# French in Years 8 and 9

Years 8 and 9 continue with the "*Encore Tricolore*" course, which is used from Year 7 right through to GCSE at Sutton High School. The course uses authentic materials to motivate pupils, adopts a cross-curricular approach and promotes practical communication through meaningful and enjoyable activities. Year 8 study *Encore Tricolore 2 (nouvelle edition)*, and Year 9 study *Encore Tricolore 3 (nouvelle edition)*.

## Course structure:

Girls are taught for two lessons per week, and will spend regular time in the language laboratory, which offers opportunities for extension and independence in both Listening and Speaking activities.

Themes covered in Year 8 are:-

- Buying food in France
- Travel and holidays
- School subjects and description of school
- Staying with a French exchange family
- Eating out in restaurants or cafés
- Describing people's appearance and clothes
- Making arrangements to go out

Themes covered in Year 9 are:-

- How to use a computer in French
- Finding out about Paris and other places to visit in French-speaking countries
- Describing a favourite book or film
- Talking about the past, and understanding history (e.g. the French Impressionist painters)
- Finding out about school life in France
- Discussing plans for work experience and careers
- Talking about future plans and planning a visit to Futuroscope

In Year 8 present tense verbs are re-inforced, and the perfect tense is introduced. The use of negative forms, reflexive verbs and asking and answering questions are all covered.

In Year 9 the imperfect and future tenses are introduced. The perfect tense is covered in greater detail, and work is done on how to use some of these tenses together. There is more work on negative forms, as well as adverbs, and the comparison of adjectives.

## Skills Developed:

The 4 language-learning skills of Listening, Speaking, Reading and Writing are developed by means of flashcards, overhead transparencies, matching and other language games, pair and group work, surveys, posters, reading for pleasure and ICT word games. An interactive whiteboard and audio-visual resources are used to supplement learning in addition to the language laboratory.

## Homework:

A writing task will normally be set each week. The second homework will usually either be learning for a vocabulary test or reading.

## Assessment:

Progress is monitored informally by teachers noting girls' contribution in class, homework marks and vocabulary test results. Formal summative tests also occur each term. In the autumn and spring term there will be Progress Tests covering two different language-learning skills each time. The Summer Examination covers all four skills, including a speaking test, which is conducted by the French Assistante.

## Extra Curricular Activities:

Pupils are encouraged to take an interest in finding out about the culture and customs of France and other French-speaking countries. There is a cross-curricular trip to Lille in Year 8, in conjunction with the Geography department, which provides opportunities to practice language learned in an authentic setting, and provides a stimulus for project work in both subjects. In addition, a visit by the European Theatre Company to school is scheduled, which allows girls to supplement their learning by experiencing an authentic French language theatre production.

# German in Years 8 and 9

## Course Structure:

Year 8 and 9 continue with the Klasse! Neu course embarked on in Year 7.

The course uses authentic materials to motivate pupils, adopt a cross-curricular approach and promote practical communication through meaningful and enjoyable activities.

Girls are taught for two lessons per week, which includes time spent doing independent listening in the language laboratory.

Themes covered in Klasse! 1 and 2 in Year 8 are:-

- Home town
- Weather and Activities
- Weekend plans
- Personal descriptions
- Getting on with the family
- Daily routine
- Health and fitness

Themes covered in Klasse! in Year 9 are:-

- Daily Routine
- Health and Fitness
- Describing a holiday
- Asking for information in town
- Comparing German and English Schools

In Year 8 the perfect tense is introduced. Adjective endings, wenn clauses, the time, manner, place, rule and modal verbs are all taught.

In Year 9 the perfect tense is taught along with adjective endings, prepositions with the dative case, plurals of nouns, the comparative and modal verbs. Girls will learn reflexive and separate verbs, consolidate the perfect tense, and introduce the simple past and future tenses. They will also work on noun cases, articles and relative clauses.

## Skills Developed:

The 4 language skills of Listening, Speaking, Reading and Writing are developed by means of flashcards, overhead transparencies, matching and other language games, pair and group work, surveys, posters, reading for pleasure, ICT, word games and letters to pen-friends.

## Homework:

Homework is usually either learning for a vocabulary test, reading or a writing task.

## Assessment:

Progress is monitored informally by noting contribution in class, homework marks and vocabulary test results. Formal summative tests also occur. In the autumn term the Progress Test covers reading and writing skills. The spring term Progress Test is on listening and speaking. The Summer Examination covers all four skills and the speaking test is conducted by the German Assistant.

## Extra Curricular Activities:

Pupils are encouraged to find out about German culture and that of other German-speaking countries, and there is a pen-friend project for Year 9 girls set up with our partner school in Tübingen, near the Black Forest in south-western Germany. This leads to an exchange opportunity for girls in Year 10.

# Spanish in Years 8 and 9

Years 8 and 9 follow the course *¡Listos!* 1 and 2. The course uses authentic materials to motivate pupils, with colourful, easy to follow exercises in all four language skills which help promote practical communication.

## Course Structure:

Girls are taught for two lessons per week, including time spent doing independent listening in the language laboratory.

Themes covered in Year 8 are:

- Home, (house, rooms, bedroom, routine descriptions)
- Town (places, directions, description of town, weather)
- Sports (free time, going out, helping at home)
- Personal information and descriptions
- Food (restaurants and shopping)

Themes covered in Year 9 are:

- Revision of personal information
- Holidays
- Leisure activities
- Health, illness and visiting the chemist

## Skills Developed:

The four language skills of Speaking Listening, Reading, and Writing are developed by means of work in the language laboratory, pair and group work and role plays created by pupils to be recorded on video, creative writing exercises, and posters.

Grammar introduced in Year 7 is learnt in year 8 including the present tense, differences between “ser” and “estar”, radical-changing and reflexive verbs. The immediate future, regular and some irregular preterite tense verbs are introduced. Adjectival agreement, possessive and demonstrative adjectives, direct and indirect objects and adverbs are included.

In Year 9 the preterite tense is learnt, and the future tense, the imperfect and imperfect continuous and the perfect tense are introduced. The negative, comparative and superlative and the verb “gustar” are also included among others.

## Homework:

Homework will usually either be learning for a vocabulary test, reading or a writing task.

## Assessment:

Progress is monitored informally by teachers noting girls’ contribution in class, homework marks and vocabulary test results. Formal summative tests also occur each term. In the autumn and spring term there will be Progress Tests covering two different language-learning skills each time. The Summer Examination covers all four skills, including a speaking test, which is conducted by the Spanish Assistant.

## Extra Curricular Activities:

Pupils are encouraged to take an interest in finding out about the culture and customs of Spain and Latin American countries. Students are to do cultural projects in groups during the year.

# ICT in Years 8 and 9

## **Aims**

During Years 8 and 9 pupils continue to build on their existing ICT skills and develop and extend these further by undertaking a variety of tasks. They continue using the Microsoft Office Suite and will cover all aspects of this over the 2 years.

## **Course Structure**

In Year 8 and 9 pupils have 2 lessons per week.

Pupils learn new skills and consolidate these through cross curricular links. They develop their thinking and analytical skills through a variety of short focused tasks. Pupils work both individually and in groups which allows for a variety of teaching and learning styles.

## **Extra Curricular activities**

A supervised Computer club is available most lunchtimes so pupils can complete outstanding work, do research for other subjects or merely enjoy the use of the ICT facilities for a recreational purpose.

## **Learning Activities**

The work has a cross-curricular approach and much of the work is based on extending their skills within a specific subject e.g. in Modern Foreign language they will use the Internet to research a foreign city and use their ICT skills to produce a tri-fold leaflet for an English visitor to the city. They also include a simple language guide and need to work in one of their foreign languages. The Geography department foster strong curricular links in Year 8 and aspects of the course link to their fieldwork. Pupils are learning to embed their skills.

Pupils work mainly on an individual basis however, there are opportunities for group or paired work.

Some tasks are of a more open ended nature which allows for differentiation and the more able are extended whilst those who find aspects difficult are helped and guided through these tasks.

## **Assessment**

Girls are set homework tasks related to their project work and are given adequate time to complete this. Homework is set weekly and as in Year 8, girls obtain detailed feedback on a regular basis and are set targets to improve and extend their skills.

Work is assessed at the end of a particular project or unit and all pupils receive feedback and their progress is monitored closely in the department.

At the end of the academic year all pupils are assessed in ICT in both a theoretical and a practical context. Feedback is given to the girls and parents receive feedback via the school reports and parents evening.

# History in Years 8 and 9

## Aims:

We follow the National Curriculum by studying the 'Making of the U.K.' (Tudors and Stuarts) in Year 8 and 'Expansion, Trade and Industry' in Year 9. In each year there is a non-British component: in Year 8 this is 'Black Peoples of America' and in Year 9 it is 'The First World War'. Our aim is for students to develop empathy for times past and the ability to express their ideas in essay form.

## Course Structure:

### Year 8: The Making of the U.K.

Autumn term:

- Martin Luther and the Protestant Reformation
- Religious changes under the Tudors; Mary Queen of Scots
- Threat of invasion: The Armada

Spring Term:

- James and the Divine Right of Kings
- More religious problems: the Gunpowder Plot and the Puritan voyage of the Mayflower
- The Causes, Events and Consequences of the English Civil War.

Summer Term: The History of the Black Peoples of America

- The Triangular Trade
- The effects of slavery
- The American Civil War
- The fight for Civil Rights in the Twentieth Century.

### Year 9: Expansion, Trade and Industry

Autumn term:

- Population growth in the nineteenth century
- The Agricultural, Industrial and Transport revolutions

Spring Term:

- Political reform: the Reform Bills, the Chartists, Votes for Women

Second half of Spring and Summer Term:

The First World War

- Its causes; trench warfare, famous battles; the Home Front; the Peace Treaty of Versailles.

## Skills Developed:

Source Analysis: Year 8 will be expected to compare sources. Year 9 to consider the utility of an individual source in terms of its nature, origin and purpose.

Essay Writing: various; growing in difficulty. A template will be used in both years to teach girls this skill.

Debating: Class debates are held on 'Bloody Mary or Misunderstood Mary' in Year 8 and the reputation of General Haig in Year 9.

Use of ICT: a biased newspaper account of the Armada using Publisher. Comparison of newspaper accounts of the death of the suffragette Emily Wilding Davison, using Word. Digital video and PowerPoint used in group exercise on the First World War Students in Year 8 write and record a play based on Henry VIII's divorce from Katherine of Aragon.

## Extra Curricular Activities:

**Year 8:** A visit in the Spring Term to the National Army Museum which brings to life the era of the English Civil War through students being allowed to hold pikes, load muskets and try on uniforms of the period.

**Year 9:** In the Summer Term all students visit the Battlefields of Ypres. The trip is organised by Anglia Battlefield Tours.

## Progress Tests:

Students are given knowledge tests after each part of the syllabus (roughly every half term). These usually have some source analysis in them as well as short answer questions.

**Useful website for revision** [www.schoolHistory.co.uk](http://www.schoolHistory.co.uk)

# Geography in Years 8 and 9

## Aims:

In Geography in Years 8 and 9, students study a variety of places at a variety of scales. The emphasis is on covering a wide range of topics to ensure that students have a good understanding of major geographical themes and issues. In particular there are two themes that will run through the two years, Global Warming in Year 8 and Migration in Year 9. Several of the topics within these umbrella ideas will cover aspects of Citizenship and PSHE, reflecting Geography's contribution to a rounded education. Underpinning this work is the continued development of skills such as atlas use and Ordnance Survey map work.

## Course Structure – Year 8:

- In Year 8 the major theme for the year is 'Global Warming'. Students will study 'Food and Farming' in the first term, examining how food is produced, the factors influencing food production and how these may change over time.
- In the second term the theme is 'Industry and Energy'. This topic culminates in a visit to Lille, a trip run in conjunction with the Modern Languages Department. In the geographical element of the trip, students examine the changing industrial and energy patterns in Northern France.
- In the third term students will examine Ecosystems, with a particular emphasis on the Rain Forests. The possible role of global warming will be strongly featured here.
- After the examinations there will be a chance for students to produce a project on Antarctica, examining the World's least exploited continent to assess the current situation with regard to Global Warming. The project will give students the opportunity to use their research, ICT and analytical skills.

## Course Structure – Year 9:

- In Year 9 the major theme is Migration. For the first half of the first term students will examine coasts, beginning with the physical processes involved in coastal development and then examining problems of coastal erosion. This work will include residential fieldwork on the Norfolk coast where retirement migration is particularly evident.
- In the second half of the first term students will examine population changes, with a particular emphasis on migration. This will include different types of migration, both long term and short term.
- In the second term the emphasis will be on Development, where the causes and effects of rural-urban migration will be a particular theme.
- In the third term students will study Weather and Climate, examining their role in producing both temporary and permanent migrations, such as from UK to Spain.

## Skills Developed:

- How to use an atlas
- How to read an O.S. map
- How to use ICT to produce a project (resulting from the field trips)
- How to work in a group
- How to present work properly

## Homework:

- Homework is set weekly. It may involve follow-up from lesson work, learning for a test or research as preparation for topics to come.

## Assessment:

- Tests throughout the year
- Regular checking of class work
- Assessment of major projects
- An end of year examination

# Latin in Years 8 and 9

We currently begin the study of Latin in Year 8.

## Why Latin?

Most pupils find that they really enjoy Latin and learning about the ancient Romans, and find it interesting as well as fun.

The relevance and importance of this subject is discussed at the outset:

- a grounding in the Latin language is invaluable for a deeper understanding of English grammar and vocabulary (over 50% of English words derive from Latin)
- it is very helpful in the study of Modern Foreign Languages, especially French and Spanish, and makes acquiring new European languages – which you may wish or need to do in later life - much easier
- it is of great use in some areas of science as many scientific and medical terms are in Latin
- it is highly desirable in professions such as Law
- However, much of the course is based on stories and other material relating to the culture and civilisation of the ancient Romans. A comparative approach to this material helps you to understand better and to think critically about the world we live in today

## Course Structure:

- We study the *Cambridge Latin Course*, which is a story based course
- In Year 8, we complete Book I which is set in the ancient port of Pompeii on the coast of southern Italy and follows the family of a rich banker called Caecilius
- In Year 9, we complete Book II which is set in the ancient Roman provinces first of Britain and then of Egypt. We meet and discuss at length characters such as the unpleasant Salvius, the well-meaning British King - Cogidubnus - and the highly unpleasant Eutychus, a local 'mafia' boss in ancient Alexandria

## Extra Curricular Activities:

- In the summer term of Year 8, there is a Latin trip for the whole year group to either Butser Ancient Farm or the Roman palace at Fishbourne
- In Year 9, the whole year group visit the ancient Roman town of Verulamium (St Albans)

## Learning Activities/ICT

- Whole class interactive work with the department smartboard
- Individual study in the ICT suites using subject specific software and sites on the internet
- Discussion, pair work and group work
- Exercises completed orally, in writing or on personal whiteboards
- Acting out of stories, language games, watching DVDs or videos

## Assessment:

- There are three Attainment Tests in each year
- Smaller tests based on work consolidated for homework are set regularly to ensure steady progress and to identify any areas where extra help may be needed.

# Religious Studies in Years 8 and 9

## Aims:

- To nurture a sense of respect for, and an understanding of, oneself and others
- To engender a sense of enquiry
- To understand and evaluate the impact of religious beliefs and values upon daily life

## Learning Activities:

Open discussion, Role play, Formal debate, Group presentations, Creative writing, Educational visits, Use of audio-visual aids, ICT, Examination of artefacts.

## Projects:

### In Year 8, pupils explore:

#### Autumn term:

- Creation and The Patriarchs – a study of the Genesis creation accounts and of the founders of western religions.
- Judaism in Today's World - an examination of belief and practice.

#### Spring Term:

- Islam in Today's World – an examination of belief and practice, including analysis of Islam as depicted by the media.

#### Summer Term

- Middle Eastern Conflict – an investigation into the reasons for fighting in Israel.

### In Year 9, pupils explore:

#### Autumn term:

- An Introduction to Buddhist Philosophy - centred on the concept of change.
- Religion and Art – an exploration of the expression of Christian and Buddhist beliefs through the arts.

#### Spring Term:

- Is it fair? – a response to prejudice and discrimination.

#### Summer Term

- Alternative belief systems – an examination of Humanist and Atheist philosophies.
- Religion and the Media – a short research project examining the depiction of religious, philosophical and moral issues in television and film.

## Skills Developed:

In addition to social skills such as tolerance and empathy, pupils develop traditional academic skills of analysis, explanation, empathy and evaluation.

## Homework:

One piece per week.

## Assessment:

Formative assessment will be completed primarily through the regular marking of written work completed during class and at home but also through an evaluation of contributions to group discussions. Summative assessment will be completed by means of end of unit assessments. All assessments relate to the aims of the subject.

## Extra Curricular Activities:

The 'Interfaith Forum' is held twice termly and promotes understanding within and between different religious and non-religious belief systems. It provides all members of the school with the opportunity to hear and discuss the reasons given for beliefs and practices. Speakers are drawn from pupils, staff and the wider community.

## Learning Support:

The Department works alongside learning support staff to ensure that the educational needs of every pupil are met.

## Use of ICT:

ICT is a central element of the programme of study, such that an element of every project is designed to take place in the ICT suites and to make use of carefully selected resources software which set religion firmly in the context of the modern world

# Music in Years 8 and 9

## Aims:

Pupils build on their Year 7 experience to study more advanced music and musical structures through listening and practical activities, and to use Sibelius software for composition, they continue to learn a range of songs and gain performing experience through class concerts. Practical classwork includes vocal exercises, rhythmic and memory work, class ensembles in which everyone plays an instrument and a wide variety of songs.

Composition is carried out mostly in pairs using the computers (sometimes more advanced pupils prefer to work on their own and the facilities allow for this); assignments range from structured exercises on melody writing, through composition of a 12-bar blues to more imaginative work, writing for a number of instruments and composing music for a film scene.

Work is organised in six half-termly units:

- Going to a concert: concert etiquette, the role of the conductor, instruments of the orchestra, types of pieces, famous concert halls.
- The Good Tune Guide: composing tunes with question and answer phrases, unessential notes, hooks and riffs.
- At the Movies: the musical means used to enhance action in films, the relationship between storyline and music.
- Film music composition: composing music to a given scene.
- Matching ears and eyes: listening skills are developed and links between aural and visual elements are forged through use of skeleton and orchestral scores. This also includes work on musical devices and structure.
- The 12-bar Blues: the historical background to the Blues, its origin and importance today; 12-bar structure, the blues scale, improvisation. This culminates in composition of a 12-bar blues piece.

In **Year 9** pupils build on their Year 7 and 8 experience to study more advanced music and musical structures through listening and practical activities, and to use Sibelius software for composition; some pupils will also begin to use Cubase software, they continue to learn a range of songs and gain performing experience through class concerts. Practical classwork includes vocal exercises, rhythmic and memory work, class ensembles in which everyone plays an instrument and a wide variety of songs.

Composition is carried out mostly in pairs using the computers (sometimes more advanced pupils prefer to work on their own and the facilities allow for this) and those who are interested are encouraged to try out Cubase software; assignments range from structured exercises on use of harmony through variations to composing with raga and tala.

Work is organised in six half-termly units:

- Perfect Harmony: an investigation of how harmony works, chord structure and progressions, accompaniment patterns, both played and written. This culminates in composition of a piece with melody and harmony.
- How to Record a Song: the whole class participates in preparing a song, playing the accompaniment (building on the previous unit) and recording it using multi-track techniques. They learn some basic recording skills such as choice and placing of microphones.
- Variations: variation form explored through Paganini's Caprice and other pieces based on it and expanding to include works related through use of the 'Dies Irae' plainchant, including Berlioz' 'Symphonie Fantastique'.
- Variations composition: composing variations on Paganini's theme, plus a whole class ensemble performance of one variation.
- A trip to Northern India: an introduction to Indian classical music, including some improvisation and composition.
- All that Jazz: an introduction to the social, political and musical background to jazz and its development.

## Extra Curricular Activities:

Opportunities for music-making outside the classroom include

- Orchestra - Choirs - Chamber music - Percussion group - Samba Band
- Informal concerts, Christmas Music concert with Sutton Grammar School with combined choirs and orchestras, Summer concert, usually featuring a large-scale choral work. Opportunities for performing outside school

## Assessment/Monitoring Progress

We run our own Music Recital Certificate scheme for those who do not wish to take a formal examination but who would like the experience of performing a whole programme of pieces.

# Art in Years 8 and 9

## Aims:

- To provide pupils with a broad and balanced programme of activities, which takes into account their previous experiences and achievements
- Encouraging enjoyment of art
- Fostering individual talents
- Creating opportunities for progression through the development of skills in observational drawing, painting, sculpture, ceramics, printmaking, and mixed media
- Learning about the formal elements: line, tone, shape, colour, pattern, rhythm, texture, form, space, composition
- Developing a knowledge of each universal theme: Environment, Figure/Portrait and Still Life
- Encouraging the creative use of a sketchbook
- Developing cross curricular initiatives
- Understanding, using and spelling technical language
- Increasing organisation skills, working safely in the art room and cooperating with others
- Creating opportunities for group work.

## In addition our emphasis in Year 9 is:

- To provide a foundation year for the GCSE course where particular skills and study methods are emphasised as preparation for more advanced work
- To encourage pupils to become more independent and self determining.

## Course Structure:

Pupils will complete one project a term. The projects this year are:

### Year 8:

- Panoramic View – mixed media response to landscape
- Body Adornment – sculptural response to figurative form

A joint visit to Kew Gardens with Design Technology will allow pupils to explore landscape and natural form.

### Year 9:

- Still life symbols – an investigation of still life leading to the use of print making techniques
- Ceramic pots – a joint visit to the Victoria and Albert museum with Design and Technology will provide opportunities for pupils to develop their ideas using clay

## Learning Activities/Skills Developed:

- Explore ideas and collect visual and other information on each theme to help them develop a final piece
- Develop their knowledge and understanding of materials and processes to communicate their ideas
- Investigate art from a range of historical and cultural contexts
- Use ICT as a process to inform their work
- Compare and comment on ideas, methods and approaches used in their own and others' work
- Reflect on their work and improve their own learning and performance.

## Assessment:

Homework will be set and assessed regularly. Projects and final pieces will be marked at the end of each term.

## Extra Curricular Activities:

Pupils can join the art club during lunchtime once a week. The art rooms and facilities are available for pupils to work in most lunchtimes and often after school. Pupils are encouraged to visit art galleries and museums at weekends and during holidays to further their knowledge and appreciation of art.

# Design Technology in Years 8 and 9

Pupils will have a good knowledge and understanding of the subject having visited all areas of the department in Year 7. In Years 8 and 9 they will again work in the 5 different disciplines: Food, Textiles, Control, Resistant Materials and Graphics.

## **Aims:**

The work will be based around understanding tools, machinery and materials. They will learn through designing and making for themselves, designing and making for others, listening, watching demonstrations and videos, researching, evaluating and understanding the opinions of others and using ICT. They will also start to explore the wider issues related to design, becoming discerning and responsible consumers.

## **Learning Activities:**

### • **Resistant Materials:**

In Year 8 pupils carry out a project in plastic. They learn about the different types of plastics, the pros and cons related with them, and about wider issues such as the environment. Pupils learn about Computer Assisted Design/Computer Assisted Manufacture and how to use it.

In Year 9 pupils will work in metal, making a pewter key ring and sterling silver ring. They will learn techniques such as casting, annealing and silver soldering. Pupils will go on a joint visit to the Victoria and Albert Museum with the Art department undertaking various tasks related to their class work.

### • **Textiles:**

In Year 8 pupils design and make a cushion with their own decoration applied to it. They learn about woven fabrics, pattern templates, how to quilt and further their construction skills.

In Year 9 pupils make a fashion top and embellish this using collage, embroidery and an appliqué design which is printed from their own original artwork based on pop art.

### • **Food:**

In Year 8, pupils learn about the staple foods; pasta, potatoes and rice. They prepare various pasta dishes with sauces. Girls investigate biscuit production and packaging.

In Year 9 pupils use yeast and make bread products. They investigate the use of different types of pastry to make sweet and savoury products. Girls investigate and prepare European dishes.

### • **Graphics:**

In Year 8 and 9 pupils further their graphics skills. They will learn about colour theory and how to use techniques such as marker rendering, pastels and computer graphics. They learn how to transfer these skills for use in all areas within the department.

### • **Control:**

Pupils continue to learn about control in Years 8 and 9. Control is integrated into all areas through the use of CAD/CAM e.g. cutting out plastic shapes in Resistant Materials, stencils in Textiles and packaging in Food Technology.

**Homework:** Your daughter will be informed of the set nights for DT homework at the start of the year.

## **Extra-curricular Activities:**

Visits to galleries and museums with the Art department form an integral part of the curriculum allowing pupils to develop a cross-curricular approach to their work.

**Learning Support:** Teachers make themselves available whenever possible outside lesson times.

## **Use of ICT:**

ICT is widely used throughout the subject. Pupils learn to use 2D – Design, and Cut studio. In addition pupils use computers for the production of project material to a high standard and are encouraged to use the internet for research and use digital cameras to record their progress.

# Physical Education in Years 8 and 9

## We aim to:

- Provide a broad and balanced programme of Physical Education that is differentiated to meet the needs and aspirations of all students.
- Establish attitudes that emphasise fair play and an appreciation of the efforts of others.
- Motivate students to acquire a level of skill that will allow them to participate confidently in activities in their future.
- Help establish self-esteem through competitive and co-operative activities.
- Encourage social integration and promote health and fitness.

## Activities taught:

### Year 8

Netball  
Hockey  
Dance  
Swimming (Personal Survival)  
Health Related Fitness  
Tennis  
Rounders  
Athletics

### Year 9

Netball  
Hockey  
Health Related Fitness  
Badminton  
Basketball  
Tennis  
Rounders  
Athletics

## Fixtures and Competitions:

The Physical Education Department has an extensive fixture list for all sports. In addition to the friendly fixtures, teams are entered into a range of District and County tournaments, as well as the GDST rallies.

## Extra-curricular activities:

The Physical Education Department is committed to offering a wide range of extra-curricular activities, which students are encouraged to participate in. Team practices are held after school and at lunchtimes for all activities taught. Practices are also held for those who wish to play for enjoyment and improve their skills, but are not part of the school team. Year 9 girls are also able to attend a lunchtime Badminton club. Those who are selected for teams are expected to be committed to practices and be available for all matches.

## Assessment:

Girls are assessed throughout the year in all activities taught. They are assessed on their ability to:

- Acquire and develop skills in a wide range of activities.
- Select and apply skills, tactics and compositional ideas.
- Evaluate and improve their own and others' performances.
- Apply their knowledge and understanding of health and fitness.

# Drama in Years 8 and 9

## Aims:

- To foster confidence and enjoyment of drama
- To provide a balanced programme of activities, building on girls' strengths
- To foster individual talents both in lessons and in extra curricular drama
- To enhance the work many of the girls do in their Speech and Drama course
- To foster cooperative group work
- To develop the girls' skills in voice, gesture and movement
- To provide opportunities to learn about and understand the history of drama
- To experience different forms and genres of drama

**Course Structure:** One lesson a week is devoted to drama.

## Learning Activities for Year 8 include:

- Further work with mime – gestures and appropriate moves
- Further improvisation work in small and whole class groups working creatively together
- Understanding how to convey emotion
- The Elizabethan theatre
- Writing their own plays and adaptations
- The drama competition (see below)

## Learning Activities for Year 9 include:

- Further work with mime – gestures and appropriate moves
- Further improvisation work in small and whole class groups working creatively together
- Understanding how to convey emotion
- Devising in groups on a theme, e.g. 'Bullying'
- Work on a Shakespeare play, such as Romeo and Juliet, Twelfth Night, or the Tempest
- And introduction to the work of Stanislavski
- Theatre of the Absurd
- The Drama Competition (see below)

About half of the lessons are given over to preparation for the Drama Competition. This key event in the school calendar is held in the school hall in the final weeks of the school year. It takes up a full school day. Girls in Years 8, 9 and 10 work in their own form groups as a team to stage a twenty-minute performance before an audience of the whole school. Girls take their play very seriously, thriving under the pressure of being ready to stage a polished performance before a large audience.

## Skills Developed:

- Using gestures
- Using tone of voice
- Considering the appropriate choice of words
- Exploring characters and their motives
- Learning to set out a play script

## Homework:

This includes research working on scripts and learning lines.

## Assessment:

Self assessment, leading to formal assessment by the teacher and report comment on progress.

## Extra Curricular Activities:

Junior Drama production, involving a large cast of girls in years 7 and 8.

Drama club, which supports the work done towards the Junior Drama production: Year 12 girls run workshops on stage skills for the younger girls. Year 9 girls are often cast in small roles in the Senior Drama production.

## Use of ICT:

Scripting plays using word, using sound technology to produce sound and music discs to enhance dramatic presentations and productions.