



HAYDON SCHOOL

CURRICULUM GUIDES

2009/2010

YEAR 8



This guide is to help parents support students through Year 8 and ensure that students are able to work to the best of their ability. It contains an outline of the work that will be covered in each subject and other useful advice.

To be successful requires a certain standard and therefore we would like to remind you that, students of Haydon School have agreed to:

- work to the best of their ability and allow others to do the same
- treat others with respect
- obey the instructions of school staff
- take care of property and the school environment
- co-operate with other children and adults
- complete work, homework and any coursework to the best of their ability
- wear the Haydon uniform correctly at all times during the school day and on the journey to and from school
- attend school and arrive on time
- no more than two lates per half term

This list represents the essential ingredients for a successful school career.

Within this guide you will find information regarding the text books that are used in school. It is not essential that these are purchased by you, but you may feel, in certain instances, that it may be beneficial.

The best source of up to date information is, of course, the World Wide Web and it would be helpful, but not essential, that your child has access to it.

We look forward to working with you and celebrating your child's continued success.

S Robson
Headteacher

YEAR 8

FACULTY: ART, DESIGN & TECHNOLOGY

DEPARTMENT: ART & DESIGN

COURSE OUTLINE:

Art and design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a unique way of understanding and responding to the world. Students use colour, form, texture, pattern and different materials and processes to communicate what they see, feel and think. Through art and design activities they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in shaping environments. They explore ideas and meanings in the work of artists, craftspeople and designers. They learn about the diverse functions of art, craft and design in contemporary life and from different times and cultures. Understanding, appreciation and enjoyment of the visual arts have the power to enrich our personal and public lives.

Term 1: Portraits

Term 2: African Masks

Term 3: Pop Project

ASSESSMENT:

Classwork and homework are individually assessed. A comment or target is written on each piece of work so that students can learn how to improve and develop their work in the future.

Self Assessment

Students are given a self assessment sheet once every term. The teacher will indicate on the sheet at what level the student is working. Students will then evaluate their work and set targets for improvement.

Peer Assessment

Students share ideas with their learning partners during lessons. They write targets for improvement on each other's classwork and this helps them to gain an understanding of what they need to do to improve and how to get there.

HOMEWORK:

Students are given a homework sheet at the beginning of each project which should be stuck into their sketchbooks. To ensure that homework is completed satisfactorily, the homework sheet gives a set of rules and detailed explanations of how each homework should be carried out. Teachers will set and explain homework at the beginning of the lesson.

EQUIPMENT:

All students will be expected to have an art sketch pad, a drawing pencil, coloured pencils rubber, sharpener and an apron (e.g. old shirt, t-shirt). All of these, except the apron, may be purchased from the Art Department. The text book used is 'Art Matters' ISBN: 0-435-81204-1.

WAYS IN WHICH PARENTS CAN HELP:

Try to encourage students to add their own extension work to each project. Please make sure that your child brings the equipment necessary to every lesson. Please check homework. If your child has a problem please make sure that they contact their art teacher before the homework is due in.

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SUBJECT TEACHERS: Ms S Grealish, Miss R Skertchly, Ms S Darwish, Ms P Rubie
Miss M Wertheimer

YEAR 8

FACULTY:	ART, DESIGN & TECHNOLOGY
DEPARTMENT:	DESIGN & TECHNOLOGY

COURSE OUTLINE:

Design & Technology is associated with solving the problems of designing and making a variety of products using different materials. It is also about developing new skills, both in understanding designs and in creating the products themselves. Students will have the opportunity to work with wood, plastic, food, textiles, card, paper and metal and during the year should produce a variety of interesting items. Above all we hope and aim that all students enjoy what they are doing and learning!

There are four projects in Year 8 which have been designed to further develop skills and understanding in writing a brief, researching, developing ideas, making a chosen idea and then finally evaluating and testing. There is a project that involves designing and making a small travel game made from wood, card, acrylic and metal. There is a food project that will involve thinking about and producing 'Food for the Future'. The textiles project will develop further understanding of materials CAD/CAM and the skills in designing and making 'Wild Things' e.g. a fleece hat. The introduction to an electronics project will give a basic understanding of electricity and more practical experience with materials. This will result in the making of a useful amplifier for an MP3 player.

ASSESSMENT:

Work is marked on a continuous assessment basis

All students are expected to cover the following areas to be assessed: - research, ideas, development, making, testing, evaluating and presentational skills. Some areas may be given more marks than others depending on the project slant. Therefore, some areas may have more work allocated to them. Additionally, there is a module test after each separate task.

If students are absent they are expected to make up any missed work.

HOMEWORK:

Students will be set homework on a weekly basis. Homework will be a mixture of stand-alone pieces and continuation from classwork.

EQUIPMENT:

Students will be expected to bring organisers, exercise books, a pen, pencil, rubber, ruler, and colouring pencils to every lesson. The text books used are: :

Textiles – '*Design and Make it Textiles Technology*' ISBN 0-7487-4431-2

Food ' '*Design and Make It Food Technology*' ISBN 0-7487-4427-4

Resistant Materials – '*Design and Make it Resistant Materials Technology*' ISBN 0-7487-

WAYS IN WHICH PARENTS CAN HELP:

Access to encyclopaedias, books relevant to the project topics and catalogues are always useful. Books or CD Roms on 'How Things Work' and titles on designing, technological change and craft skills, such as the Usborne series may be of interest. Much of this can be found in a good library. Any activity or kits that involve drawing skills, construction and assembly or the handling of food will help to develop awareness of space and fine control of tools. Students will need to use parents for research and opinions about ideas and products. Parents may also be able to help with developing drawing, by asking their child to describe what they have produced and help to check that they have given all the details of their chosen idea necessary for others to understand.

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SUBJECT TEACHERS:	Miss M Federick, Mr S Knowles, Ms R Ndegwa, Mr G Nicholls, Mr P Rodgers, Ms C Gunter, Ms N Taank, Ms M Wertheimer, Mrs J Huddart, Mr N Taylor	

YEAR 8

FACULTY: ENGLISH

DEPARTMENT: ENGLISH

COURSE OUTLINE:

The students will study:

- Horror Stories
- A novel ('Pig Heart Boy')
- Reading for Meaning
- Newspapers
- Comprehension (skill based)
- Arts Alliance – pop project

They will frequently engage in speaking and listening activities, at least three of which will be graded by the teacher. There will be one cross-curricular project, in the summer term, when the department will work with the Music, Art and Drama departments on The Pop Project. All folder work should be produced to as professional a standard as possible, with specific audiences in mind.

ASSESSMENT:

Students' work will be assessed half termly. Assessment will be based on a variety of speaking and listening, reading and writing activities. While most written work is drafted in exercise books and redrafted for the assessment folder, some work will be carried out under controlled conditions. The folders will be sent home termly for comment and, each half term, you will receive one piece which has been 'levelled' according to the National Curriculum.

HOMEWORK:

There will be two homeworks a week, one for reading and one for writing. Students should spend a minimum of half an hour per homework; those who wish to improve their grades often spend more. If for any reason a student cannot do a homework, you should write a note in their organiser. Students may word process their work unless otherwise instructed. However, they must not plagiarise.

EQUIPMENT:

We recommend that students carry a dictionary. Pocket size dictionaries are handy but make sure that the print is large enough for students to find words easily. A pen or biro, pencils and a rubber are needed in most English classes. Coloured pencils or felt-tips are also useful.

WAYS IN WHICH PARENTS CAN HELP:

Check that written homework is carried out. Sign the organiser to guarantee that the reading homework has been done. Remind students to save work which is carried out on the computer.

HEAD OF FACULTY:

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SUBJECT TEACHERS:

**Ms S Baker, Miss D Hines, Ms L Beauchamp,
Mrs M Giddens, Miss A Alexander, Ms C Greaves,
Ms A Qureshi, Mr T Ogunlade, Ms L Rundle, Ms R Sutton,
Mr A Williams and Ms D Jarrett**

YEAR 8

FACULTY:	HUMANITIES
DEPARTMENT:	GEOGRAPHY

<p>COURSE OUTLINE:</p> <p>Geography is a Foundation Subject in Key Stage 3. The topics covered in this year will be</p> <ul style="list-style-type: none">• The European Union – including country studies of France and Estonia• Tectonic processes and Hazards. This considers the physical nature of the events and looks at issues surrounding human vulnerability to them• Antarctica – a study of the ecology of the continent, and a look at how to ensure there are effective conservation strategies in the future. <p>There will be a one day visit to the Natural History Museum in January to visit the Earth Galleries.</p>
<p>ASSESSMENT:</p> <p>There will be half-termly assessments and project work to assess knowledge, understanding and skills covered in the units of work.</p>
<p>HOMEWORK:</p> <p>This will be set once a week and should take about half an hour to complete. There will be a variety of formal written work and learning work for exams.</p>
<p>EQUIPMENT:</p> <p>In common with all lessons, it is expected that students will have their exercise book, pen, pencil, ruler, rubber and colouring pencils (not felt-tips). It would be very helpful if an atlas was available at home.</p>
<p>WAYS IN WHICH PARENTS CAN HELP:</p> <p>Please encourage students to read through work for mistakes and possible improvements. Please try to provide a suitable, quiet place to work and ensure that they spend sufficient time on homework to complete it to the best of their ability. Encourage further private study, using reference books or the Internet, looking at geographical stories and issues in the media.</p>

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YEAR 8

FACULTY: HUMANITIES

DEPARTMENT: HISTORY

COURSE OUTLINE:

Students cover the following topics:

- The Making of the United Kingdom 1500-1750. Students study political changes and look at the different monarchs in this period. Religious changes are considered focusing upon the Reformation and the effects that this had. Social changes are also investigated with students looking at people's living conditions.
- Expansion, Trade and Industry. Students look at the growth of the British Empire and the development of trade, especially the slave trade. The changing nature of British life is also studied in the period of the Industrial Revolution.
- Black Peoples of America. An understanding of Freedom and Equality, The Slave Trade and Slavery in America. The American War of Independence and the Civil War. Civil Rights, Separation, The Protest Movement and Martin Luther King.
- We plan to visit Hampton Court in the Autumn Term of Year 8.

ASSESSMENT:

Students will be assessed for their understanding of the National Curriculum's "Key Concepts" in History (chronological understanding, cultural, ethnic and religious diversity, change and continuity, cause and consequence, significance, interpretation). This will be done through regular book-marking, termly formal assessments, peer assessment and self-assessment.

HOMEWORK:

Homework will be set once a week. Students are set a variety of activities including research, creative writing, reading, plays, constructing models etc. It should take between 20 and 30 minutes. Homework must be completed on time and books should be handed in on a regular basis.

EQUIPMENT:

Students will be issued with an exercise book and paper where appropriate. Students will be expected to have the necessary writing equipment, a ruler and colouring pencils. Access to an encyclopaedia or general historical reference books would also assist students. Ideally students should be a member of a library. The text book used is *'Living Through History Book 2'* ISBN 0435-30959-5

WAYS IN WHICH PARENTS CAN HELP:

Parents can show an interest in their child's work in history and on a regular basis read through their written work. However, please bear in mind that some activities are not written ones or are not written up into best straight away. Students would benefit not only from being a member of the school library, but also their branch library. Parents could encourage their child to use the library's resources regularly.

HEAD OF FACULTY:

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**KEY STAGE 3
COORDINATOR:**

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SUBJECT TEACHERS:

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Ms G Gatsky, Mr A Nowicki**

YEAR 8

FACULTY:	HUMANITIES
DEPARTMENT:	RELIGIOUS EDUCATION

COURSE OUTLINE:

Students cover the following courses:

- 'Islam' – Key Beliefs (The 5 Pillars of Islam) Worship (within the Mosque), Key people (Muhammad pbuh) and key events (Ramadan)
- Jesus - his beliefs, Teachings, Miracles and the events surrounding his death, Crucifixion and Resurrection
- Sikhism - Key Beliefs (equality, sewa, the 5 Ks and the teachings of Guru Nanak), Worship (within the Gurdwara), Key people (the 10 Gurus and the Guru Granth Sahib) and key events (Baisakhi)

ASSESSMENT:

During the unit students will be assessed in the following areas in relation to the topics covered during the year:

- Knowledge and understanding of religions.
- Ability to evaluate and interpret religious beliefs and practices.
- Awareness of the spiritual dimensions of self and others in the world.

HOMEWORK:

This is a compulsory part of the syllabus and will be set weekly in each lesson and is usually completed for the next lesson. Homework may involve a variety of activities including research, creative writing, reading, ICT, role plays and creative tasks. It should take approximately 35 minutes per week to complete.

EQUIPMENT:

All basic stationery is necessary for the lessons and exercise books are the responsibility of the student and are brought to each lesson. Students may require additional materials at home for creative elements of homework or reference books, encyclopaedias and internet access for research, though access to a variety of different resources is available in the department, ICT suites and the library. The use of local libraries is also encouraged.

WAYS IN WHICH PARENTS CAN HELP:

Parents can show an interest in their child's work in RE and on a regular basis read through their written work. However, please bear in mind that many activities are not written tasks so, for example, if issues are being discussed within lessons, parents can assist by discussing them with their child at home and encourage them to develop views which they can justify.

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YEAR 8

FACULTY:	INFORMATION COMMUNICATION TECHNOLOGY
DEPARTMENT:	ICT

COURSE OUTLINE:

Students will be taught a variety of skills in Information and Communication Technologies (ICT) lessons that will enable them to:

- Find things out
- Develop ideas
- Communicate information
- Review, modify and evaluate work as it progresses

Throughout the year they will be using a range of software applications to produce materials to satisfy specified criteria in a given project. They will develop skills in word processing, desktop publishing, graphics, control, presentations, spreadsheets, data handling, web design, accessing the Internet and animation. Students will be taught in mixed ability groups and will have one lesson every week. Students will use ICT to enhance their work and learning in other areas of the curriculum and develop their ability to judge how and when to use ICT.

ASSESSMENT:

The students will be assessed at the end of each section of the project and three times during the year students will be given a grade which will reflect their ICT capability. They will be assessed in the following areas:

- Planning, developing and evaluating ICT solutions
- Handling data, sequencing instructions and modelling
- Finding, using and communicating information

HOMEWORK:

Homework is set every week, which may be either research in preparation for the next lesson or a written exercise to reinforce the learning in the lesson.

EQUIPMENT:

Students will be required to have all necessary stationery for the lesson. They will also be able to access the resources for the lessons on Fronter.

WAYS IN WHICH PARENTS CAN HELP:

Parents can help by showing an interest in their child's work. Support with homework will also be valuable.

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YEAR 8

FACULTY: MATHEMATICS

DEPARTMENT: MATHEMATICS

COURSE OUTLINE:

The Year 8 maths programme follows the renewed Key Stage 3 National Strategy and will incorporate the functional aspects of mathematics. The programme is differentiated according to students' ability. Most students will be working on consolidation of National Curriculum Level 5 and starting on Level 6, although there are students who will be working either above or below this range. Students are taught in sets throughout Year 8. The following objectives are more critical than others and it is our aim that the majority of students should be confident with at least these topics by the end of Year 8.

- Add, subtract, multiply and divide integers
- Use equivalence of fractions, decimals and percentages to compare proportions
- Calculate with percentages, including percentage increases and decreases
- Divide a quantity into a given ratio. Solve word problems using ratio/proportion
- Use standard column methods for multiplying/dividing integers by decimals
- Simplify linear expressions by collecting like terms; multiply out brackets
- Substitute integers into simple formulae
- Plot linear graphs. Recognise that $y=mx+c$ corresponds to a straight line graph
- Use alternate/corresponding angles; understand a proof for the sum of the angles in a triangle.
- Enlarge 2-D shapes, given a centre and a positive whole number scale factor
- Use straight edge and compasses to do standard constructions
- Deduce and use formulae for area and volume of standard 2-D and 3-D shapes
- Construct on paper and using ICT, a range of graphs and charts
- Find and record all possible outcomes for single events and two successive events in a systematic way
- Use necessary information to solve problems; find solutions using algebraic, geometric or graphical form.
- Use logical argument to find the truth of a statement.

ASSESSMENT:

Monitoring and assessment of students' progress will take the form of homework and a formal test each term. One of the formal tests will be a functional task. Students will be given the chance to improve their mental skills through regular testing in class. Students will also go through a termly process of self-assessment.

HOMEWORK:

Homework is set once a week and will focus primarily on topics taught. Homework may be computer based.

EQUIPMENT:

Each student is advised to have their own basic set of equipment comprising a pen, pencil, 30cm ruler, a pair of compasses, protractor and calculator. The main textbooks used are the Oxford Maths Links books.

WAYS IN WHICH PARENTS CAN HELP:

Encouragement through all aspects of the maths programme will only complement further the work we do at school. Parents can also help by asking questions that test mental maths skills and encourage them to explain the method they used to arrive at the answer. There are several good websites we recommend for consolidation and enrichment and these can be accessed via Fronter.

HEAD OF FACULTY:

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SUBJECT TEACHERS:

**Miss V Abrahams, Mr I Fowler, Mrs B Haria, Ms K Harrison,
Miss F Johnson, Mrs J Lothian, Ms E MacGarty, Mr A Mirkovic,
Mr R Austin, Miss K Punjwani, Ms M Wyman, Ms A Brimble,
Ms S Lackey, Ms K Mahendrarajah, Ms L Emerson**

YEAR 8

FACULTY: MODERN FOREIGN LANGUAGES

DEPARTMENT: FRENCH

COURSE OUTLINE:

Métro 2

- Greeting people
- My life
- Family
- Food and drink
- A visit to Paris
- Holidays in France

Attainment Target 1

Attainment Target 2

Attainment Target 3

Attainment Target 4

Listening – short texts

Speaking – short dialogues and presentations

Reading – short texts

Writing – simple sentences building up to paragraphs and more complex language

ASSESSMENT:

- Marking of classwork and homework based on National Curriculum Level for content, and a comment in French
- Regular End of Unit tests with National Curriculum Grades for listening, reading and writing and an overall National Curriculum Level: Speaking assessment based on classroom participation and/or work with Language Assistant and tests
- Regular vocabulary test
- Approximately 3-4 major tests per year

HOMEWORK:

Written exercises, vocabulary learning, oral practice, factual research, revising for tests, organising vocabulary, correcting previous work.

EQUIPMENT:

Textbook (provided for use in class), exercise book, organiser, pen, pencil, ruler, rubber, coloured pencils and bilingual dictionary, we very strongly advise that students purchase Collins French Pocket Dictionary, ISBN 0 00 470396 0 - £6.99

WAYS IN WHICH PARENTS CAN HELP:

Check presentation and work in exercise books and vocabulary books
Test students on their vocabulary
Encourage talking of the language at home
Watch relevant foreign language learning programmes with students
Encourage reading in the foreign language (eg Mary Glasgow magazines, easy readers)

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HEAD OF DEPARTMENT Miss H Sidhu

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SUBJECT TEACHERS: Miss Sidhu, Miss Norguet, Mrs Webb-Jones, Mrs Arron.

YEAR 8

FACULTY: MODERN FOREIGN LANGUAGES

DEPARTMENT: GERMAN

COURSE OUTLINE:

Units 1-4

Holiday activities	Describing people
Describing a holiday in the past	Geography of Germany
Arranging to meet up and go out	History
School	Art
Daily routine	Food Technology
Fashion	
'Project weeks' in German Schools	

Attainment Target 1

Listening – short text

Attainment Target 2

Speaking – short dialogues

Attainment Target 3

Reading – short texts

Attainment Target 4

Writing – simple sentences

ASSESSMENT:

- Marking of classwork and homework with a comment in German designed to praise effort and help the students to develop their skills.
- Regular End of Unit tests with National Curriculum Grades
- Approximately 4 major tests per year in Year 8.
- Weekly vocabulary tests

HOMEWORK:

Written exercises, vocabulary learning, oral practice, factual research, revising for tests, organising vocabulary, correcting previous work.

EQUIPMENT:

Textbook (for use in class), exercise book, pen, pencil, ruler, rubber, colours, **bilingual dictionary**.

Textbook to be used: 'Logo 2' (Heinemann)

Bilingual dictionary - we **very** strongly advise that students purchase 'Collins German Pocket Dictionary', New Edition, ISBN 0-00-470397-9 - £6.99.

WAYS IN WHICH PARENTS CAN HELP:

Check students have the correct equipment for lessons. Check organisers for homework and messages. Check presentation and work in exercise books and vocabulary books. Test students on their vocabulary. Encourage talking of the language at home. Watch relevant foreign language learning programmes with students. Encourage reading in the foreign language (e.g. Mary Glasgow magazines, easy readers). Ensure students catch up on work missed due to absence.

HEAD OF FACULTY:	Mr T Bowen	EMAIL ADDRESS: tbowen@hillingdongrid.org
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HEAD OF DEPARTMENT	Mr A Robertshaw	EMAIL ADDRESS: arobertshaw@hillingdongrid.org
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SUBJECT TEACHERS:	Mr T Bowen, Mr A Robertshaw, Mr K Squibb, Miss R Goddard	
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YEAR 8

FACULTY: MODERN FOREIGN LANGUAGES

DEPARTMENT: ITALIAN

COURSE OUTLINE:

Units

Keeping fit – sports, activities and healthy living

Travel – countries, transport and weather

Asking and giving directions

Clothes and fashion

Television and cinema

Describing a town or region in Italy and at home

Making arrangements

Cross Curricular Pop Project, focusing on Italian Music

Attainment Target 1

Listening – texts in up to three tenses

Attainment Target 2

Speaking - short dialogues and presentations

Attainment Target 3

Reading - short texts, in two or three tenses

Attainment Target 4

Writing - simple sentences building up to paragraphs, and more complex language in two or three tenses

ASSESSMENT:

- Marking of classwork and homework based on National Curriculum levels, a comment in Italian, and a diagnostic comment in English.
- Regular End of Unit tests with National Curriculum Grades for listening, reading and writing
Speaking assessment based on classroom participation and/or work with Language Assistant and tests.
- Weekly vocabulary test

HOMEWORK:

Written exercises, vocabulary learning, oral practice, factual research, revising for tests, organising vocabulary, correcting previous work

EQUIPMENT:

Students will need an exercise book, organiser, pen, pencil, ruler, rubber, coloured pencils, bilingual dictionary (we **very** strongly advise that students purchase '*Collins Italian Pocket Dictionary*', - £6.99.)

It would also be useful if students had their own copy of the '*Tutti Insieme*' Workbook.

Textbooks used:

'Tutti Insieme 1' – Student Book – ISBN 0195515943, Workbook – ISBN 0195515951

'Tutti Insieme 2' – Student Book – ISBN 0195515986, Workbook – ISBN 0195515994

WAYS IN WHICH PARENTS CAN HELP:

Check presentation and work in exercise books and vocabulary books.

Test students on their vocabulary

Encourage use of the language at home

Watch relevant foreign language learning programmes with students

Encourage reading in the foreign language and use of language learning websites

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HEAD OF DEPARTMENT	Mr J Earnshaw-Crofts	EMAIL ADDRESS: jearnshawcrofts@hillingdongrid.org
SUBJECT TEACHERS:	Mr J Earnshaw-Crofts, Ms C Fontana, Ms E Kilburn, Ms L Morris, Mrs K Webb-Jones	

YEAR 8

FACULTY: MODERN FOREIGN LANGUAGES

DEPARTMENT: SPANISH

COURSE OUTLINE:

Listos 2

House and Home	Town
Freetime activities	Weather
Opinions	Shopping
Making plans	
Making comparisons	
Food and Festivals	

Attainment Target 1

Attainment Target 2

Attainment Target 3

Attainment Target 4

Listening – understanding short passages

Speaking – take part in short conversations

Reading – understand short texts

Writing – write short texts

ASSESSMENT:

- Marking of classwork and homework based on a National Curriculum Level and a comment in Spanish
- Regular End of Unit tests with National Curriculum Grades. Speaking assessment based on classroom participation and/or work with Language Assistant
- Weekly vocabulary test
- Approximately 3-4 major tests per year.

HOMEWORK:

Written exercises, vocabulary learning, oral practice, factual research, revising for tests, organising vocabulary, correcting previous work.

EQUIPMENT:

'Listos' Textbook, exercise book, organiser, pen, pencil, ruler, rubber, glue stick, coloured pencils, bilingual dictionary (we **very** strongly advise that students purchase 'Collins Spanish Pocket Dictionary', ISBN 0 00 470398 7 - £6.99.)

WAYS IN WHICH PARENTS CAN HELP:

Check presentation and work in exercise books and vocabulary books
Test students on their vocabulary (which is found at the end of each module in the text book)
Encourage talking of the language at home
Watch relevant foreign language learning programmes with students (e.g. BBC Learning Zone)
Encourage reading in the foreign language (eg Mary Glasgow magazines, easy readers)
Encourage use of Spanish educational websites to practise grammar and vocabulary e.g. www.linguascope.com

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SUBJECT TEACHERS: Mrs K Daley, Ms G Daly, Ms L Morris, Ms I Norguet, Mr A Robertshaw

YEAR 8

FACULTY:	MODERN FOREIGN LANGUAGES
DEPARTMENT:	TWILIGHT CLASSES

COMMUNITY LANGUAGES:

As a Language College, Haydon School runs classes in Community Languages. At present, classes in Hindi, Gujarati, Punjabi, Greek, Arabic and Urdu take place in the Language Centre. These classes prepare our students, who already have a basic understanding of those languages, for GCSE qualification either at Foundation or Higher level. These lessons are free of charge and open to students of all age groups.

Please contact the school for registration in the existing classes or to express an interest in your child studying a language which is not yet on offer.

JAPANESE:

We also run a weekly after school Japanese class and daily lunchtime clubs. This initiative started eight years ago and has proved most popular with all year groups.

Selected students are also offered the opportunity to study Japanese as a twilight subject in addition to the two languages studied as their standard curriculum.

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YEAR 8

FACULTY:	PERFORMING ARTS & MEDIA
DEPARTMENT:	DRAMA

COURSE OUTLINE:

Drama is an exciting, experimental and inspirational subject and every student is exposed to the innovative and magical world drama creates! Drama has the potential to inspire young adults. They can have fun and express themselves in dynamic ways.

The schemes of work are skills based and provide the students with:

- The opportunity to adopt the roles of theatre practitioners including actors, directors and designers
- The opportunity to use a variety of techniques, forms and conventions to create effective Drama
- The chance to learn about the history of Drama and utilise this knowledge within their performance work.

Drama in addition is recognised for the people skills that it develops. These include the following:

- Encouraging co-operation and team working abilities
- Increasing social awareness
- Building self confidence
- Encouraging self expression and sparking creativity
- Encouraging analytical, reasoning and evaluative skills

Topics covered:

- The history of theatre
- Pantomime
- Physical theatre
- Mime
- The pop project

ASSESSMENT:

The students are assessed by set objectives in the three modes of activity – making, performing and evaluating every lesson. The students are assessed through practical tasks, verbal analysis and written analysis.

At the end of each scheme of work the students have a four-stage assessment process:

- Teacher practical assessment
- Peer practical assessment
- Written assessment sheets
- Half term assessment target sheets

HOMEWORK:

The students complete a Drama Development log every week to document their understanding of their practical work. In addition they are expected to complete smaller tasks specific to the lesson including character profiles, compositing scripts and researching topics.

EQUIPMENT:

The students have a Drama exercise book for the completion of their homework.

WAYS IN WHICH PARENTS CAN HELP:

Parents can aid with homework and ensure deadlines are met and sufficient time is spent on homework. A parental interest in practical work and encouragement to visit the theatre would also aid the students understanding of the context of the subject. Parents may find themselves as a prompt when students are memorising lines for assessments.

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HEAD OF DEPARTMENT:	Miss J Goldthorpe	EMAIL ADDRESS: jgoldthrope@hillingdongrid.org
SUBJECT TEACHERS:	Ms J Goldthorpe, Mr Maclean, C Greaves	

YEAR 8

FACULTY: PERFORMING ARTS & MEDIA

DEPARTMENT: MUSIC

COURSE OUTLINE:

The Year 8 Music Course is divided into six units of work. In each unit students will be involved in practical work. Throughout the year students will improve their abilities in the key areas of singing, instrumental playing, composing, developing musical ideas, and using music technology. Students also complete written work that develops their reviewing and listening skills and where they have to apply their musical knowledge and understanding. The six units are:

1. **Blues and Jazz Improvisation** – pupils identify, explore and make creative use of musical devices found in jazz and blues. Students develop their understanding of chords and improve their improvisation skills.
2. **Keyboard Performance** – students explore the skills needed to create a successful performance and have the opportunity to learn to play the keyboard with both hands. They learn three pieces and give a recital at the end of the unit.
3. **Variations** – students learn how to develop their melodic, rhythmic, and harmonic ideas within the structure of the piece using standard musical devices.
4. **Dance Music** – pupils develop the ability to use music software and to recognise, perform and create several styles of dance music with an understanding of musical conventions and processes.
5. **History of Pop** – pupils learn about the creative innovations seen in popular music throughout the 20th Century. Students will analyse, research, sing and listen to a wide range of music from the era.
6. **Pop Project** – students develop their understanding of the devices and structures used in pop songs. Students apply this knowledge by forming a band to compose and perform their own Pop Song. One band from each class is selected at the end of July to perform in front of the whole of Year 8 and compete with the other class bands in the finals for a prize.

ASSESSMENT:

Pupils will be assessed at the end of each unit against the learning objectives for the unit and the criteria for assessment that they will be given at the beginning of each unit. Their music teacher will award each pupil a level, taking into account the performing, composing and listening and appraising work they have undertaken during the unit. There will be opportunities for pupils to undertake self-assessment and to set targets to improve the standard of their work on a regular basis. There will also be several listening examinations during the course of the year.

HOMEWORK:

Homework will mainly consist of preparation for lessons though theory, practising, composing, analytical listening, researching and finding listening material to bring to the lessons. It is of great benefit for pupils to listen to a wide variety of music outside the classroom.

EQUIPMENT:

Pupils will have a book in which they keep their written work. Written work is usually done in pen but all music theory is done in pencil. For practical lessons pupils may be required to bring in their own musical instrument (for example – clarinet) if they are having instrumental lessons to use in class music lessons. These can be stored through the day in Room 80A. Parents should ensure that any instruments brought into school are insured privately.

WAYS IN WHICH PARENTS CAN HELP:

Parents can support our work by providing opportunities for their children to listen to a wide variety of music and encouraging them to make full use of any musical instruments they may have access to at home. Children who receive instrumental or vocal tuition at the school are expected to attend at least one extracurricular musical activity per week. Parents are expected to support this policy by ensuring their children attend on a regular basis. All children are invited to join in the range of vocal and instrumental extra curricular activities the Music Department offers and to participate in concerts and other musical events put on during the year.

HEAD OF FACULTY: Mr T Daley **EMAIL ADDRESS: tdaley@hillingdongrid.org**

HEAD OF DEPARTMENT: Miss H Day **EMAIL ADDRESS: hday@hillingdongrid.org**

SUBJECT TEACHERS: Miss H Collier, Miss H Day, Mrs K Mignot, Mr J Sloan

YEAR 8

FACULTY: PHYSICAL EDUCATION

DEPARTMENT: PE

COURSE OUTLINE:

Physical Education at Haydon aims to develop students' physical competence and confidence and their ability to use these to perform in a range of activities. It also promotes positive attitudes towards active and healthy lifestyles in both curricular and extra-curricular time.

The Physical Education course at Haydon provides a balanced programme of activities in line with the new PE curriculum from which all students have an opportunity to derive success.

For students in Year 8 Physical Education aims to develop movement, co-ordination and basic games skills learned in Year 7. The Year 8 programme consists of Games, Dance, Gymnastics, Athletic activities and Outdoor activities.

Activities covered include: Athletics, Badminton, Basketball, Cricket, Dance, Football, Gym, Hockey, Netball, Rounders, Rugby and Tennis.

Students also have the opportunity to attend Year 8 Camp in the New Forest, where we focus primarily on outdoor and adventurous activities.

ASSESSMENT:

Students are continually assessed throughout the course and are given a National Curriculum level for each activity area. They are formally assessed at the end of Key Stage 3 in line with the National Curriculum guidelines.

HOMEWORK:

Students will be given no formal homework, however they should be encouraged to take part in extra-curricular activities both within school and at clubs outside school.

EQUIPMENT:

Students will require the appropriate kit as set out in the school prospectus for each activity area. The kit must be worn at all times. When students are excused participation, they **must** still bring their kit and appropriate footwear for the lesson, as well as a note explaining the reason for their non-participation.

WAYS IN WHICH PARENTS CAN HELP:

Parents can take a leading role in providing the opportunity for students to follow a healthy and active lifestyle both within school and in their leisure time.

HEAD OF FACULTY: Mrs M Wall **EMAIL ADDRESS:** mcrane@hillingdongrid.org

SUBJECT TEACHERS: Mr D Gosling, Mrs K Avent, Miss K Hannan, Mr C Jepsen
Mr A Karadia, Mrs M Richards, Mr G Searle, Mrs M Wall

YEAR 8

FACULTY:	SCIENCE
DEPARTMENT:	KS3 SCIENCE

COURSE OUTLINE:

“Exploring Science” is a lively, carefully structured course written specifically for the 11-14 curriculum. It focuses on clear explanations of concepts presented in familiar and interesting way, as well as a heavy emphasis on practical activities.

Progression and consolidation are planned into “Exploring Science” over the three years of the course. This is a relatively new course offered and has been written specifically for the QCA scheme of work. The course focuses on learning within a practical-based framework, enabling students to learn in a very hands-on manner and ICT activities support some of this work. The vast majority of lessons will include at least some practical component.

In Year 8 and throughout KS3, students are taught in mixed-ability groups.

ASSESSMENT:

Three block tests will be set during the year. The result in each forms the basis of their termly National Curriculum Level. Students are encouraged to use the ‘traffic light’ self assessment and target setting approach, to monitor their own learning against lesson objectives. In addition, students regularly complete ‘Assessment for Learning’ activities throughout the course that enables them to ascertain where they currently are and what they need to do to achieve the next level.

The results of the block tests form the basis of the termly National Curriculum level.

HOMEWORK:

Homework is set for approximately 40 minutes per week. Most tasks will be set from a collection of assignment sheets. All students are loaned a textbook at the start of the academic year, for use as reference material during the course.

EQUIPMENT:

A red exercise book will be issued. It can be backed with a clear cover, but it should remain free of graffiti. Otherwise, a pen, pencil, ruler and other basic stationery will suffice for most lessons. The textbook used to support the course is ‘Exploring Science 8’ ISBN 0-582-53571-9. Students are responsible for this book from when it is issued until it is returned at the end of the year.

WAYS IN WHICH PARENTS CAN HELP:

Please check that homework is being set and completed regularly. Students may ask for support with homework assignments. Support can be given with revision using the Exploring Science 8 textbook, SAM learning, BoardWorks and useful websites such as www.bbc.co.uk

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DEPUTY HEAD OF FACULTY	Mr A Azariah	EMAIL ADDRESS: aazariah@hilligdongrid.org
SUBJECT TEACHERS:	Mr A Azariah, Ms R Cotterell, Mr M Holloway, Ms S Kazim, Mr A Mahmud, Dr S Hoyle, Ms A Houston, Mrs A Johnston, Mr L Muhammad, Dr E Warenus, Ms S Pandya, Ms J Lewell, Mr H Koyani	

YEAR 8

FACULTY:	SOCIAL SCIENCES
DEPARTMENT:	CITIZENSHIP

COURSE OUTLINE:

Citizenship is on the curriculum for all students in Year 8 and is taught in form groups for one 50 minute lesson a week. The course is designed to meet the National Curriculum requirements for Citizenship and PSHE relevant to Haydon students. In Year 8 the units of work covered are:

- Government and public services
- Relationships
- Community contribution and charities
- Dealing with emotions
- Moral dilemmas (smoking, self esteem and alcohol)
- Global issues
- The media

Year 8 students also receive a transport safety awareness presentation from Transport for London in September

ASSESSMENT:

Self assessment is ongoing through Years 7-9 with one formal assessment each year. At the end of the year a National Curriculum level of working towards, at or beyond the expected is sent home. This is based on the National Curriculum aspects below:

- Knowledge and understanding about becoming a healthy and informed citizen
- Skills of enquiry and communication
- Skills of participation and responsible action

HOMEWORK:

Homework is set three times each half term, mainly to enrich the classroom learning.

EQUIPMENT:

Pen, pencil, ruler, Citizenship book which is left in the classroom unless it is needed for homework

WAYS IN WHICH PARENTS CAN HELP:

Encourage students to talk about the work and issues they have covered in lessons. Students can develop a range of skills where they can benefit from a range of views and opinions. It is good for students to keep up with current affairs, particularly the news and local, national and global events.

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