



18<sup>th</sup> January 2021

Dear Parent/Carer,

**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 engaged with the ongoing challenges posed by Covid-19. The vast majority of our students have participated well with remote learning in the first week back at school. To ensure that students continue to get the most out of remote learning, please read all of the information below carefully, and contact the school if you have any further questions.

**Remote Learning**

- All Zoom codes for registration time and lessons have been sent out to parents and are on Show My Homework
- All students are expected to log on each day for registration at 8.40am. This is important as it enables students to receive relevant information each day. It also allows our form tutors to check in on students' mental health and well-being
- All students are expected to be fully equipped for their Zoom lessons each day. They should login with their video on, and remain for the duration of the lesson. They should also be suitably dressed, and be able to work in an area that allows them to concentrate and focus
- The normal high standards of behaviour are expected, and staff reserve the right (as normal) to sanction or remove the student from the lesson if these standards are not met. Any poor behaviour will be followed up by either the Head of Year, form tutor or pastoral manager
- Class work and homework will be uploaded by staff each day to ensure that no learning time is missed
- All students are expected to have a good attitude to learning and to complete all work set.

**YEAR 8 CURRICULUM, STUDENT WELL-BEING, AND HOW BEST TO SUPPORT YOUR CHILD  
HALF TERM 3**

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 3, 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	Non-fiction reading Making critical comparisons across texts Reading a wide range of fiction and nonfiction through extracts	<u>Writing assessment</u> Write a speech in response to a statement. <u>Reading assessment</u>



	Summarising and organising material Supporting ideas and arguments Write accurately, fluently and effectively in a range of genres	Thematic comparison of two texts. <u>Speaking and Listening</u> Presentation of the etymology of a given word.
Mathematics	Mental and written calculations (including fractions) Mental methods with decimals and fractions Estimation Using a calculator Triangles; Similarity                      Congruence Construction	HT 3 Assessment – testing knowledge of skills taught in Units 5 and 6
RE	Celebration Eucharist as a celebration Passover Sacrifice Easter Vigil Covenant People	Ongoing formative and summative assessment
Science	<u>Breathing and respiration</u> <u>Heating and Cooling</u>	Assessment 2– interleaved content from HT1 to HT4 AND Year 7
Geography	<u>How has Japan managed to build a world economy?</u> Japanese industry Technology; lack of natural resources; historical context Assessment: 2. EoU test <u>What is an ecosystem?</u> Define ecosystem /biome; abiotic/ biotic; key words: map major biomes; link to latitude/climate; focus on Tropical Rainforests/Deserts biomes;	Understanding the economic activity of Japan Understanding Ecosystems and their importance in conservation of our planet Understanding the importance of economic activity
History	Was the colonisation of North America by the British a success or failure? Why was India Britain's 'Jewel in the Crown'? Why did Britain want to colonise Africa and China? Why did Britain lose its Empire? Why did migrants come to Britain in the 20th Century?	Ongoing formative and summative assessment



# ST JAMES'

CATHOLIC HIGH SCHOOL

PE	<u>Boys</u> Basketball Rugby <u>Girls</u> Dance Badminton Football	<u>Boys</u> Individuals are taught in mixed ability groups for basketball and hockey. In rugby groups are taught based on competence and confidence. In badminton and table tennis groups are taught based on ability from the previous HT <u>Girls</u> Individuals are taught in mixed ability groups for basketball and hockey. In rugby groups are taught based on competence and confidence. In badminton and table tennis groups are taught based on ability from the previous HT
MFL – German	Pupils will learn to: Say what they do in their town in their free time and how long they have been doing it for Describe what they did last weekend Say what they read and discuss likes and dislikes Say what they use the internet for Describe the weather in the present and past tense. Describe what they do depending on the weather using wenn	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	Production & Development of Gradation Painting skills through the theme of Optical Illusions	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	'Our Day Out' Playwright intentions Script and performance Relationships between characters	Ongoing formative and summative assessments of skills and performances



Music	Electronic music Perform and compose electronic music confidently in an ensemble setting using Garageband Develop grade 1-2 theory knowledge Develop musicality Develop personal compositional style through performance practice Develop an understanding of electronic music structures, styles, and traditions	Weekly class performances throughout the topic to assess work
PSHCE	<u>Unit 5 E-Safety</u> <u>Unit 6 Wellbeing</u> <u>Unit 7 Managing Change</u>	

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)