



Beaumont School

Enjoy & Excel

YEAR 8

Course

Information

Booklet

2016 - 2017



National Support School
designated by

National College for
Teaching & Leadership



THE CURRICULUM

Our prime objective at Beaumont is to enable each individual to develop his/her maximum potential through a stimulating and challenging curriculum and by carefully monitoring each student's social and academic progress.

Our arrangements are designed to ensure that:

- all students receive the broad and balanced education needed for life in the 21st century
- all students experience a range of teaching and learning styles
- students of all abilities can achieve success
- parents are kept well informed about the progress of their children
- students are given professional guidance about the choice of subjects studied after the first three years.

The curriculum consists of :

- a number of subjects
- a wide range of activities which supplement and enhance the timetable, including Curriculum Enrichment Days.
- certain themes which occur in a planned way across several subjects.

Parent(s) / carer(s) are requested to inform the school in confidence if they anticipate that an aspect of the school's curriculum might cause a particular difficulty for an individual student. In most cases, contact with the class teacher or form tutor will be more than adequate, but Mr Gray (Head of Year), Mrs Powdrell, (Assistant Headteacher-Pastoral) or Mrs L Dine (Assistant Headteacher and SENCo) should be contacted if the information is especially sensitive or difficult. Students are also encouraged to inform the school if they are aware of aspects of the school's curriculum which might cause them distress.

This booklet is designed to give you information about each subject studied by students in Year 8. It gives details of the course content, the skills being developed and the means of assessment. It also contains information on Home Learning which is part of the school's Policy.

When you receive your child's report later in the year, it may refer to statements within the subject entry, so the booklet and report should be considered together.

S Hosegood
Assistant Headteacher
September 2016

ART & DESIGN

Aim of the Art curriculum:

In art students explore visual, tactile and other sensory experiences to communicate ideas and meanings. They work with traditional and new media, developing confidence, competence, imagination and creativity. They learn to appreciate and value images and artifacts across times and cultures, and to understand the contexts in which they were made. In art, craft and design, students reflect critically on their own and other people's work, judging quality, value and meaning. They learn to think and act as artists, craftspeople and designers, working creatively and intelligently.

At KS3 Art we aim stimulate and develop the full potential of all students within a framework of guidelines set out in the National Curriculum orders for Art & Design.

Skills:

In Year 8 we wish students to:

- Demonstrate an understanding basic Art and Design skills and techniques.
- Show an awareness of other cultures, historic connections and critical influences, when appropriate, upon aspects of their own art work.
- Make comprehensive and sustained use of their Art sketchbook to collect references, record information and practise their art skills.
- Demonstrate a willingness to attempt the varied art projects with enthusiasm and commitment.

Assessment:

Art assessment is completed by teacher, peer and self-evaluating of work. Students are given Art levels as well as effort grades.

Attainment Target:

Students explore ideas and collect visual and other information for their work. They investigate visual and tactile qualities in materials and processes, communicate their ideas and meanings as well as design and make images and artifacts for different purposes. They comment on similarities and differences between their own and others' work, and adapt and improve their own.

Home Learning:

Tasks and timings:

Home learning will be set once every 2 to 3 weeks which will be based on or extend the lesson content. This may include a drawing task, completion of class work of artist research task in preparation for the next lesson. This will be dependent on the topic being covered and suitability of home learning linked to the topic.

Students should spend between 30 minutes to an hour to complete the home learning.

How parents can help at home:

- Help your children become organised with basic art equipment, e.g. pens, pencils, coloured pencils etc
- Encourage students to be involved in artist research by gathering information from libraries
- Encouraging drawing tasks and image research.

For further information please contact Miss F May

DESIGN AND TECHNOLOGY

Year 8 Course Content:

In Design and Technology students will learn technical knowledge and they will design and make various products using four main materials: Food, metals, plastics and textiles. They will develop the technical knowledge, skills and understanding required by the National Curriculum through a range of focused practical tasks and design and make assignments.

Assessment:

Work is set to give students the opportunity to achieve from level 4 to level 5+.

In each rotation work set will include the following areas:

1. Technical Principles
2. Designing and Making Principles

In the lower school teachers use a criteria based cover sheet to assess students' work and they provide written feedback. Students respond to the teacher's comments and set targets for improvement.

Home Learning:

Tasks and timings:

Home learning is theory based, will be set every 2 to 3 weeks and should take no longer than 40 – 60 minutes. In addition they will be asked to prepare any necessary ingredients and storage containers for Food lessons.

How parents can help at home:

General discussion concerning work, points of view and opinions are very useful to help students reflect on their ideas. Help may be given to assist students in any aspect of research, analysis, planning and evaluating project work. Preparation of materials and equipment in food is expected to be the responsibility of each child (under adult supervision, as appropriate).

Please also check the D&T blog for updates: www.dtatbeaumontschool.blogspot.com

For further information please contact Ms C Atsiaris

DRAMA

Course content:

During Year 8 students develop their drama skills through the following topics:

- Soap Opera
- My name is.....
- Physical Theatre
- Designing for Theatre
- Page to Stage 2
- Creating a role
- Pandora's Box

Skills:

In addition to the skills gained in Year 7 students should be able to:-

- respond imaginatively to a variety of stimuli;
- invent and develop credible roles;
- use language appropriate to given situations;
- be aware of and know how to use a variety of dramatic techniques;
- have an understanding of how to use devising and rehearsal processes;
- increase evaluation skills of own work and that of others.

Assessment:

Assessment is on-going. A baseline assessment is made at the start of the year. Students are given a National Curriculum grade each half term which is recorded in their drama book. Peer and self-assessment is encouraged every lesson.

Home Learning:

No home learning is set at Key Stage 3.

Extra-curricular Activities:

There is a Year 8 Drama Club one lunchtime per week and the Club present a performance in the summer term.

For further information please contact Ms Z Shepherd

ENGLISH

Course content:

Students are introduced to a range of fiction and non-fiction texts and have opportunities to write in a variety of forms according to purpose. Drafting is encouraged as an integral part of the writing process. Oral work, either in a whole class discussion, a small group or as an individual forms an important part of the student's work. Schemes of Work are based on the National KS3 English Strategy. Students will continue to engage with traditional literature texts, such as works by Shakespeare and Charles Dickens. They will also study Media and partake in the Children's book project. Reading lessons are embedded in the curriculum and take place once a week.

Skills:

Students are encouraged to develop further the skills which will enable them to become effective and confident speakers, listeners, readers and writers of English.

Assessment:

Assessment is on-going and takes the form of evaluative written comments, target setting and student-teacher dialogue. Self-assessment and acting on feedback is encouraged. End-of-year examinations are set. Reading and Comprehension tests for Accelerated Reader will take place on a termly basis.

Home Learning:

Tasks and timings:

Students will have a creative writing project (The Children's Book project) to complete in the second half of the Summer Term. There is an on-going independent guided reading course throughout the year leading to awards and a Public Speaking competition requiring preparation and practice in the Spring Term.

In addition, shorter tasks will be set weekly. These may include:

Pre-learning tasks

Reading tasks

Research tasks

Consolidation tasks

This will be set as two short tasks one of which will be Accelerated Reading.

How parents can help at home:

We would be grateful if parents encouraged students to proof read work, meet deadlines and to read appropriate books at home. Private reading of good quality fiction is encouraged throughout the year, supported by Accelerated Reader, the completion of a reading journal and awards, prizes and colours.

For further information please contact Miss K Piercey

FRENCH

Course content:

The course aims to provide an enjoyable, stimulating and effective language learning experience in French, based on Expo 2.

Topics covered include: shops, different countries, schools, staying in France, food, travel, clothes, going out and leisure activities. There are three lessons per week and two lessons for the beginners' group.

Skills:

- Ability to understand spoken French.
- Ability to speak French.
- Ability to read and understand written French.
- Ability to write accurately in French.
- Ability to use ICT resources.
- Ability to organise time and work, to take an active part in learning, to work in a team, to follow instructions for a task.

Assessment:

Individual classroom assessments are integrated into everyday teaching with records based on students' classwork and home learning. Tests across the whole year group are carried out on a regular basis with all students having the opportunity to change sets if appropriate. There is a set 1, two mixed ability groups and 1 beginner group.

Oral Assessments:

All students will have short, individual speaking tests and will need to practise at home.

Home Learning:

Much emphasis is placed upon learning and practising the new words/phrases acquired in French. Parents can help by checking our weekly home learning and asking what the English words mean in French. Accurate spellings and use of the text book will also be beneficial.

Students could extend their home learning by reading further in the text book, or asking for French readers. Getting used to speaking out loud will help students and they can practise their pronunciation.

Tasks and timings:

1st language: 1 home learning per week, lasting 30 minutes.

2nd language: 1 home learning per week, lasting 30 minutes.

- vocabulary learning
- comprehension exercises
- grammar exercises
- writing tasks
- revision for assessments
- Set 1: may be given additional home learning tasks such as extended writing and preparation for speaking assessment

How parents can help at home:

Test students on vocabulary using their books.

Practise language using websites such as www.languagesonline.org.uk and www.linguascope.com (password from your child's teacher)

For further information please contact Miss B Ashton

GEOGRAPHY

Course content:

1. India.
2. Climatic Hazards.
3. Eco systems
4. Africa.
5. Migration.
6. Geography in the News.

Skills:

- Map work skills (atlases, Ordnance Survey etc.)
- ICT.
- Fieldwork and enquiry techniques.
- Graphicacy.
- Spatial awareness through a study of place.
- Application of key concepts.
- Presentation and organisation.

Assessment:

Student's work is assessed in a variety of ways in order to give a balanced picture of their achievement and progress. Exercise books are marked regularly and there are levelled assessments each term. At the start of each assessment students are given detailed information about the task and levels. Students are encouraged and taught the skills to be able to self and peer assess their work.

Home Learning:

Tasks and timings:

Students will have several pieces of home learning per topic to complete. They extend and develop their knowledge or prepare for a piece of assessment. All of the home learning tasks will be set by their teachers, normally once a week, and should take no more than 30 minutes to complete. In some cases, one piece of home learning might be given a 2 week deadline.

Home learning tasks can include research and preparation for forthcoming lessons (using books, newspapers, internet, observation etc), completion of project and assessment work, questions extending knowledge learnt during lessons and production of display materials. Efforts are made to ensure that home learning tasks are challenging and they are therefore often open-ended.

How parents can help at home:

Please check the student planner each week to be aware of the home learning task set. A lot of the tasks can be enhanced by extra research and reading using the library, recent newspapers and the internet. We encourage independent research during lessons and this could be encouraged at home.

For further information please contact Miss S Kent

GERMAN

Course content:

The course aims to provide an enjoyable, stimulating and effective language learning experience in German following the Logo 2 text book. There are three lessons per week.

Setting is as follows: One top set and two mixed ability sets.

Students will use Logo 2 which covers personal details, weather, activities, holidays, illness, food and drink, shopping, future plans, celebrations, television, likes and dislikes. The past tense and future tense are taught.

Skills:

- Ability to understand spoken German.
- Ability to speak German.
- Ability to read and understand written German.
- Ability to write accurately in German.
- Ability to organise time and work; to take an active part in learning; to work in a team; to follow instructions for a task.
- Ability to use ICT resources.

Assessment:

Individual classroom assessments are integrated into everyday teaching with records based on students' classwork and home learning.

Home Learning:

Much emphasis is placed upon learning and practising the new words/phrases acquired in German. Parents can help by checking our weekly home learning and asking what the English words mean in German. Accurate spellings and use of the text book are also beneficial.

Tasks and timings:

One home learning per week, lasting 30 minutes.

- vocabulary learning
- comprehension exercises
- grammar exercises
- writing tasks
- revision for assessments

How parents can help at home:

Test students on vocabulary using their books.

Practise language using websites such as www.languagesonline.org.uk and www.linguascope.com (password from your child's teacher)

For further information please contact Mrs S Lutz

HISTORY

Course content:

The students will cover history from approximately 1509 to 1900, focussing on Britain but including comparisons with the wider world. The course is taught chronologically but there are several themes that are highlighted across the key stage.

In Year 8 the themes that are covered (including some examples) will be that of:

- Empire (Spanish and British)
- Conflict and Co-operation
- Power and Human Rights (the decline of power of the Monarchy, Abolitionism, Chartism)
- Everyday Life Beliefs and Ideas (the change in everyday life from 1500 - 1900)
- Movement and Settlement (The Pilgrim Fathers, the slave trade triangle)
- The Relationship of England, Ireland, Scotland and Wales and the British Empire (trade, conquest and religion)

Skills:

The key processes that the students will need and develop in History are:

- Historical enquiry.
- The use and evaluation of a range of evidence.
- The communication of the ideas they develop about the past in a range of ways.

Assessment:

Student work is assessed in a variety of ways. Exercise books are marked regularly with both verbal and written comments focussed on how to improve the quality of their work. Once per half term these comments will specifically relate to their achievement in regard to their national curriculum levels and how to improve. Students will be assessed on a range of skills in history, including written work but also on presentations, group work and display work. Students are encouraged and taught how to self and peer assess frequently across the year.

Home Learning:

The aim of each Home Learning task at Key Stage 3 is to encourage a curiosity and enjoyment of history outside the classroom. Tasks set are designed to develop knowledge, key skills and time-management through independent enquiry. Tasks are designed to last a whole or half-term and will be chosen from five themes: Creativity, Research, Empathy, Wider Reading and Presentations. Details and examples will be given by the class teacher and progress monitored across the half- term.

How parents can help at home:

Students will be given an overview of the tasks in September, so discussing with the students how they plan to manage their time is useful, although part of the task is actually learning to manage tasks over a long period of time so students should be encouraged to take personal responsibility for this. Tasks are also available to view on Google Classrooms from September; past examples can be viewed in the classrooms. We strongly encourage students to gain background research from books rather than the internet as it is often age-inappropriate for students. The school library is well stocked and the librarians are more than willing to help students find their way to useful books, although encouraging students to use local libraries and books at home would also support us in this.

For further information please contact Ms D Esmizadeh

COMPUTER SCIENCE

Aim of the ICT curriculum:

Computer Science is taught in all subject areas and in one 45 minute lesson a week. Focus is on enabling students to be confident, creative and productive in their use of ICT and Computing; including not only the mastery of technical skills and techniques but also the understanding to apply these skills purposefully, safely and responsibly in learning, everyday life and employment.

Skills:

Students in Year 8 will look to develop and extend their skills in the areas of the curriculum covered in Year 7. Students will also have the opportunity to learn how to create Apps, program using Python, understand how Networks and the Internet works, create/edit digital images and create a range of business documentation.

Assessment:

By the marking of folders, online testing, self-assessment, discussion and engagement with students in the classroom. There will also be end of topic tests.

Home Learning:

Home learning is set once a half term at Key Stage 3.

For further information please contact Mr J Goddard

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION AND CITIZENSHIP

COURSE CONTENT

In Year 8, students are encouraged to lead confident, healthy and responsible lives as individuals and as members of society. Students are also encouraged to study, reflect upon and discuss topical political, spiritual, moral, social and cultural issues, problems and events. They learn to identify the role of the legal, political, religious, social and economic institutions and systems that influence their lives and communities. It is delivered by a team of specialist providers in a weekly lesson and also through the Curriculum Enrichment programme.

The following themes are developed within the programme of study:

- Developing confidence and responsibility and making the most your abilities.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.
- Develop knowledge and understanding about becoming informed citizens.
- Develop skills of enquiry and communication.
- Develop skills of participation and responsible action.

The topics covered in Year 8 include: Drugs Education, Emotional Health, Loss and Bereavement, Trading Day, Me and the Law, Financial Awareness, Careers, E-Safety

HOME LEARNING

No home learning is set.

HOW PARENTS CAN HELP AT HOME

Many of the topics covered may also be part of family discussion at home. Encouraging an interest in current affairs can often help stimulate the class debates that take place.

For further information please contact Ms E Cleverly

MATHEMATICS

Course content:

Fractions, percentages, decimals, use of rounding and estimating, rate and speed, scale, ratio and proportion, use of algebra to solve equations and generalise number patterns, symmetry and area, recognition of solid shapes and their nets, representation of information.

Continuing practice of mental arithmetic.

Skills:

- Numerical / algebraic, including oral skills.
- Spatial awareness.
- Information handling.
- Using and applying the above skills in written, oral and mental form.

Assessment:

By the marking of exercise books, regular testing, self-assessment and discussion and engagement with students in the classroom. There will be an end of year test covering all topics studied throughout the year.

Home Learning:

Home learning is set once a week which could be a pre-lesson learning task, a revision task or consolidation. This may be written Home Learning or one set from the 'My Maths' or 'Maths Watch' websites. Each student will be allocated a home learning book which contains an e-copy of the textbook on a CD Rom in the back.

How parents can help at home:

In the home learning books that the students are given there is DVD copy of the textbook and the My Maths website to which we subscribe has complete lessons on all topics. Parents can encourage their children to use these for additional support.

For further information please contact Mr K Smith

MUSIC

Course content:

In Year 8 students continue to develop their knowledge, skills and understanding of music through the interrelated skills of listening, performing and composing. Emphasis is placed on improvisation, world music, arranging and basic notation.

Students respond to an even greater range of musical styles to assist their understanding of music, exploring specific genres and styles and understanding the contextual influences that affect the way music is created, performed and heard.

Students have access to a range of instruments including percussion and keyboards.

Students work individually or in groups of different sizes and are encouraged to learn independently, adapting and refining their work.

All classroom work is differentiated to develop the ability of every student, including the more able.

Topics covered include: Tango, Theme and Variation, Blues and Programme Music.

Assessment:

At the end of each unit of work, students perform and evaluate their own performance and composition work as well as the work of others. Listening tests are also set.

Teacher assessed work is marked against the national curriculum levels of attainment.

Home Learning:

No Home Learning is set at KS3.

Extra-Curricular Activities:

All students are encouraged to take part in various ensembles including the Choirs, Orchestra, Concert Band, Big Band and Wind Ensemble. There are several opportunities to take part in school concerts throughout the year.

More information can be found at www.musicatbeaumontschool.blogspot.com and on Twitter at twitter.com/BeaumontMusic.

For further information please contact Mr D Guinane

PHYSICAL EDUCATION

Course content:

Students in Year 8 will look to develop their skills in the areas of the curriculum covered in Year 7. Students will also have the opportunity to try new activities during Year 8 and will develop their knowledge and understanding of the rules and regulations surrounding various physical activities.

Games:

Games covered include; Football, Rugby, Netball, Hockey, Lacrosse, Basketball, Volleyball, Cricket, Rounders and Tennis.

Gymnastics: Trampolining and gymnastics (focussing on flight). Using more advanced skills, with use of trampettes, boxed (gymnastics), developing a ten bounce routine.

Dance: Using music as a stimulus and developing ideas for routines. Using costume.

Athletics: Students develop the skills in athletics through the throws (shot putt, discus and javelin), jumps (long, high, pole vault) and running (sprinting, middle distance and hurdles).

Students will also cover aspects of Health and Wellbeing.

Assessment:

Assessment is continual in all practical activities in line with the National Curriculum eight levels of attainment. These cover four areas in which students are assessed:

- **Acquiring and developing skills.**
- **Selecting and applying skills, tactics and compositional ideas.**
- **Knowledge and understanding of fitness and health.**
- **Evaluating and improving performance.**

These can be found in your son's/daughter's PE booklet along with all the skill covered in each sport and the appropriate level. Students are encouraged to set their own targets to achieve the next level on the National Curriculum scale.

Students are provided with a practical assessment level along with an understanding assessment level for each activity covered.

Home Learning is not set at Key Stage 3.

For further information please contact Mr A Tolley

RELIGIOUS STUDIES

Course content:

The Year 8 Religious Studies course follows the Hertfordshire Agreed syllabus of Religious Education. Throughout the year, students will study the following topics:

How do Sikhs achieve equality within community life?
Group Research Project
Ultimate Questions
How important is home and tradition for Jews?
How is self-discipline reflected in the everyday life of a Muslim?
Rites of passage in Judaism and Islam

Skills:

Students will have an opportunity to develop their investigation, interpretation, reflection, empathy, evaluation, analysis, application and synthesis skills.

Assessment:

Written and oral work is assessed on an eight level scale of attainment and in marking of exercise books with comments and targets. There are two attainment targets in Religious Studies. Within these, students are assessed according to the following criteria:

- AT1** Learning *about* religion
Beliefs and teachings (what people believe)
Practices and lifestyles (what people do)
Expression and language (how people express themselves)
- AT2** Learning *from* religion
Identity and experience (making sense of who we are)
Meaning and purpose (making sense of life)
Values and commitments (making sense of right and wrong)

Home Learning:

Tasks and timings:

Two end of unit assessments (roughly one per term). Students will be given 2 weeks to complete these:

- Piece of writing analysing and evaluating equality in Sikhism
- A diary of a pilgrimage to Hajj

All students will have an assessment sheet outline in their books. Relevant websites will be suggested on the sheet. There are suitable books in the library.

In addition to this, students will receive shorter tasks to complete at home on average twice a half term. Tasks will include: researching facts, completing pieces of work started in class and answering questions which consolidate work learnt in class, assessment pieces, revision and book polishing.

For further information please contact Mrs L Sidney

SCIENCE

Course content:

During Year 8 students will follow the Activate Science course. This course has been designed in line with the requirements of the revised Key Stage 3 science curriculum. Students will study the following topics:

Biology: Health and lifestyle, Ecosystem, Adaption and inheritance
Chemistry: Periodic table, separation techniques, Metals and acids, The earth
Physics: Electricity and magnetism, Energy, Motion and pressure

Skills:

As well as building their knowledge, students develop the skills and processes which scientists use, such as designing experiments, handling chemicals and apparatus, looking for patterns in results and using scientific theories to explain observations.

Assessment:

We assess skills and knowledge by regularly setting and marking home learning and through end of topic tests. The year-end level will depend on the results of these tests, so they are important and students should revise thoroughly. The end of year exam will be based on all topics covered during the year.

Home Learning:

Tasks and timings:

One home learning task will be set for every week. It will be designed to take between 20 minutes and one hour. The task will vary from questions from the textbook, to carrying out some research to preparing for a presentation.

How parents can help at home:

Students in Years 7 - 9 need help in learning revision skills. To prepare for the topic tests students should get into the habit of using their textbook to revisit the key ideas and terminology included in every topic.

For further information please contact Mrs J Cavanagh

SPANISH

Course content:

The course aims to provide an enjoyable, stimulating and effective language learning experience in Spanish; presenting yourself in detail, talking about school, talking about family and friends, describing where you live in detail, free time, daily routine, time and the present tense. There are two lessons for all groups.

Skills:

- Ability to understand spoken Spanish.
- Ability to speak Spanish.
- Ability to read and understand written Spanish.
- Ability to write accurately in Spanish.
- Ability to organise time and work; to take an active part in learning; to work in a team; to follow instructions for a task.

Assessment:

Individual classroom assessments are integrated into everyday teaching with records based on students' classwork and home learning.

Home Learning:

Much emphasis is placed upon learning and practising the new words/phrases acquired in Spanish. Parents can help by checking our weekly home learning and asking what the English words mean in Spanish. Accurate spellings and use of websites are also beneficial.

Students could extend their home learning by reading further online using sites recommended by their Spanish teachers. Getting used to speaking out loud helps students and they can practise their pronunciation.

Tasks and timings:

1st language or 2nd language: One home learning per week, lasting 30 minutes.

- vocabulary learning
- comprehension exercises
- grammar exercises
- writing tasks
- revision for assessments

How parents can help at home:

Test students on vocabulary using their books.

Practise language using websites such as www.languagesonline.org.uk and www.linguascope.com (password from your child's teacher)

For further information please contact Mrs M Rennie