



11<sup>th</sup> March 2021

Dear Parent/Carer,

**RE: YEAR 8 CURRICULUM, REMOTE LEARNING, AND HOW BEST TO SUPPORT YOUR CHILD**

As a school, we are very pleased with how our Year 8 students have continued to engage with the ongoing challenges posed by Covid-19. To ensure that students continue to get the most out of their learning, please read all of the information below carefully, and contact the school if you have any further questions.

**Year 8 Curriculum, Student Well-Being and How Best to Support Your Child- Half Term 4**

The Curriculum at St. James' is the foundation of everything that we do in school, and full information about what your child will be learning at Key Stage 3 and Key Stage 4 can be found on the school website at [www.stjamesheadle.co.uk/curriculum](http://www.stjamesheadle.co.uk/curriculum). Here, you will find whole school and faculty curriculum statements which sum up our vision of what a knowledge-rich, properly sequenced and challenging education should look like. By clicking on each faculty icon, you will be taken to the curriculum 'progression grids' for each subject, which outline what will be taught each half term and how it will be assessed.

In Half Term 4, this is what is intended to be studied in Year 8 in each subject. **Please be aware that due to the current restrictions, including the delivery of remote learning, the delivery of the curriculum may be subject to change:**

SUBJECT	TEACHING CONTENT	ASSESSMENT
English	Writing to argue and persuade The History of English	Writing assessment Write a speech in response to a statement. Reading assessment: Thematic comparison of two texts. Speaking and Listening: Presentation of the etymology of a given word.
Mathematics	Unit 7 – Perimeter and Area (Link to Unit 1) Area of trapezium and parallelogram Surface areas of cuboids Problem solving Unit 8 – Transformations Reflection, rotation, translation and enlargement (Link to Unit 3)	HT 4 Assessment – testing knowledge of skills taught in Units 7 and 8 AND interleaving of topics in units 1-6
RE	Forgiveness; Sin including sins of omission; Conscience; Forgiveness in Scripture; Sacrament of Reconciliation Forgiveness Reflection	Ongoing formative and summative assessment
Science	The periodic table - How it is arranged and how this arrangement holds clues to the properties of the elements in it. Explaining why elements in similar groups react in similar ways. Enquiry – patterns of reactivity Unicellular organisms Recap Y7 Cells and Fit and Healthy. Explore the differences between multicellular and	Summative assessment



	unicellular organisms including examples and link to disease	
Geography	Why are Ecosystems fragile? adaptations; effects by humans; link to Climate change What is the importance of Economic activity?	Understanding Ecosystems and their importance in conservation of our planet Understanding the importance of economic activity
History	What is an Industrial Revolution? (Domestic System / Migration from urban to rural / Population increase/ Transport / Public Health / Politics) What caused the government to pass laws to improve public health? (The Big Stink / Cholera) What were the living and working conditions during the Industrial Revolution? (Child labour / Housing)	Ongoing formative and summative assessment
PE	<u>Boys</u> Hockey Table Tennis Badminton <u>Girls</u> Rugby Gymnastics	Ongoing peer, self and teacher assessment
MFL – German	Pupils will learn to : Describe a past holiday – saying where they went, how they travelled, where they stayed and what they did Compare the town they visited to their own town Talk about problems on holiday	Assessment 3 (Free time and holidays) reading and understanding, and writing
Food and Nutrition	Pupils study Food and Nutrition, Textiles, ICT and Resistant Materials on a 10 week rotation over Year 8. For full information on the content and practical elements of these subjects, please consult our curriculum website at <a href="http://www.stjamesheadle.co.uk/curriculum">www.stjamesheadle.co.uk/curriculum</a>	
Textiles		
ICT		
Resistant Materials		
Art	Create and design own African Patterned insect using Mixed Media and Collage. Explore African pattern and colour. Critically analyse pattern and understand how artists manipulate pattern to fill shape. Refine & develop initial ideas from HT3 – finalise designs in light of assessments. Explore colouring with paper as an alternative to paint. Interleaving skills Proportion, pattern & tone and explore this knowledge through new media: Use collage and adapt 2D drawings into 3D final Beetle outcome.	Formative assessment of pupil progress each lesson-; these will be a mixture of teacher assessments, peer assessments and self-assessments. Summative assessment at end of unit.
Drama	Verbatim theatre	Ongoing formative and summative assessment



Music	Perform and compose electronic music confidently in an ensemble setting using Garageband	Weekly class performances throughout the topic to assess work
PSHCE	Changing bodies Physical and emotional changes Healthy inside and out Body image and self-esteem Where we come from Reproduction and fertility Family and friends - Understanding relationships and dealing with conflict My life on screen - effects of digital technology on ourselves and others Living responsibly - social responsibility and respect for self and others	

In the coming weeks, you can continue to support your child in a number of ways:

- Your child needs to review work done in Year 8 every week – through mind maps, re-reading information, practicing examination questions. Subject teachers will be able to provide information on this. Further information can be found at [www.stjamesheadle.co.uk/homework](http://www.stjamesheadle.co.uk/homework)
- Check that your child is keeping up all of the work on Show My Homework
- Speak to your child about what they are doing – this could be through asking them what they have done, testing them on what they have written etc
- Ensure that they have regular breaks and get a good night's sleep – work in chunks of time, turn off mobile phones and devices an hour in advance of going to bed
- At the same time, reassure them – at home and in school, we want to challenge our students to do their very best, but we also need to understand the stressful time that we have all gone through (and continue to go through)

Yours faithfully,

Dr S Guscott

Deputy Headteacher (Curriculum and Pastoral)