



**WIRRAL GRAMMAR SCHOOL**

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**Key Stage 3 Curriculum Guide**  
***(Year 8)***



Dear Parents

This guide contains a summary of the topics and themes that your son will be studying in each of his subjects during Year 8. Information relating to assessment methods has also been included.

At the end of each subject section there is a brief summary of some of the ways in which you can support your son with his work during the year. Our intention is that, providing parents with this information, alongside specific details of each boy's progress, will enable parents to work alongside us in ensuring that each boy achieves his true potential.

Key assessments in each subject will be based on a scale which extends from 'emerging' (lowest) to 'mastering' (highest). The attainment comments are awarded in relation to the specific assessment criteria for Year 8 within each subject. There are more details, specific to each subject, within the body of the guide. The reason for adopting this scale is because this reflects the outcomes for the curriculum that is being delivered in this school. There is more information available in the curriculum maps for each Key Stage 3 subject.

It is our intention that Key Stage 3 provides all pupils with a very secure base from which to start their GCSE courses.

Yours sincerely

A handwritten signature in black ink, appearing to be 'A P White', with a long horizontal line extending to the right.

A P White  
Senior Deputy Headteacher

# Contents

## **Using this Guide**

*This Guide is divided into subject areas. For each subject area, you will have a department intent (this is similar to that expressed in the Year 7 guide). This outlines what the departments are trying to achieve over the period of Key Stage 3. Following this, is the curriculum map for each subject for each phase of the academic year. You can use this to see what your son has just learned and what he will be covering in his next topics. This will also tell you how and when your son is going to be assessed. We will use the outcomes of these assessments, together with ongoing assessment as part of the normal course of teaching, to determine a descriptor for the attainment your son has shown in that topic area. These will be one of four which are –*

- *Emerging*
- *Developing*
- *Securing*
- *Mastering*

*There is an assessment map for each subject that will explain, in detail, how these descriptors are determined. We'd hope that you use all this information to have an in-depth conversation with your son when he receives a descriptor in his subjects. You will be able to see what he has covered, and the assessment maps will show what he needs to work on and what he needs to maintain. These should allow for very targeted conversations for improvement, where and when required.*

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**Section 1: Year 8**  
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## **CREATIVE DESIGN**

### **Creative Design Department Intent**

At the heart of our curriculum is a desire to engage all pupils in a creative experience which is broad, balanced and promotes enjoyment of both Art and Design Technology subjects. We believe that the iterative nature of both subjects develops skills of reflection and practical problem solving that are key to success in life. We want pupils to ask questions about what they experience in their visual environment, whilst connecting to the wider world. In both subject areas, projects are taught within a context of historical and contemporary practice, and we choose artists and designers that will challenge the ideas of pupils. We encourage all pupils to confidently express themselves and to create very personal responses to starting points.

### **Art**

**'Every child is an artist. The problem is how to remain an artist once he grows up.'** - Pablo Picasso

Within the subject area of Art, we strive to nurture and foster an environment where pupils can discover their own creative talents within a safe and respectful atmosphere where creativity can flourish. We encourage pupils to explore all aspects of art, craft, and design through an exciting and engaging curriculum. We do not specialize in one media area within the subject, as we believe that by allowing pupils to explore a wide range of materials and techniques provides the best scope for personal and independent creative development. We aim to develop artistic and creative thinkers and pupils who are respectful of their peers and the different genres within art, craft, and design. Pupils are encouraged to discuss their own artwork as well as existing practitioners, developing independent thinkers who can successfully articulate opinions.

### **Design & Technology**

**'An inventor's path is chorused with groans, riddled with fist-banging and punctuated by head scratches.'** - James Dyson

Design Technology aims to encourage students to produce creative work which explores, records and reflects on ideas and experiences in their own and others' lives. We want to teach our students to work in an iterative way using a variety of creative strategies that will encourage them to approach problem solving with an open mind. We aim to produce creative, critical thinkers who have the courage and confidence to contribute to the world around them. We provide a safe and respectful atmosphere where their creativity can flourish, they can solve problems and are not afraid to make mistakes throughout the creative process. The curriculum in Creative Design (D&T) allows students to experience a range of different areas in design including CAD/CAM, Product Design, Industrial Design, Graphic Design and Resistant Materials. We aim for students to realise the relevance of design in our modern world whilst raising awareness of career choices and engendering a love of the subject.

### **Food**

Pupils will have the opportunity to demonstrate practical food preparation and nutrition skills in addition to demonstrating their theoretical knowledge in using a wide range of tools and equipment, Food Safety and hygiene, Applying the Eatwell Guide and the 8 tips for healthy eating, Importance of energy and nutrients, Food Choice, using food labels to make food choices, Investigating the functions of ingredients and the science of food.

### **KEY STAGE 3**

The Key Stage 3 Curriculum aims to build on the foundations of knowledge and skills from primary where students have had a variety of different experiences within the Art curriculum. Pupils remain with the same teacher throughout the year and study the different areas of the subject with that teacher.

## ART – Curriculum Maps:

### Key Stage 3 - YEAR 8 – THEME – Fantastic and Strange

Pupils will be studying the theme ‘Fantastic and Strange’ in Art this year. This is sub-divided into the following 3 projects:

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes/Concept	Key Themes/Concept	Key Themes/Concept	Key Themes/Concept	Key Themes/Concept	Key Themes/Concept
<p>Concept theme – <b>Monstrous Creatures/ Art career pathways</b></p> <p>Illustrative drawing. Analytical drawing. Collage and image manipulation. Experimental media exploration. Pupils will explore the work of John Kenn Mortensen as part of an extended homework task.</p> <p>Discreet/subsidiary lessons focused on different creative career pathways</p>	<p>Concept theme – <b>Monstrous Creatures/ Art career pathways</b></p> <p>Creative writing. Mixed media, drawing and painting. Digital image manipulation. Design drawing. Pupils will explore the work of Sara Fanelli as part of an extended homework task.</p> <p>Discreet/subsidiary lessons focused on different creative career pathways</p>	<p>Concept theme - <b>Monstrous Creatures/ Art career pathways</b></p> <p>Mixed media outcome/personal response. Pupils will explore the work of Teesha Moore as part of an extended homework task.</p> <p>Discreet/subsidiary lessons focused on different creative career pathways</p>	<p>Concept theme – <b>Symbolism and Rituals/ Art career pathways</b></p> <p>Analytical drawing. Exploration of artifacts and diverse cultural making practices. Pupils will explore the work of John Michel Basquiat as part of an extended homework task.</p> <p>Discreet/subsidiary lessons focused on different creative career pathways</p>	<p>Concept theme - <b>Symbolism and Rituals/ Art career pathways</b></p> <p>Expressive/ abstract painting techniques. Mixed-media experimental drawing processes. Zentangle design drawing. Pupils will explore the cultural creative practice of ‘tribal art’ as part of an extended homework task.</p> <p>Discreet/subsidiary lessons focused on different creative career pathways</p>	<p>Concept theme - <b>Symbolism and Rituals/ Art career pathways</b></p> <p>Exploration of symbolism in art objects and representation. Collagraph printmaking design. Creating a series of collagraph printmaking outcomes</p> <p>Discreet/subsidiary lessons focused on different creative career pathways</p>
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Pupil &amp; peer reflections</li> <li>• One extended independent task</li> <li>• Two teacher ‘GMA assessments’ focused on AO1 &amp; AO3</li> <li>• Homework tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Pupil &amp; peer reflections</li> <li>• One extended independent task</li> <li>• Two teacher ‘GMA assessments’ focused on AO2 &amp; AO4</li> <li>• Homework tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Pupil &amp; peer reflections</li> <li>• One extended independent task</li> <li>• Two teacher ‘GMA assessments’ focused on AO2 &amp; AO3</li> <li>• Homework tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Pupil &amp; peer reflections</li> <li>• One extended independent task</li> <li>• Two teacher ‘GMA assessments’ focused on AO1 &amp; AO4</li> <li>• Homework tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Pupil &amp; peer reflections</li> <li>• One extended independent task</li> <li>• Two teacher ‘GMA assessments’ focused on AO2 &amp; AO3</li> <li>• Homework tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal feedback</li> <li>• Pupil &amp; peer reflections</li> <li>• One extended independent task</li> <li>• Two teacher ‘GMA assessments’ focused on AO1 &amp; AO4</li> <li>• Homework tasks</li> </ul>
<ul style="list-style-type: none"> <li>• The specified order of teaching within each project may vary due to access to equipment within the department.</li> <li>• ‘Ready, Steady .....’ standalone activities will be offered at various stages throughout the academic year.</li> </ul>					

## DESIGN TECHNOLOGY - Curriculum Maps:

### Key Stage 3 – YEAR 7

The Key Stage 3 Curriculum aims to build on the foundations of knowledge and skills from primary where students have had a variety of different experiences within the D&T curriculum. Students remain with the same teacher throughout the year and study the different areas of the subject with that teacher including health and safety and safe working practices, traditional hand and machine use, material properties and characteristics, key designers and design movements, and CAD/CAM basics.

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts
<p><b>SUBJECT INTRO</b> Knowledge audit Introduction to the subject Techniques: Design areas, health and safety, workshop rules. Case study on ALESSI design company and introduction to the design process. Booklet making to create own design info booklet on ALESSI</p> <p><b>WOODEN TRAIN</b> H&amp;S of how to use tools in the workshop Intro to categories of wood and working properties of wood. Intro to working practices including vice, tenon saw, file, sanding. Basic marking out techniques</p> <p><b>ASSESSMENT WEEK 1</b></p>	<p><b>WOODEN TRAIN (Cont)</b> Removing materials techniques and processes Basic joining wood techniques – pinning, pva, butt, down and drilling Surface finishes and their importance Practical outcome assessment and evaluation and conclusion writing Technical drawing and working drawings Orthographic projection</p> <p><b>CAD TUTORIALS FOR SKETCHUP</b></p> <p><b>CHRISTMAS PACTICAL PROJECT (Reindeer)</b> Use of scroll saws and coping saw to cut out material Material properties Sanding and filing skills Decoration and finishing techniques tessellation</p>	<p><b>CAD TRAIN PRODUCTION</b> Introduction to the basic elements of CAD software – 2d Design and Google Sketchup Discussing why CAD is important for the future Basic bitmap contouring techniques Measurements and delete functions, moving and scaling Extruding and positioning, rotating Tutorial work on Sketchup to improve design skills and application of ideas. – Tutorials 1-12</p> <p><b>STRUCTURES PROJECT</b> What is a structure Types of structures Reinforcing frame structures Forces Orthographic projection Bridge practical construction</p>	<p><b>STRUCTURES PROJECT Cont.</b> Bridge practical construction continued Testing Evaluating skills</p> <p><b>PEN TOPPERS</b> Investigation techniques to include work of others (existing products) and the ITERATIVE design process Basic specification writing for the project Development of initial design techniques and strategies Final design and dimensions – discussion on methods of presenting Model making materials and techniques – plasticine, Styrofoam, files, saws, glass paper, glue, joining methods</p> <p><b>ASSESSMENT WEEK 2</b></p>	<p><b>PEN TOPPER Cont.</b> Model making materials and techniques – plasticine, Styrofoam, files, saws, glass paper, glue, joining methods continued exploration Basic process of testing and evaluating their work and the work of others. Evaluation writing</p> <p><b>CAD/CAM PROCESSES EARPHONE</b> Situation and design brief writing Independent but frameworked research and investigation to include differences in primary and secondary research Simple task analysis and context exploration Ergonomics and primary research into hand sizes Independent specification writing with some justifications Design skills and generation of ideas</p>	<p>Peer and self-evaluation of design proposals considering ACCESSFM Model making CAD designing Laser cutter introduction and basic skills CAM Testing and evaluation of final outcome.</p> <p><b>EXAM CONTENT</b> Section 1 Practice exam paper Section 2</p>
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<ul style="list-style-type: none"> <li>Baseline assessment</li> <li>H&amp;S</li> </ul>	<ul style="list-style-type: none"> <li>Practical working skills and tool use</li> </ul>	<ul style="list-style-type: none"> <li>Design model making assessment</li> </ul>	<ul style="list-style-type: none"> <li>Practical outcome assessment</li> </ul>	<ul style="list-style-type: none"> <li>2d CAD drawing assessment</li> </ul>	<ul style="list-style-type: none"> <li>Practical outcome</li> </ul>

<ul style="list-style-type: none"> <li>• AO2 prototype making</li> <li>• Use of tools and machinery</li> <li>• Homework assessments</li> <li>• Assessment week perspective drawing activity</li> </ul>	<ul style="list-style-type: none"> <li>• H&amp;S within the workshop</li> <li>• Practical outcome will generate attainment grade</li> <li>• CAD outcome</li> <li>• Outcome of Christmas Project</li> <li>• Homework assessments</li> </ul>	<ul style="list-style-type: none"> <li>• End of project assessment will generate attainment grade</li> <li>• Practical outcome testing</li> <li>• Homework assessments</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit assessment grade</li> <li>• Homework assessments</li> <li>• Assessment week outcome</li> </ul>	<ul style="list-style-type: none"> <li>• Booklet unit assessment grade</li> <li>• Practical outcome assessment grade</li> <li>• Homework assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Mini assessment preparation for end of year</li> <li>• End of year assessment</li> <li>• Homework assessments</li> </ul>
<ul style="list-style-type: none"> <li>• <b>The specified order of teaching within each project may vary due to access to equipment and the availability of the technician within the department.</b></li> <li>• <b>'Ready, Steady Activities' standalone activities will be offered at various stages throughout the academic year.</b></li> </ul>					

**You can assist your son with his studies in the following ways:**

- Provide a broad range of creative materials for home use, eg shading pencils, acrylic paints collage papers, glue and scissors
- Provide a clear flat working space that has a protective surface
- Direction towards appropriate websites that have a suitable level of detail
- Research into relevant artists, concepts or cultures
- Encouragement of the appreciation of the aesthetic nature of the environment
- Visits to local, national or international galleries and exhibitions

Descriptors	Mastering	Securing	Developing	Emerging
<p>AO1</p> <p><b>Develop ideas through investigations, demonstrating critical understanding of sources.</b></p>	<p>Student can:</p> <p>Demonstrate an exceptional ability to effectively develop ideas through creative and purposeful investigations.</p> <p>Evidence an exceptional ability to demonstrate critical understanding of sources</p>	<p>Student can:</p> <p>Demonstrate a highly developed ability to effectively develop ideas through creative and purposeful investigations.</p> <p>Evidence a highly developed ability to demonstrate critical understanding of sources</p>	<p>Student can:</p> <p>Demonstrate a generally consistent ability to effectively develop ideas through purposeful investigations.</p> <p>Evidence a generally consistent ability to demonstrate critical understanding of sources.</p>	<p>Student can:</p> <p>Demonstrate some ability to develop ideas through purposeful investigations.</p> <p>Evidence limited ability to demonstrate critical understanding of sources.</p>
<p>AO2</p> <p><b>Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</b></p>	<p>Evidence an exceptional ability to thoughtfully refine ideas with discrimination.</p> <p>Evidence an exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p>	<p>Evidence a highly developed ability to thoughtfully refine ideas.</p> <p>Evidence a highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p>	<p>Evidence a generally consistent ability to thoughtfully refine ideas.</p> <p>Evidence a generally consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p>	<p>Evidence some ability to refine ideas.</p> <p>Evidence some ability to select and experiment with appropriate media, materials, techniques and processes.</p>
<p>AO3</p> <p><b>Record ideas, observations and insights relevant to intentions as work progresses.</b></p>	<p>Evidence an exceptional ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>Evidence a highly developed ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>Evidence a generally consistent ability to effectively record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>Evidence some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>

<p>AO4</p> <p><b>Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language</b></p>	<p>Evidence an exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.</p> <p>Evidence an exceptional ability to demonstrate understanding of visual language.</p>	<p>Evidence a highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.</p> <p>Evidence a highly developed ability to demonstrate understanding of visual language.</p>	<p>Evidence a generally consistent ability to effectively present a personal and meaningful response and realise intentions.</p> <p>Evidence a generally consistent ability to demonstrate understanding of visual language.</p>	<p>Evidence some ability to present a personal and meaningful response and realise intentions.</p> <p>Evidence limited ability to demonstrate understanding of visual language.</p>
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## Curriculum and Assessment Map: Design Technology (Year 8)

Descriptors	Mastering	Securing	Developing	Emerging
AO1: Investigation	<p>Student can:</p> <p>Gather an <b>extensive range</b> of inspiring images for research, which is relevant and focused.</p> <p>Analyse all information and be able to <b>explain the importance</b> and relevance linked to the topic.</p> <p>Consider all the customer and user needs through using a variety of focused and relevant secondary and primary research.</p> <p>Be able to provide a <b>detailed analysis</b> of existing products which are relevant to the design intention.</p> <p>Show an awareness of social and environmental concerns when researching.</p>	<p>Student can:</p> <p>Gather a <b>wide range</b> of inspiring images for research, which is relevant and focused.</p> <p>Analyse all information gathered and show explanation in their work and understanding of that information.</p> <p><b>Consider the customer and user needs</b> through using relevant secondary and primary research.</p> <p>Be able to provide a detailed analysis of existing products which are relevant to the design intention.</p>	<p>Student can:</p> <p>Gather a range of inspiring images for research, which is relevant to the topic.</p> <p><b>Analyse some information</b> to create relevant specification points.</p> <p>Consider some of the customer and user needs through <b>using basic secondary</b> and primary research.</p> <p>Be able to provide an analysis of existing products which are mostly relevant to the design intention.</p>	<p>Student can:</p> <p>Gather some inspiring images for research. Can analyse some information.</p> <p>Consider some of the customer and user needs through using secondary research.</p> <p>Can analyse existing products that are somewhat relevant to the design intention.</p>

Descriptors	Mastering	Securing	Developing	Emerging
AO2: Design and Development	<p>Student can:</p> <p>Produce creative, <b><u>imaginative and innovative</u></b> ideas, with a <b><u>high level of accuracy</u></b> and consistency, considering, functionality, aesthetics and innovation.</p> <p>Consider ongoing research that is both relevant and focused including group feedback.</p> <p><b><u>Show a high level</u></b> of development work with experimentation, using a range of 2D/3D techniques and mathematical modelling, including CAD where appropriate to ensure the prototypes fully meet its purpose.</p> <p>Consider social, moral, <b><u>environmental</u></b> issues and sustainability..</p>	<p>Student can:</p> <p><b><u>Produce a Creative and Imaginative</u></b> ideas, with a good level of accuracy and consistency, considering, functionality, aesthetics and some innovation.</p> <p>Show that developments take into account their ongoing research.</p> <p>Show a <b><u>good level of development</u></b> work with a variety experimentation is evident, using a range of 2D/3D techniques and mathematical, including CAD where appropriate with at least one physical model fit for purpose.</p>	<p>Student can:</p> <p>Produce good ideas have been developed with some reference to functionality.</p> <p>Show that their developments have been made and consider ongoing research.</p> <p>Produce development work with some experimentation of 2D/3D techniques and mathematical modelling awareness.</p> <p>Produce show a <b><u>simple</u></b> understanding of CAD and how it relates to the project.</p>	<p>Student can:</p> <p>Produce some ideas (2 or more) have been developed with some reference to functionality.</p> <p>Show that further developments have been made that consider simple ongoing research.</p> <p>Produce development work with some basic experimentation of 2D/3D techniques.</p> <p>Create a simple CAD file.</p>

Descriptors	Mastering	Securing	Developing	Emerging
AO3: Make	<p>Students can:</p> <p>Create a prototype that shows a <b>high level</b> of making /finishing skills that are appropriate.</p> <p>Ensure all specified <b>tolerances have been met</b>.</p> <p>Use safely and correctly all relevant and specific hand and machine tools, materials and equipment (including CAM where appropriate)</p> <p>Evidence these machines and tools have been consistently operated at a high level safely.</p> <p>Work independently to produce and <b>high quality</b> prototype that could be commercially viable with development.</p>	<p>Students can:</p> <p>Create a prototype that shows a good level of making /finishing skills that are appropriate,</p> <p>Ensure most of the specified tolerances have been met.</p> <p>Use safely and correctly Relevant hand and machine tools, materials and equipment (including CAM where appropriate)</p> <p>Shown that all machines and tools have been consistently operated skilfully and safely.</p> <p><b>Work independently</b> to produce a good quality prototype that could be commercially viable with further development.</p>	<p>Students can:</p> <p>Create a prototype that shows a <b>fair level</b> of making /finishing skills that are appropriate</p> <p><b>Some</b> of the specified tolerances have been met.</p> <p>Show that relevant hand and machine tools, materials and equipment have been operated correctly and safety.</p> <p><b>Create a potentially</b> commercially viable with further development with assistance.</p>	<p>Students can:</p> <p>Create a prototype that shows a basic level of making /finishing skills that are not always appropriate,</p> <p>Limited tolerances have been achieved.</p> <p>show that relevant hand and machine tools, materials and equipment have been operated correctly and safety however they have not always been appropriate and have required guidance.</p> <p>Create a prototype with assistance but this may need much further development to make it commercially viable.</p>

Descriptors	Mastering	Securing	Developing	Emerging
AO4: Test and Evaluate	<p>Students can:            Conduct <b><u>detailed and appropriate</u></b> testing within the design and making process.            Be able to <b><u>fully evaluate all aspects</u></b> of the project work taking into account the user's opinion.  <b><u>Fully reflect on all aspects</u></b> of the project and draw conclusions.            Identify strengths and areas for development in <b><u>detail</u></b>.            Continuously evaluating work throughout the project.            Explain in detail a <b><u>wide range of improvements</u></b> that were made/need to be made and <b><u>why</u></b>.</p>	<p>Students can:            Conduct <b><u>detailed</u></b> testing within the design and making process.            Be able to <b><u>evaluate all aspects</u></b> of their work taking into account <b><u>the user's opinion</u></b>.            Reflect <b><u>on all aspects</u></b> of their work and progress.            Identify strengths and areas for development <b><u>in some detail</u></b>.            Continuously evaluating work <b><u>throughout the project</u></b>.  <b><u>Can explain</u></b> a good range of improvements that were made/ need to be made and <b><u>why</u></b>.</p>	<p>Students can:            Conduct some testing within the design and making process <b><u>on with some assistance</u></b>.            Be able to evaluate most aspects of the work taking their own opinion and <b><u>a 3<sup>rd</sup> party's</u></b> opinion.            Reflect on most aspects of the work and progress.            Identify <b><u>some</u></b> strengths and areas for development.  <b><u>Small improvements given</u></b>.</p>	<p>Students can:            Conduct some testing within the design and making process lead by the teacher.            Be able to evaluate some aspects of their work taking mostly into account their own opinions.            No 3<sup>rd</sup> party opinion is taken into account            Can identify some simple strengths and areas for development in their project.</p>

## **BIOLOGY**

### **Biology Department Intent**

The Biology team at WGSB wants all students to aim high and achieve beyond expectations. We have developed a challenging programme of study which provides a curriculum to inspire enquiring minds & build relationships with learners. All students are unique and we want students to thrive in their Biology lessons regardless of their starting point. We want them to feel empowered to develop their talents and have the confidence to voice their opinions, and to never stop asking questions. All students will be challenged and encouraged to embrace new ideas and information; they will develop the skills needed to become learners who actively seek out ways to become better. We want students to develop a lifelong love of learning and be equipped with the skills needed for the wider world whether that be vocational settings or further education.

Science and the understanding of Biology is integral to everyday life. As a department we have agreed the aim of our curriculum is to be confident in engaging with the increasingly scientific/technological world around them. We want to inspire the intellectual curiosity of all our students including, but not exclusively, those looking to progress into a career in Science. Learners should leave WGSB having studied a curriculum that not only covers the key concepts set out in the National Curriculum and the exam board specifications, but confident in biological vocabulary and able to apply their knowledge to the world around them. We want to develop well rounded Scientists who are able to confidently plan and conduct investigations, and who are able to evaluate methods always questioning experimental design.

As a department we are continuously striving to deliver the highest quality provision for our students and so alter the teaching order and content of the units to reflect current events or the needs of our learners. Modules allow for retrieval of previous work covered and students very quickly adapt to the teaching routines used within the department. The current Year 7 students are following the teaching order below whereas Year 8 are following a slight detour from this. All students when they begin a key stage are provided with a tracking trail and module work booklets, which contain the specification points covered in each unit and key term/definition lists to help with literacy.

**BIOLOGY - Curriculum Maps:**  
**Key Stage 3 – YEAR 8**

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts
<b>Humans as Organisms</b> Skeleton, Muscles & Joints, Drugs, Lungs and alveoli.	<b>Humans as Organisms</b> Breathing and rates, Fitness, Smoking and effects Transplants; Plant reproduction	<b>Respiration</b> Gas Exchange, Equations, Yeast practical, Impact of Exercise, burning foods practical	<b>Photosynthesis</b> Equation, Leaf adaptations, algal balls practical	<b>Genetics</b> Inheritance and DNA, Discovering DNA, Variation	<b>Genetics</b> Natural selection, Extinction, Biodiversity.
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<ul style="list-style-type: none"> <li>• HaO GMA 1 – October</li> <li>• Homework tasks</li> </ul>	<ul style="list-style-type: none"> <li>• HAO end of unit test – November</li> <li>• Respiration GMA 1 – December</li> </ul>	<ul style="list-style-type: none"> <li>• Respiration end of unit test – February</li> </ul>	<ul style="list-style-type: none"> <li>• Photosynthesis GMA 1 – March</li> <li>• End of unit test - March</li> </ul>	<ul style="list-style-type: none"> <li>• Genetics GMA of unit test – May</li> </ul>	<ul style="list-style-type: none"> <li>• Synoptic end of year exam – June</li> <li>• End of unit test - July</li> </ul>

## CHEMISTRY

### Chemistry Department Intent

The Chemistry team at WGSB wants all students to aim high and achieve beyond expectations. We have developed a challenging programme of study which provides a curriculum to inspire enquiring minds. All students are unique, and we want students to thrive in their Science lessons regardless of their starting point. We want them to feel empowered to develop their talents and have the confidence to voice their opinions, and to never stop asking questions. All students will be challenged and encouraged to embrace new ideas and information; they will develop the skills needed to become autonomous learners who actively seek out ways to become better.

As a department we have agreed that the aim of our curriculum is to prepare students to be confident in engaging with the increasingly scientific/technological world around them. We want to inspire the intellectual curiosity of all our students including, but not exclusively, those looking to progress into a career in science. As a result, we have agreed on the following 8 key concepts that mirror those identified in the national curriculum...

- 1) The Particulate Nature of Matter
- 2) Atoms, Elements and Compounds
- 3) Pure and Impure Substances
- 4) Chemical Reactions
- 5) Energetics
- 6) The Periodic Table
- 7) Materials
- 8) Earth and Atmosphere

The focus on these concepts is not new, they have been the backbone of our curriculum for years. There is an ongoing process to ensure that they are covered in sufficient depth across each year group's scheme of work and that they are developed effectively through the Key Stages.

**CHEMISTRY - Curriculum Maps:**  
**Key Stage 3 – YEAR 8**

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts
8E Water <ul style="list-style-type: none"> <li>• Salt Extraction</li> <li>• Distillation</li> <li>• Potable Water</li> <li>• Solubility</li> <li>• Chromatography</li> </ul>	8F Periodic Table <ul style="list-style-type: none"> <li>• Elements</li> <li>• Periodic Table</li> <li>• Metals</li> <li>• Practical Skills</li> </ul>	8F Periodic Table <ul style="list-style-type: none"> <li>• Compounds</li> <li>• Mixtures</li> </ul> 8G Materials <ul style="list-style-type: none"> <li>• Alloys</li> <li>• Composites</li> </ul>	8G Materials <ul style="list-style-type: none"> <li>• Life Cycle Assessments</li> <li>• Fuels</li> <li>• Electrolysis</li> </ul>	8H The Earth <ul style="list-style-type: none"> <li>• Earth Structure</li> <li>• The Atmosphere</li> <li>• Acid Rain</li> <li>• Global Warming</li> <li>• Climate Change</li> <li>• Carbon Cycle</li> </ul>	Formulae & Equations <ul style="list-style-type: none"> <li>• Elements Research</li> <li>• Writing Chemical Formulae</li> <li>• Balancing equations</li> </ul>
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<ul style="list-style-type: none"> <li>• Homework tasks</li> <li>• A mini assessment composed of past paper questions to help prepare your son for his end of unit test</li> <li>• An end of unit test</li> </ul>	<ul style="list-style-type: none"> <li>• Homework tasks</li> <li>• A mini assessment composed of past paper questions to help prepare your son for his end of unit test</li> <li>• An assessment of your son's practical skills over 2-3 lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework tasks</li> <li>• An end of unit test</li> </ul>	<ul style="list-style-type: none"> <li>• Homework tasks</li> <li>• A mini assessment composed of past paper questions to help prepare your son for his end of unit test</li> <li>• An end of unit test</li> </ul>	<ul style="list-style-type: none"> <li>• Homework tasks</li> <li>• A mini assessment composed of past paper questions to help prepare your son for his end of unit test</li> <li>• An end of unit test</li> </ul>	<ul style="list-style-type: none"> <li>• The start of this term has an extended written, formal examination covering all skills &amp; topics covered to date</li> <li>• Homework tasks</li> </ul>

## Curriculum and Assessment Map: Science (Chemistry Year 8)

Descriptors	Mastering	Securing	Developing	Emerging
<p>AO1</p> <p>Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.</p>	<p>Student can consistently:</p> <p>Recall and explain scientific content with relevant key terms and diagrams.</p> <p>Recall and rearrange equations and recall the correct units for all quantities.</p>	<p>Student can regularly:</p> <p>Recall and explain scientific content with relevant key terms and diagrams.</p> <p>Recall and rearrange equations when given a formula triangle and recall units for most quantities.</p>	<p>Student can occasionally:</p> <p>Recall and explain scientific content with relevant key terms and diagrams.</p> <p>Recall simple equations and recall units for some quantities.</p>	<p>Student are beginning to:</p> <p>Recall and explain scientific content with relevant key terms and diagrams.</p> <p>Use simple equations when given a formula and recall units for some quantities.</p>

<p>AO2</p> <p>Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.</p>	<p>Students can consistently:</p> <p>Use a range of scientific and practical techniques with confidence and make judgements about the best technique to be used to produce quality data.</p> <p>Describe practical methods &amp; state how equipment available could be used to collect data.</p> <p>Explain experimental observations using more complex scientific ideas.</p> <p>Apply challenging ideas in a variety of unfamiliar situations and suggest and justify outcomes.</p> <p>Apply mathematical techniques.</p>	<p>Student can regularly:</p> <p>Use a range of scientific and practical techniques with confidence and make judgements about the best technique to be used to produce quality data.</p> <p>Describe practical methods &amp; state how equipment available could be used to collect data.</p> <p>Explain experimental observations using more complex scientific ideas.</p> <p>Apply challenging ideas in a variety of unfamiliar situations and suggest and justify outcomes.</p>	<p>Student can occasionally:</p> <p>Use a range of scientific and practical techniques with confidence and make judgements about the best technique to be used to produce quality data.</p> <p>Describe practical methods &amp; state how equipment available could be used to collect data.</p> <p>Explain experimental observations using more complex scientific ideas.</p> <p>Apply challenging ideas in a variety of unfamiliar situations and suggest and justify outcomes.</p>	<p>Student are beginning to:</p> <p>Use a range of scientific and practical techniques with confidence and make judgements about the best technique to be used to produce quality data.</p> <p>Describe practical methods &amp; state how equipment available could be used to collect data.</p> <p>Explain experimental observations using more complex scientific ideas.</p> <p>Apply challenging ideas in a variety of unfamiliar situations and suggest and justify outcomes.</p>
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<p>AO3</p> <p>Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.</p>	<p>Student can consistently:</p> <p>Describe with confidence the extent to which results support a prediction.</p> <p>Evaluate the success of an investigation and suggest improvements.</p> <p>Analyse similarities and differences in data from different sources and use competing ideas to develop complex models.</p>	<p>Student can regularly:</p> <p>Describe with confidence the extent to which results support a prediction.</p> <p>Evaluate the success of an investigation and suggest improvements.</p> <p>Analyse similarities and differences in data from different sources and use competing ideas to develop complex models</p>	<p>Student can occasionally:</p> <p>Describe with confidence the extent to which results support a prediction.</p> <p>Evaluate the success of an investigation and suggest improvements.</p> <p>Analyse similarities and differences in data from different sources and use competing ideas to develop complex models.</p>	<p>Student are beginning to:</p> <p>Describe with confidence the extent to which results support a prediction.</p> <p>Evaluate the success of an investigation and suggest improvements.</p> <p>Analyse similarities and differences in data from different sources and use competing ideas to develop complex models.</p>
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## **PHYSICS**

### **Physics Department Intent**

The Physics team at WGSB wants all students to aim high and achieve beyond expectations. We have developed a challenging programme of study which provides a curriculum to inspire enquiring minds. All students are unique, and we want students to thrive in their Physics lessons regardless of their starting point. We want them to feel empowered to develop their talents and have the confidence to voice their opinions, and to never stop asking questions. All students will be challenged and encouraged to embrace new ideas and information; they will develop the skills needed to become autonomous learners who actively seek out ways to become better. We want students to develop a lifelong love of learning and be equipped with the skills needed for the wider world whether that be vocational settings or further education.

Physics and the understanding of Physics is integral to everyday life. Physics is a way of helping the brain grow in finding new knowledge and helps us defeat our curiosity of how the world develops and works today. Physics is important because it has helped to form the world that we live in today. With this in mind, the goal of Physics department is to prepare students to be responsible adults in an increasingly complex and dynamic world.

The Physics curriculum provides students with the foundations to understand the inner workings of this world using scientific processes and concepts from all fields of endeavour: the Physics department aims to grasp students' curiosity as much as possible through exciting lessons; creating an environment where students will need to critically think and provide logical reasoning using various methods of investigation, such as observation, comparison, experimentation, and mathematical manipulation of data.

## PHYSICS - Curriculum Map: Key Stage 3 – YEAR 8

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts
Finish Energy topic started in year 7 <ul style="list-style-type: none"> <li>• Energy Resources</li> <li>• Energy, Power and work done equations</li> </ul> Start Space topic	Space Topic <ul style="list-style-type: none"> <li>• The moon and the seasons</li> <li>• Scale of the universe and the big bang</li> <li>• Solar system</li> </ul>	Motion, moments and pressure topic <ul style="list-style-type: none"> <li>• Speed calculations and distance-time graphs</li> <li>• Pressure in solids, liquids and gases</li> <li>• Moments and turning effects</li> </ul>	Waves and Sound Topic <ul style="list-style-type: none"> <li>• Wave properties</li> <li>• Transverse and longitudinal waves</li> <li>• Interpreting oscilloscopes</li> <li>• Uses of ultrasound</li> </ul>	Light Topic <ul style="list-style-type: none"> <li>• Reflection and refraction</li> <li>• Colour mixing, coloured objects and coloured filters</li> </ul>	Review end of year exam  Research and practical projects on radioactivity, communications and medical physics
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<ul style="list-style-type: none"> <li>• Energy mini test</li> <li>• Homework Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Space mini test ( part 1 and 2)</li> <li>• Homework Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Motion mini tests</li> <li>• Homework Tasks</li> <li>• Pressure mini test</li> </ul>	<ul style="list-style-type: none"> <li>• Waves mini tests (part 1 and 2)</li> <li>• Homework Tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Homework Tasks</li> <li>• Light mini tests ( part 1 and 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Extended written, formal examination covering all skills &amp; topics covered to date</li> </ul>

## Curriculum and Assessment Map: Science (Physics Year 8)

Descriptors	Mastering	Securing	Developing	Emerging
<p>AO1</p> <p>Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.</p>	<p>Student can consistently:</p> <p>Recall and explain scientific content with relevant key terms and diagrams.</p> <p>Recall and rearrange equations and recall the correct units for all quantities.</p>	<p>Student can regularly:</p> <p>Recall and explain scientific content with relevant key terms and diagrams.</p> <p>Recall and rearrange equations when given a formula triangle and recall units for most quantities.</p>	<p>Student can occasionally:</p> <p>Recall and explain scientific content with relevant key terms and diagrams.</p> <p>Recall simple equations and recall units for some quantities.</p>	<p>Student are beginning to:</p> <p>Recall and explain scientific content with relevant key terms and diagrams.</p> <p>Use simple equations when given a formula and recall units for some quantities.</p>

<p>AO2</p> <p>Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.</p>	<p>Students can consistently:</p> <p>Use a range of scientific and practical techniques with confidence and make judgements about the best technique to be used to produce quality data.</p> <p>Describe practical methods &amp; state how equipment available could be used to collect data.</p> <p>Explain experimental observations using more complex scientific ideas.</p> <p>Apply challenging ideas in a variety of unfamiliar situations and suggest and justify outcomes.</p> <p>Apply mathematical techniques.</p>	<p>Student can regularly:</p> <p>Use a range of scientific and practical techniques with confidence and make judgements about the best technique to be used to produce quality data.</p> <p>Describe practical methods &amp; state how equipment available could be used to collect data.</p> <p>Explain experimental observations using more complex scientific ideas.</p> <p>Apply challenging ideas in a variety of unfamiliar situations and suggest and justify outcomes.</p>	<p>Student can occasionally:</p> <p>Use a range of scientific and practical techniques with confidence and make judgements about the best technique to be used to produce quality data.</p> <p>Describe practical methods &amp; state how equipment available could be used to collect data.</p> <p>Explain experimental observations using more complex scientific ideas.</p> <p>Apply challenging ideas in a variety of unfamiliar situations and suggest and justify outcomes.</p>	<p>Student are beginning to:</p> <p>Use a range of scientific and practical techniques with confidence and make judgements about the best technique to be used to produce quality data.</p> <p>Describe practical methods &amp; state how equipment available could be used to collect data.</p> <p>Explain experimental observations using more complex scientific ideas.</p> <p>Apply challenging ideas in a variety of unfamiliar situations and suggest and justify outcomes.</p>
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<p>AO3</p> <p>Analyse information and ideas to: interpret and evaluate; make judgements and draw conclusions; develop and improve experimental procedures.</p>	<p>Student can consistently:</p> <p>Describe with confidence the extent to which results support a prediction.</p> <p>Evaluate the success of an investigation and suggest improvements.</p> <p>Analyse similarities and differences in data from different sources and use competing ideas to develop complex models.</p>	<p>Student can regularly:</p> <p>Describe with confidence the extent to which results support a prediction.</p> <p>Evaluate the success of an investigation and suggest improvements.</p> <p>Analyse similarities and differences in data from different sources and use competing ideas to develop complex models</p>	<p>Student can occasionally:</p> <p>Describe with confidence the extent to which results support a prediction.</p> <p>Evaluate the success of an investigation and suggest improvements.</p> <p>Analyse similarities and differences in data from different sources and use competing ideas to develop complex models.</p>	<p>Student are beginning to:</p> <p>Describe with confidence the extent to which results support a prediction.</p> <p>Evaluate the success of an investigation and suggest improvements.</p> <p>Analyse similarities and differences in data from different sources and use competing ideas to develop complex models.</p>
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**You can assist your son with his studies in the following ways for Physics:**

- Encourage him to make full use of the work books provided.
- Direct him towards science websites such as BBC Bitesize and Oak Academy
- Revise regularly using the purple CGP Physics KS3 revision guide (on loan to students throughout Years 7 and 8)

## **COMPUTER SCIENCE**

### **Computing & IT Department Intent**

We believe in the power of Computer Science as a discipline that will enable students to actively participate and thrive in a world heavily influenced by technology. We ultimately aim to support students in progressing to key stage four and ultimately their long-term career aspirations in or beyond the tech-industry. Through their study, students will develop foundational knowledge including how computers work and how data is represented, transferred, processed and stored between computational systems. We also want students to understand what computational thinking is and apply these principles to problem solving, creating solutions either in real-life or using computers (through algorithmic design and programming). We want our students to use technology as a tool for learning and expression in a variety of disciplines and interests, becoming not just consumers of technology, but creators of it. As a result, students will be empowered use technology as an accessible medium for creative and personal expression, as well as a tool for representing and solving problems. Finally, we want pupils to learn about the wider issues surrounding the use of technology in society, through engaging in discussions and reflecting upon the ethical, legal and environmental issues, and developing digital literacy through exploring and being critical of the media they consume through various digital platforms.

The early years curriculum in year 8 has been designed to focus on many of these important key themes. The pupils learn some of the fundamentals of programming through using the python programming language and have a go at generating their own game using PyGame. They are also able to branch out to understand some of the key programming principles underpinning the creation of web pages using HTML and CSS. These programming skills are placed against a backdrop of understanding the key concepts and computer components that go to make up hardware and software. The individual computer machine when placed in a computer network are further enhanced by an appreciation of how computers work together. Ultimately, pupils can share a greater appreciation of how the biggest network of all, the Internet, works and integrates people's living experiences. In stepping back to appreciate the bigger picture, pupils also study different computer number systems and how these are involved in arithmetic and logical operations to form the fundamental workings of the individual computer.

## COMPUTING - Curriculum Map: Key Stage 3 – YEAR 8

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes	Key Themes	Key Themes	Key Themes	Key Themes	Key Themes
<p><b>Aspects of safeguarding</b></p> <ul style="list-style-type: none"> <li>• Introduction to viruses</li> <li>• Definition of viruses</li> <li>• Examples of viruses</li> <li>• Preventing viruses</li> <li>• Global awareness of the impact of viruses</li> <li>• cyber security and the prevention of viruses</li> </ul> <p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>• Viruses</li> <li>• Malware</li> <li>• Trojan</li> <li>• Spyware</li> <li>• Adware</li> <li>• Duplicating</li> <li>• Prevention</li> </ul>	<p><b>Fundamentals of programming (python)</b></p> <ul style="list-style-type: none"> <li>• Inputs, outputs and variables</li> <li>• If statements</li> <li>• While / For loops</li> <li>• Lists data structures</li> <li>• Programming as a global language across the nations</li> <li>• pursuing a career in programming</li> </ul> <p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>• Input / output</li> <li>• Variable</li> <li>• Assignment</li> <li>• Concatenation</li> <li>• If statement</li> <li>• Selection</li> <li>• While / For loop</li> <li>• Iteration</li> </ul>	<p><b>Programming using PyGame</b></p> <ul style="list-style-type: none"> <li>• Introduction to PyGame</li> <li>• Moving an object</li> <li>• Developing a background</li> <li>• Handling obstacles</li> <li>• Game development being developed by teams across boundaries</li> <li>• becoming a gaming developer</li> </ul> <p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Event</li> <li>• Boolean</li> <li>• Load image</li> <li>• Blit</li> <li>• Draw</li> </ul>	<p><b>Web design Computer networks and the Internet</b></p> <ul style="list-style-type: none"> <li>• Creating your first web page</li> <li>• Using inline &amp; internal CSS</li> <li>• Background colour &amp; page layout</li> <li>• Inserting an image</li> <li>• Hyperlinks</li> <li>• Inserting videos into a web page</li> <li>• How the Internet works?</li> <li>• Computer network components</li> <li>• Computer network topologies</li> <li>• International web design &amp; Global networks</li> </ul> <p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>• HTML / CSS / JavaScript / Internet / topology</li> </ul>	<p><b>Binary, denary &amp; hexadecimal Boolean logic, logic gates &amp; truth tables</b></p> <ul style="list-style-type: none"> <li>• Binary and denary number conversion</li> <li>• Denary, binary and negative numbers</li> <li>• Boolean logic in today's world</li> <li>• Logical problem kinds of occupations</li> </ul> <p><b>Key concepts:</b></p> <ul style="list-style-type: none"> <li>• Conversion</li> <li>• Base</li> <li>• Twos complement</li> <li>• Logic</li> <li>• AND / OR / NOT</li> <li>• Series / parallel</li> <li>• Simulation</li> </ul>	<p><b>Impact of IT on Society</b></p> <ul style="list-style-type: none"> <li>• Mobile phones</li> <li>• Social media</li> <li>• Preparing for an exchange. Understanding school cultural differences.</li> <li>• Understanding the wider societal implications on individuals and communities</li> </ul> <p><b>Key concepts :</b></p> <ul style="list-style-type: none"> <li>• Mobile phone</li> <li>• Renewable</li> <li>• Environmental</li> <li>• Digital media</li> <li>• Social platform</li> <li>• Social media life</li> </ul>

## Curriculum and Assessment Map: Computing Year 8

Descriptors	Emerging	Developing	Securing	Mastering
<b>Unit 81: Fundamentals of Programming</b>	<ul style="list-style-type: none"> <li>- Uses input and output data values.</li> <li>- Attempts to use simple if statements in the code.</li> <li>- A limited use of loops</li> <li>- Struggles to combine different programming features to effect change in their programming.</li> </ul>	<ul style="list-style-type: none"> <li>- Able to input and output data values and concatenate variables with strings</li> <li>- Able to use simple if statements and to create different outcomes</li> <li>- Able to use simple loop structures to reasonable effect</li> <li>- Able to use combinations of programming features to reasonable effect.</li> </ul>	<ul style="list-style-type: none"> <li>- Able to input and output data values and concatenate variables with strings</li> <li>- Able to use if statements and to create different outcomes</li> <li>- Able to use simple FOR / WHILE loops</li> <li>- Able to use combinations of programming features to standard effect.</li> </ul>	<ul style="list-style-type: none"> <li>- Able to input and output data values and concatenate variables with strings</li> <li>- Able to use if statements and nested if statements to create different outcomes</li> <li>- Able to use indefinite and definite loops in conjunction with lists.</li> <li>- Able to use complex combinations of programming features to good effect.</li> </ul>
<b>Unit 82: PyGame</b>	<ul style="list-style-type: none"> <li>- Attempted to create a reasonable looking form with a title and some effort has gone into considering different aesthetic and formatting features.</li> <li>- Attempted to add some controls to the main form but with varied success.</li> <li>- Attempted to produce a functional game but fallen short of getting the main features to work.</li> </ul>	<ul style="list-style-type: none"> <li>- Able to create a reasonable looking form with a title, rudimentary visual effects and a good attempt at supporting formatting features.</li> <li>- Able to add a variety of controls to the form, not all of which are functional, but would serve a purpose</li> <li>- Able to create a game that partially works and partly engages the user in it's overall experience.</li> </ul>	<ul style="list-style-type: none"> <li>- Able to create a form with a title, good layout, supported with an aesthetically pleasing appearance.</li> <li>- Able to add a good level of useful controls to enhance the overall effectiveness of the game.</li> <li>- Able to create game that mostly works and achieves many of the desired outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>- Able to create a complex looking form with a title, icon, position / size effect along with themed formatting colours and fonts.</li> <li>- Able to add many different complex controls to the form, such as listboxes, combo boxes and textboxes</li> <li>- Able to create a fully or almost fully functional game that achieves it's objective.</li> </ul>

Descriptors	Emerging	Developing	Securing	Mastering
<b>Unit 83: Web design</b>	<ul style="list-style-type: none"> <li>- Created at least x5 web pages</li> <li>- Used appropriate images as part of your website.</li> <li>- Used text / image hyperlinks to link web pages.</li> <li>- Used inline and internal CSS techniques to style your web pages.</li> <li>- The web pages use &lt;div&gt; tags to enhance layout.</li> <li>- A colour theme runs throughout the website and the overall website looks professional.</li> </ul>	<ul style="list-style-type: none"> <li>- Created at least x4 web pages.</li> <li>- Used appropriate images as part of your website.</li> <li>- Used text hyperlinks to link web pages</li> <li>- Used CSS techniques to style your web pages.</li> <li>- A colour theme runs throughout the website.</li> </ul>	<ul style="list-style-type: none"> <li>- Created at least x2 web pages.</li> <li>- Used some images as part of your website or used some hyperlinks to link web pages</li> <li>- Maybe used some CSS techniques in your web pages.</li> <li>- An attempt at a theme runs through the website.</li> </ul>	<ul style="list-style-type: none"> <li>- Created at least x1 web page.</li> <li>- May have used images as part of your website or used some hyperlinks to link web pages.</li> <li>- Maybe used some CSS techniques in your web pages.</li> </ul>
<b>Unit 84: Computer Networks</b>	<ul style="list-style-type: none"> <li>- Appreciates the different computer network components.</li> <li>- Understands how data packets move around a computer network.</li> <li>- Understands the different rules (protocols) that are followed by computer networks.</li> <li>- Knows how you can speed up the performance of a computer network.</li> <li>- Describes the advantages and disadvantages of using computer networks.</li> <li>- Describes bus and star topologies in a computer network.</li> <li>- Understands the role of an Internet Service Provider (ISP)</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciates many of the computer network components.</li> <li>- Understands the main principles of how data packets move around a computer network.</li> <li>- Appreciates many of the different rules (protocols) that are followed by computer networks.</li> <li>- Knows that you can speed up the performance of a computer network.</li> <li>- Describes many of the advantages and disadvantages of using computer networks.</li> <li>- Outlines many of the bus and star topology features in a computer network.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciates some of the computer network components.</li> <li>- Understands some of how data packets move around a computer network.</li> <li>- Appreciates some of the different rules (protocols) that are followed by computer networks.</li> <li>- Knows some ways you can speed up the performance of a computer network.</li> <li>- Describes some of the advantages and disadvantages of using computer networks.</li> <li>- Outlines some of the bus and star topology features in a computer network.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciates a few of the computer network components.</li> <li>- Understands a few of the ideas of how data packets move around a computer network.</li> <li>- Appreciates a few of the different rules (protocols) that are followed by computer networks.</li> <li>- Knows a few ways you can speed up the performance of a computer network.</li> <li>- Describes a few of the advantages and disadvantages of using computer networks.</li> <li>- Briefly outlines the bus and star topology features in a computer network.</li> </ul>

Descriptors	Emerging	Developing	Securing	Mastering
<b>Unit 85: Computer Networks</b>	<ul style="list-style-type: none"> <li>- Able to convert from the binary number system into the denary number system using x8 bits.</li> <li>- Able to convert from the denary number system into the binary number system using x8 bits.</li> <li>- Can convert binary numbers into negative binary numbers</li> </ul>	<ul style="list-style-type: none"> <li>- Able to convert many numbers from the binary number system into the denary number system using x8 bits.</li> <li>- Able to convert many numbers from the denary number system into the binary number system using x8 bits.</li> <li>- Can convert many binary numbers into negative binary numbers</li> </ul>	<ul style="list-style-type: none"> <li>- Able to convert some numbers from the binary number system into the denary number system using x4 bits.</li> <li>- Able to convert some numbers from the denary number system into the binary number system using x4 bits.</li> <li>- Can convert some binary numbers into negative binary numbers</li> </ul>	<ul style="list-style-type: none"> <li>- Able to convert a few numbers from the binary number system into the denary number system using x4 bits.</li> <li>- Able to convert a few numbers from the denary number system into the binary number system using x4 bits.</li> <li>- Can convert a few binary numbers into negative binary numbers</li> </ul>
<b>Unit 86: Boolean Logic, Logic Gates and Truth Tables</b>	<ul style="list-style-type: none"> <li>- Understand the symbols for the AND, OR and NOT logic gates.</li> <li>- Understand how to represent the AND, OR and NOT logic gates using truth tables.</li> <li>- Understand how to use simple combinations of logic gates together to form simple logic gate circuits (max five logic gates)</li> </ul>	<ul style="list-style-type: none"> <li>- Understand most of the symbols for the AND, OR and NOT logic gates.</li> <li>- Understand mostly how to represent the AND, OR and NOT logic gates using truth tables.</li> <li>- Understand mostly how to use simple combinations of logic gates together to form simple logic gate circuits (max four logic gates)</li> </ul>	<ul style="list-style-type: none"> <li>- Understand some of the symbols for the AND, OR and NOT logic gates.</li> <li>- Partially understand how to represent the AND, OR and NOT logic gates using truth tables.</li> <li>- Partially understand how to use simple combinations of logic gates together to form simple logic gate circuits (max five logic gates).</li> </ul>	<ul style="list-style-type: none"> <li>- Understand a few of the symbols for the AND, OR and NOT logic gates.</li> <li>- Limited understanding of how to represent the AND, OR and NOT logic gates using truth tables.</li> <li>- Limited understanding of how to use simple combinations of logic gates together to form simple logic gate circuits (max five logic gates).</li> </ul>

Descriptors	Emerging	Developing	Securing	Mastering
<b>Unit 87: Impact of IT on Society</b>	<ul style="list-style-type: none"> <li>- Appreciates a range of points considering the impact of mobile technologies on our society.</li> <li>- Can describe at least four advantages and disadvantages of using mobile technologies on our society.</li> <li>- Appreciates a range of points considering the impact of social media on our society.</li> <li>- Can describe at least four advantages and disadvantages of using social media on our society.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciates many different points considering the impact of mobile technologies on our society.</li> <li>- Can describe at least three advantages and disadvantages of using mobile technologies on our society.</li> <li>- Appreciates many different points considering the impact of social media on our society.</li> <li>- Can describe at least three advantages and disadvantages of using social media on our society.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciates some different points considering the impact of mobile technologies on our society.</li> <li>- Can describe at least two advantages and disadvantages of using mobile technologies on our society.</li> <li>- Appreciates some different points considering the impact of social media on our society.</li> <li>- Can describe at least two advantages and disadvantages of using social media on our society.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciates a few different points considering the impact of mobile technologies on our society.</li> <li>- Can describe at least one (if any) advantages and disadvantages of using mobile technologies on our society.</li> <li>- Appreciates a few different points considering the impact of social media on our society.</li> <li>- Can describe at least one (if any) advantages and disadvantages of using social media on our society.</li> </ul>
<b>Unit 88: Cyber security and associated problems</b>	<ul style="list-style-type: none"> <li>- Appreciates the main cyber security issues and threats.</li> <li>- Understands the principles of the Computer Misuse Act 1990 and how it can be used.</li> <li>- Can describe the method of public key encryption.</li> <li>- Understands how biometrics can be used to secure different devices.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciates the many of the cyber security issues and threats.</li> <li>- Understands the main principles of the Computer Misuse Act 1990 and how it can be used.</li> <li>- Can describe the outlined method of public key encryption.</li> <li>- Understands much of how biometrics can be used to secure different devices.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciates some of the cyber security issues and threats.</li> <li>- Understands the some of the main principles of the Computer Misuse Act 1990 and how it can be used.</li> <li>- Can describe part of the method of public key encryption.</li> <li>- Understands some of how biometrics can be used to secure different devices.</li> </ul>	<ul style="list-style-type: none"> <li>- Appreciates a few cyber security issues and threats.</li> <li>- Understands a few of the principles of the Computer Misuse Act 1990 and how it can be used.</li> <li>- Has a limited understanding of the method of public key encryption.</li> <li>- Understands a few aspects of how biometrics work to protect computer systems.</li> </ul>

**You can assist your son with his studies in the following ways:**

If pupils have access to a computer at home, further practice of skills gained in the lesson would be of benefit. Demonstrating elements of the lesson to parents can be a helpful way to consolidate knowledge.

**Programming Resources**

**Python Programming Language:**

Pupils can make use of the following website, to download and install the Python programming language for free:

- <https://www.python.org/downloads/>

The following tutorials can be helpful in learning the Python programming language:

- *Code Academy: Python*  
<https://www.codecademy.com/learn/python>
- *Tutorialspoint: Python*  
<http://www.tutorialspoint.com/python/>

**PyGame:**

Pupils can use the following tutorials to develop their coding skills using python's PyGame.

- <https://realpython.com/pygame-a-primer/>

**Web Resources**

- *KS3 Computer Science Wikibooks*     [https://en.wikibooks.org/wiki/KS3\\_Computing](https://en.wikibooks.org/wiki/KS3_Computing)
- *BBC Bytesize Computer Science*     <http://www.bbc.co.uk/education/subjects/zvc9q6f>
- *Computing at School (CAS)*     <http://www.computingschool.org.uk/>
- *Scratch Community*  
<http://scratched.gse.harvard.edu/>

## **ENGLISH**

### **English Department Intent**

The English team at Wirral Grammar School for Boys wants all students to aim high and achieve beyond expectations. We have developed a challenging programme of study which provides a curriculum to inspire enquiring minds. The curriculum has deliberately designed to encompass a broad curriculum which exposes students to a wide variety of writers and ideas. English is essential to the academic and personal development of all pupils as it encourages the study of humanity and empathy. Students are pushed to consider alternative and challenging points of view and then use evidence to substantiate their ideas. Overall, the study of English Language and Literature fosters a world view and ensures students experience ideas beyond their own environments.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening

## ENGLISH - Curriculum Maps: Key Stage 3 – YEAR 8

Autumn 1	Autumn 2	Spring 1 (2021)	Spring 2	Summer 1	Summer 2
<b>Key Themes</b>	<b>Key Themes</b>	<b>Key Themes</b>	<b>Key Themes</b>	<b>Key Themes</b>	<b>Key Themes</b>
<p><b>Henry V – Shakespeare</b></p> <ul style="list-style-type: none"> <li>Persuasive techniques</li> <li>Understanding of Shakespeare</li> <li>Understanding of the use of political rhetoric</li> <li>Language analysis</li> <li>Intro to dramatic genre</li> <li>Intro to context of Shakespearean society.</li> </ul> <p><b>Concepts:</b> Evaluation Inferences Critical thinking</p>	<p><b>A Christmas Carol - Dickens</b></p> <ul style="list-style-type: none"> <li>Reading and inference</li> <li>Building on contextual understanding of C19th society</li> <li>Judicious selection of quotations</li> <li>Evaluation of how writers use language</li> </ul> <p><b>Concepts:</b> Evaluation Critical thinking Viewpoints/perspectives</p>	<p><b>The Art of Rhetoric</b></p> <ul style="list-style-type: none"> <li>Explore how leaders in history use political rhetoric</li> <li>How language is used to denote power</li> <li>Persuasive techniques</li> </ul> <p><b>Concepts:</b> Critical thinking Creativity Inferences</p>	<p><b>Animal Farm – Orwell</b></p> <ul style="list-style-type: none"> <li>Use of persuasive techniques</li> <li>Character analysis</li> <li>Political rhetoric</li> <li>Study of modern classic literature</li> </ul> <p><b>Concepts:</b> Evaluation Critical thinking Viewpoints/perspectives</p>	<p><b>Alternative War Poetry</b></p> <ul style="list-style-type: none"> <li>Focus on non-traditional war poetry</li> <li>Focus on different voices/experiences</li> <li>Poetic analysis techniques</li> <li>Range of poets to provide <b>diversity</b></li> </ul> <p><b>Concepts:</b> Evaluation Critical thinking Viewpoints/perspectives</p>	<p><b>Fractured Fiction</b></p> <ul style="list-style-type: none"> <li>Focus on creating pieces of fiction of 50-500 words. Short and impactful</li> <li>Language devices &amp; choices.</li> </ul> <p><b>Concepts:</b> Critical thinking Creativity Inferences</p>
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
<p><b>ESSAY:</b> How does Shakespeare present Henry as a leader?</p>	<p><b>ESSAY:</b> Explore how Dickens uses Scrooge to present ideas about poverty</p>	<p><b>SPEAKING AND LISTENING:</b> Pupils to write and perform their own persuasive speech on a topic of their choice.</p>	<p><b>ESSAY:</b> Explore how Orwell uses Napoleon to present ideas of leadership.</p>	<p><b>ESSAY:</b> Explore how poet A and poet B present experiences of war.</p>	<p><b>CREATIVE RESPONSE:</b> Description or story based on image/text stimulus</p>

## Curriculum and Assessment Map: English writing (Year 8)

Descriptors	Mastering	Securing	Developing	Emerging
<p>AO5</p> <p>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p>	<p>Student can:</p> <p>Often write an imaginative response that will interest the reader. Write in the style typical of the text required and able to adopt a relevant style and form.</p> <p>Adapt tone, style and register to suit the audience and purpose of a piece. Use of the appropriate level of formality.</p> <p>Use structure to create distinct, purposeful effects. Connectives, discourse markers and other sophisticated methods are used to link ideas.</p>	<p>Student can:</p> <p>At times, write imaginatively and gain the reader’s interest. Attempt to use the style typical of the text required.</p> <p>At times, use appropriate tone to suit the audience and purpose of a piece. Sometimes use the correct level of formality.</p> <p>Use paragraphs to make writing clear and to enable the reader to follow the text. Simple connectives are employed.</p>	<p>Student can:</p> <p>Attempt to write imaginatively, often with support and/or writing frames. Attempt to use the style typical of the text required, often with support.</p> <p>Attempt to use tone to suit audience and purpose. Demonstrate an understanding that formality can change, but needs support to apply this.</p> <p>Use paragraphs to sequence ideas in a piece of writing. Simple connectives are used, but not always correctly.</p>	<p>Student can:</p> <p>Offer a simple outline for the text required. Understand that different forms and purposes are required, but cannot apply techniques.</p> <p>Offer a simple variation in formality (a letter to complain).</p> <p>Attempt to use paragraphs, with support. Attempts to use connectives, though not consistently.</p>

## Curriculum and Assessment Map: English writing (Year 8)

Descriptors	Mastering	Securing	Developing	Emerging
<p>AO6</p> <p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>	<p>Use vocabulary to entertain and delight the reader, always in the correct context.</p> <p>Uses a range of appropriate sentence forms for effect. Uses Standard English appropriately with some control of complex grammatical structures.</p> <p>Use a range of challenging punctuation accurately.</p> <p>Spell all words correctly, including ambitious and uncommon words.</p>	<p>Use a growing range of vocabulary, often in context and the correct tense.</p> <p>Uses a growing variety of sentence forms for effect. Mostly uses Standard English appropriately with mostly controlled grammatical structures</p> <p>Use commas and full stops accurately.</p> <p>Spell most words correctly, including some ambitious and uncommon words.</p>	<p>Select language to suit the purpose of the piece, often using basic vocabulary.</p> <p>Attempts a variety of sentence forms. Some use of Standard English with some control of agreement.</p> <p>Use full stops accurately. Commas are used but often appear in comma splicing.</p> <p>Spell most common words correctly.</p>	<p>Use some words that link to the topic in question. Often needs a word bank to support learning.</p> <p>Simple range of sentence forms. Support needed when structuring sentences.</p> <p>Attempt to use commas and full stops, but needs support to identify where they should go.</p> <p>Attempt to spell common words, often with support.</p>

## Curriculum and Assessment Map: English reading (Year 8)

Descriptors	Mastering	Securing	Developing	Emerging
<p>AO1</p> <p>Identify and interpret explicit and implicit information and ideas</p> <p>Select and synthesise evidence from different texts</p> <p><b>Read, understand, and respond to texts</b></p> <p>AO2</p> <p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant terminology to support their views.</p> <p><b>Analyse the language, form and structure used by a writer to create effects, using relevant subject knowledge where appropriate.</b></p>	<p>Student can:</p> <p>Find the relevant points in a text and link ideas to other texts.</p> <p>Support ideas with relevant quotations from a text.</p> <p>Communicate, in detail, how the writer has created layers of meaning (both implicit and explicit).</p> <p>Explain most reasons why the writer has chosen to structure the text in a certain way. Offer some explanation of the effect on the reader.</p> <p>Identify and explain the effects of key words in a text. There are signs that the student can independently analyse in detail and consider the effect on the reader.</p> <p>Appropriate level of terminology can be used accurately.</p>	<p>Student can:</p> <p>Find some relevant points in a text and recognise general links in other texts.</p> <p>Support ideas with quotations from a text.</p> <p>Comment on the hidden meanings in a text and begin to communicate how the writer has created layers of meaning.</p> <p>Select some structural features and comment on how the writer chose to use such techniques (short sentences etc).</p> <p>Identify and comment on key words and connotations in a text and offer simple analysis. The student independently recognises that the words have been selected to affect the reader.</p> <p>Some terminology can be used accurately.</p>	<p>Student can:</p> <p>Identify the main points in a text and can link to key themes in other texts.</p> <p>Generally, find a quote to link with theme or idea.</p> <p>Use inference occasionally, without support.</p> <p>Identify basic structural features and comment on the effect on the reader (bullet points, topic sentences etc).</p> <p>Identify and offer connotations of key words in a text, without support. Understand that the writer has carefully selected the language to affect the reader – with some assistance.</p> <p>Basic terminology (noun, adjective, etc) can be used, though not always accurately.</p>	<p>Student can:</p> <p>Retrieve key information requested by the teacher in a comprehension style task.</p> <p>Select a word or phrase to link with idea, usually with support.</p> <p>Read a text and comment on the main idea or message.</p> <p>Recognise basic features in a text (paragraphs, subheadings, etc)</p> <p>Select key words and techniques (simile, metaphor, etc).</p> <p>Identify punctuation and some word classes.</p>

## Curriculum and Assessment Map: English reading (Year 8)

Descriptors	Mastering	Securing	Developing	Emerging
<p>AO3</p> <p>Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p><b>Show understanding of the relationships between texts and the contexts in which they were written.</b></p> <p>AO4</p> <p><b>Evaluate texts critically and support this with appropriate textual references.</b></p>	<p>Student can:</p> <p>Clearly identify the purpose of a text and the writer's viewpoint. Comparisons between two or more texts are clearly communicated; language and structural elements are identified, and the effect explained.</p> <p>Clearly explore the features of different types of texts. Explain, using structured comments, how context can affect meaning.</p> <p>Offer examples from texts to clearly explain their views. Evaluative comments clearly consider the writer's skill and effect on the reader.</p>	<p>Student can:</p> <p>Identify the purpose of a text and offer some understanding of the writer's viewpoint. With support, the student can compare some ideas between two or more texts.</p> <p>Perform some exploration of different text types. Explain, using relevant comments, how context can affect meaning.</p> <p>Offer examples from texts to support their view. Evaluative comments offer some insight into the writer's skill.</p>	<p>Student can:</p> <p>Identify the main purpose of the text and offer some understanding of the writer's viewpoint. Attempt to comment on two or more texts, though comparisons may be vague and undeveloped.</p> <p>Demonstrate some understanding of different text types. Explain, using simple, explicit comments, how context can affect meaning.</p> <p>Offer reference to the text to support ideas, often in a general way. Personal ideas are given rather than evaluative comments.</p>	<p>Student can:</p> <p>Offer a simple comment on the purpose and perspective of the text. Link texts though theme, though often with assistance.</p> <p>Demonstrate simple understanding of different text types. With support, can offer simple, explicit comments on context, but can't always explain how it affects meaning.</p> <p>Offer simple ideas about the text and refer to general ideas. Likes/dislikes are offered in evaluation.</p>

**You can assist your son with his studies in the following ways:**

Encourage your son to talk about the things he is enjoying or finding difficult. When he is preparing a written key piece, please ask him to read it aloud to you as that will often enable him to identify his own mistakes. Please do not correct it for him but encourage him to proofread and evaluate his own work. It is imperative that boys can achieve success both during extended guided reading and writing sessions and in examination conditions and thus the more practice they gain of extended the writing the more proficient they will become.

Reading a range of fiction and non-fiction is always advantageous, even reading the sports section of the newspaper is beneficial (Reading lists are available from the LRC). A reading reward system is in place to enable pupils to gain credit for their wider reading at home.

**Literacy:** We set high expectations in relation to spelling, grammar and punctuation. It is imperative pupils reflect high levels of competence in this area as it is a key factor in limiting achievement at Key Stage 3 as highlighted in the Grade 9-1 mark criteria. If your son is consistently struggling with an aspect of his literacy, there is a wealth of materials and work sheets available on the school SharePoint and/or School Website to support these needs. By completing extra work to address these areas of weakness, he can also gain commendations from his English teacher.

## **MODERN FOREIGN LANGUAGES**

### **MFL Department Intent**

Our aim, in the MFL department, is centred around equipping students not only with knowledge of French or Spanish, but the skills that will enable them to go on to learn any other language in the future. We believe that studying a language is an opportunity for students to develop their appreciation of different cultures and for them to truly become a world citizen given that as a department we are very much aware of the Brexit 'insecurity' presently. Our pedagogy is linked into the three pillars of language learning: phonics, grammar and vocabulary.

In addition, students will come to understand the links between the UK and French/Spanish speaking countries and the impact of language skills for the economy through our reference to careers. Knowledge of the language and culture of these countries will enable our students to become more employable locally, nationally, and internationally.

The curriculum intends to enable students to communicate with speakers of the language both in written and spoken form. Also, it aims to increase students' confidence using the language and to enable them to express and explain their ideas about different themes. The department aims to provide a number of opportunities for students to learn outside the classroom through international visits, collaboration with local schools and universities and extra-curricular clubs, competitions and visits.

Autumn Term Year 8 French		Spring Term Year 8 French		Summer Term Year 8 French	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes	Key Themes	Key Themes	Key Themes	Key Themes	Key Themes
<p><b>Describing your town:</b></p> <ul style="list-style-type: none"> <li>• Places in a town</li> <li>• Giving opinions about your town</li> <li>• Saying where you used to live</li> <li>• Saying where you would like to live in the future</li> </ul> <p>Presentation skills when describing a chosen city or town in a Francophone country.</p> <p>Researching Francophone regions outside of mainland France and making cultural comparisons</p>	<p><b>Describing your town</b></p> <ul style="list-style-type: none"> <li>• Asking for directions</li> <li>• Giving directions</li> <li>• Using prepositions of place</li> <li>• Using connectives to extend sentences</li> <li>• Say where you are and where you are going</li> <li>• Ordering food and drinks</li> <li>• Consolidating larger numbers</li> </ul> <p>Learning about careers in the tourist sector.</p> <p>Researching food and drink in Francophone countries and presenting findings</p>	<p><b>Daily routine:</b></p> <ul style="list-style-type: none"> <li>• Describing your morning routine</li> <li>• Review of time</li> <li>• School subjects</li> <li>• Talking about the school day and your timetable</li> </ul> <p>Learning about further education options in European Union countries</p> <p>Drawing comparisons between the French and British education system</p>	<p><b>Daily routine:</b></p> <ul style="list-style-type: none"> <li>• Opinion and justifications of school subjects</li> <li>• Giving opinions on teachers</li> <li>• Describing what you do after school</li> </ul> <p>Learning about the extra-curricular opportunities undertaken by young people in France and this can develop career opportunities</p> <p>Preparing for an exchange. Understanding cultural differences in schools.</p>	<p><b>Free-time activities:</b></p> <ul style="list-style-type: none"> <li>• Describing what you do in your spare time</li> <li>• Talking about sports and musical instruments</li> <li>• Developing extended speech using opinions and justifications</li> </ul> <p>Learning about the extra-curricular opportunities undertaken by young people in France and this can develop career opportunities</p> <p>Preparing for an exchange. Understanding cultural differences in schools.</p>	<p><b>Free-time activities</b></p> <ul style="list-style-type: none"> <li>• Developing extended speech using opinions and justifications</li> <li>• Describing leisure activities <ul style="list-style-type: none"> <li>• Talking about holiday activities</li> </ul> </li> </ul> <p>Learning about the career opportunities in the travel and tourism industry.</p> <p>Learning about cultural differences in holiday destinations.</p>
<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Review of present tense</li> <li>• Review of adjectival agreement</li> <li>• Using a variety of opinion phrases in the past, present and future</li> <li>• Sentence builders to develop fluency and use of key verbs in past, present and future</li> </ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Review of present tense (être and aller)</li> <li>• Using negative verbs</li> <li>• Review of adjectival agreement</li> <li>• Using the conditional of 'vouloir'</li> <li>• Using a variety of opinion phrases in the past, present and future</li> </ul> <p>Sentence builders to develop fluency and use of key verbs in past, present and future</p>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Reflexive verbs in the present tense</li> <li>• Consolidation of present tense verbs</li> </ul> <p>Sentence builders to develop fluency and use of key verbs in past, present and future</p> <ul style="list-style-type: none"> <li>• Using a variety of time phrases to describe activities in the past, present and future</li> </ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• The near future tenses</li> <li>• Using a variety of time phrases to describe activities in the past, present and future</li> <li>• Sentence builders to develop fluency and use of key verbs in past, present and future</li> </ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Using the verb 'faire'</li> <li>• Using jouer à + de</li> <li>• Past, present and future time phrases</li> <li>• Using a variety of time phrases to describe activities in the past, present and future</li> <li>• Sentence builders to develop fluency and use of key verbs in past, present and future</li> </ul>	<p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Using aimer + infinitive</li> <li>• Using the Near Future tense</li> <li>• Using the Perfect Tense with 'avoir'</li> <li>• Using a variety of time phrases to describe activities in the past, present and future</li> <li>• Sentence builders to develop fluency and use of key verbs in past, present and future</li> </ul>

<b>Concepts:</b> <ul style="list-style-type: none"> <li>• Grammatical mastery</li> <li>• Manipulation of language</li> <li>• Deduction and inference</li> <li>• Cultural understanding</li> </ul> <i>Communication in the target language</i>	<b>Concepts:</b> <ul style="list-style-type: none"> <li>• Grammatical mastery</li> <li>• Manipulation of language</li> <li>• Deduction and inference</li> <li>• Cultural understanding</li> </ul> <i>Communication in the target language</i>	<b>Concepts:</b> <ul style="list-style-type: none"> <li>• Grammatical mastery</li> <li>• Manipulation of language</li> <li>• Deduction and inference</li> <li>• Cultural understanding</li> </ul> <i>Communication in the target language</i>	<b>Concepts:</b> <ul style="list-style-type: none"> <li>• Grammatical mastery</li> <li>• Manipulation of language</li> <li>• Deduction and inference</li> <li>• Cultural understanding</li> </ul> <i>Communication in the target language</i>	<b>Concepts:</b> <ul style="list-style-type: none"> <li>• Grammatical mastery</li> <li>• Manipulation of language</li> <li>• Deduction and inference</li> <li>• Cultural understanding</li> </ul> <i>Communication in the target language</i>	<b>Concepts:</b> <ul style="list-style-type: none"> <li>• Grammatical mastery</li> <li>• Manipulation of language</li> <li>• Deduction and inference</li> <li>• Cultural understanding</li> </ul> <i>Communication in the target language</i>
<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>
<ul style="list-style-type: none"> <li>○ 'In-context translations' vocabulary tests</li> <li>○ Homework booklet tasks</li> <li>○ Half Termly writing</li> <li>○ End of topic reading, listening and writing assessment</li> </ul>	<ul style="list-style-type: none"> <li>○ In-context translations' vocabulary tests</li> <li>○ Homework booklet tasks</li> <li>○ Half Termly writing</li> </ul>	<ul style="list-style-type: none"> <li>○ In-context translations' vocabulary tests</li> <li>○ Homework booklet tasks</li> <li>○ Half Termly writing</li> </ul>	<ul style="list-style-type: none"> <li>○ 'In-context translations' vocabulary tests</li> <li>○ Homework booklet tasks</li> <li>○ Half Termly writing</li> <li>○ End of topic reading, listening and writing assessment</li> </ul>	<ul style="list-style-type: none"> <li>○ In-context translations' vocabulary tests</li> <li>○ Homework booklet tasks</li> <li>○ Half Termly writing</li> </ul>	<ul style="list-style-type: none"> <li>○ In-context translations' vocabulary tests</li> <li>○ Homework booklet tasks</li> <li>○ Half Termly writing</li> <li>○ End of topic reading, listening and writing assessment</li> </ul>

Autumn Term Year 8 Spanish		Spring Term Year 8 Spanish		Summer Term Year 8 Spanish	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes	Key Themes	Key Themes	Key Themes	Key Themes	Key Themes
<p><b>Describing your home:</b></p> <ul style="list-style-type: none"> <li>• Location vocabulary</li> <li>• Home description vocabulary</li> <li>• Daily routine</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Review of present tense</li> <li>• Review of adjectival agreement</li> <li>• Using a variety of opinion phrases in the past, present and future</li> <li>• Sentence builders to develop fluency and use of key verbs in past, present and future</li> </ul> <p>Comparing where you live to a Spanish town/city Presentation skills describing a Hispanic city of interest</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Grammatical mastery</li> <li>• Manipulation of language</li> <li>• Deduction and inference</li> <li>• Cultural understanding</li> <li>• Communication in the target language</li> </ul>	<p><b>Describing what you do at home:</b></p> <ul style="list-style-type: none"> <li>• describing rooms in the house</li> <li>• describing activities you do in the home</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Review of present tense</li> <li>• Review of adjectival agreement</li> <li>• Reflexive verbs in the present tense</li> <li>• Using a variety of opinion phrases in the past, present and future</li> <li>• Sentence builders to develop fluency and use of key verbs in past, present and future</li> </ul> <p>Role-play activities involving travel i.e using foreign currency Role-play speaking activities to develop interpersonal and communication skills</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Grammatical mastery</li> <li>• Manipulation of language</li> <li>• Deduction and inference</li> <li>• Cultural understanding</li> <li>• Communication in the target language</li> </ul>	<p><b>Free time:</b></p> <ul style="list-style-type: none"> <li>• Free time activities</li> <li>• your opinions of free time activities</li> <li>• different sports</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Review of present tense</li> <li>• Review of adjectival agreement</li> <li>• Time</li> <li>• Using Jugar and Hacer</li> <li>• Using a variety of time phrases to describe activities in the past, present and future</li> </ul> <p>Learning about the extra-curricular opportunities undertaken by young people in Spain and this can develop career opportunities Preparing for an exchange. Understanding cultural differences in schools.</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Grammatical mastery</li> <li>• Manipulation of language</li> <li>• Deduction and inference</li> <li>• Cultural understanding</li> <li>• Communication in the target language</li> </ul>	<p><b>Free Time:</b></p> <ul style="list-style-type: none"> <li>• Time</li> <li>• Future free time activities</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• The near future tenses</li> <li>• Using a variety of time phrases to describe activities in the past, present and future</li> <li>• Sentence builders to develop fluency and use of key verbs in past, present and future</li> </ul> <p>Learning about careers in the tourist sector. Researching food and drink in Hispanic countries and presenting findings</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Grammatical mastery</li> <li>• Manipulation of language</li> <li>• Deduction and inference</li> <li>• Cultural understanding</li> <li>• Communication in the target language</li> </ul>	<p><b>Describing your city:</b></p> <ul style="list-style-type: none"> <li>• Descriptions of your town</li> <li>• Directions</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Using comparative and superlative adjectives</li> <li>• Using the imperative</li> <li>• Using 'hay' in three tenses</li> <li>• Past, present and future time phrases</li> <li>• Using a variety of opinion phrases</li> <li>• Sentence builders to develop fluency and use of key verbs in past, present and future</li> </ul> <p>Presentation skills when describing a chosen city or town in a Hispanic country. Researching Hispanic regions outside of mainland France and making cultural comparisons</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Grammatical mastery</li> <li>• Manipulation of language</li> <li>• Deduction and inference</li> <li>• Cultural understanding</li> <li>• Communication in the target language</li> </ul>	<p><b>Describing what you do in your city:</b></p> <ul style="list-style-type: none"> <li>• What do you do in your town</li> <li>• Weather</li> <li>• Your town in the future/past</li> <li>• Grammar:</li> <li>• The preterite tense</li> <li>• Using comparative and superlative adjectives</li> <li>• Using the imperative</li> <li>• Using 'hay' in three tenses</li> <li>• Past, present and future time phrases</li> <li>• Using a variety of opinion phrases</li> <li>• Sentence builders to develop fluency and use of key verbs in past, present and future</li> </ul> <p>Learning about the career opportunities in the travel and tourism industry. Learning about cultural differences in holiday destinations.</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Grammatical mastery</li> <li>• Manipulation of language</li> <li>• Deduction and inference</li> <li>• Cultural understanding</li> <li>• Communication in the target language</li> </ul>

Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<ul style="list-style-type: none"> <li>○ Vocabulary Tests</li> <li>○ Homework booklet tasks</li> <li>○ Half Termly writing</li> </ul>	<ul style="list-style-type: none"> <li>○ Vocabulary Tests</li> <li>○ Homework booklet tasks</li> <li>○ Half Termly writing</li> <li>○ End of topic reading, listening and writing assessment</li> </ul>	<ul style="list-style-type: none"> <li>○ Vocabulary Tests</li> <li>○ Homework booklet tasks</li> <li>○ Half Termly writing</li> </ul>	<ul style="list-style-type: none"> <li>○ Vocabulary Tests</li> <li>○ Homework booklet tasks</li> <li>○ Half Termly writing</li> <li>○ End of topic reading, listening and writing assessment</li> </ul>	<ul style="list-style-type: none"> <li>○ Vocabulary Tests</li> <li>○ Homework booklet tasks</li> <li>○ Half Termly writing</li> </ul>	<ul style="list-style-type: none"> <li>○ Vocabulary Tests</li> <li>○ Homework booklet tasks</li> <li>○ Half Termly writing</li> <li>○ End of topic reading, listening and writing assessment</li> </ul>

## Curriculum and Assessment Map: MFL KS3)

Descriptors	Mastering	Securing	Developing	Emerging
A01 Listening	Student can: Demonstrate understanding of main points and opinions and some extra details in short passages.	Student can: Demonstrate understanding of main points and opinions from short passages using familiar vocabulary.	Student can: Demonstrate understanding of a range of familiar phrases and opinions.	Student can: Demonstrate understanding of familiar words and phrases, spoken clearly and repeated.
A02 Speaking	Take part in longer conversations using familiar language.	Take part in a simple dialogue, giving opinions using familiar vocabulary, including some time expressions.	Ask and answer simple questions, giving basic information and simple opinions, using familiar vocabulary and showing awareness of sound patterns.	Say single words and short phrases with support, imitating correct pronunciation.
A03 Reading	Demonstrate understanding of main points and opinions, overall message and some details in short passages	Demonstrate understanding of main points and opinions and some extra details in short passages.	Demonstrate understanding of a range of familiar written phrases and opinions.	Demonstrate understanding of familiar words and phrases.
A04 Writing and Translation	Write short texts for different purpose using mainly memorised language, express opinions, and simple reasons. Translate into the target language containing familiar words and structures, showing general accuracy but there be errors with verbs.	Write several short sentences with support to give information and express simple opinions. Translate familiar words and short phrases into English and TL time phrases, key verbs in the present tense, basic opinions and connectives). There may be some minor errors.	Write a few short sentences with support, giving basic information using high-frequency verbs, and write some familiar words from memory. Spelling and accents may not be accurate, but the meaning is clear. Translate simple sentence into English and TL. Spelling may not be accurate and there may be major errors with verbs. Infer and deduce meaning from recognition of cognates.	Write or copy simple words correctly and complete short phrases with assistance. <b>Translate simple sentences into English and French. Spelling may not be accurate and there may be major errors with verbs. There may be gaps where knowledge is not secure</b>

**You can assist your son with his studies in the following ways:**

- Agree to “learn” French/Spanish alongside him (ask him to teach you!)
- Ensure that he spends the recommended time on each homework (particularly when it is a learning homework) and access various websites detailed on the MFL section on the school website in order to consolidate his work
- Ensure that written work is checked thoroughly (pupils have a literacy sheet in this regard)
- Test him on the spelling of his vocabulary
- Check, and by all means sign, his exercise book weekly and sign his tracking trail
- Emphasise, on a regular basis, the importance of language learning and the generic skills it develops

**Please note that your son must bring a pen, pencil, ruler and his own French/Spanish dictionary with him to every lesson.**

# **GEOGRAPHY**

## **Geography Department Intent**

The Geography department aims to motivate and involve students in world issues both in their immediate vicinity and globally. Geographers are charged with the task of viewing the world through two lenses: one being geophysical—studying the topography and physical landscape of our angry earth and the other being socio-economic— learning about the intrinsic importance of society and understanding how economic change can shape our lives. Topics are widely diverse, including Ecosystems, Tectonics, Resource Management and Africa. Issues such as inequality, globalisation and urbanisation are discussed in the hope that students better understand the need for collective, global citizenry to preserve our beautiful planet. At every Key Stage we also use GIS to promote IT in the subject and to weave core skills into the fabric of our curriculum.

The aim for Geography at KS3 is to allow students to develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes. Students will understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time, whilst they will also be competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

The subject content for students in KS3 will help encourage an enquiring mind and a curiosity about the world in which they live and how it works and will securely lay the foundations for those going on to study Geography at GCSE.

		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes	Key Themes	Key Themes	Key Themes	Key Themes	Key Themes
<p><b><u>Weather and Climate</u></b></p> <p>Defining the difference Weather instruments Forecasting the weather Climate graphs 3 types of rainfall Factors influencing climate Cloud formation Depressions Anticyclones Drought Hurricanes</p> <p>Jobs relating to weather such as the Environment Agency and the Met Office</p> <p><b><u>Skills</u></b></p> <p>Key terms and definitions (Literacy) Drawing climate graphs (numeracy) Interpreting climate graphs and synoptic charts DME on weather in the farming calendar and locating a house looking at aspect Comparative work between HIC and LIC</p> <p><b><u>Assessment</u></b></p> <p>Microclimate fieldwork around the school grounds</p>	<p><b><u>Coasts</u></b></p> <p>Coastal features Waves and Tides Coastal erosion Weathering Coastal landforms Coastal deposition Costal management Newquay</p> <p>Jobs in coastal management, oceanography, engineering and shoreline management plans.</p> <p><b><u>Skills</u></b></p> <p>Atlas work Calculating fetch (numeracy) Sequencing images Describing formations Cost – benefit analysis OS work Newquay</p> <p><b><u>Assessment</u></b></p> <p>Decision making exercise</p>	<p><b><u>Plate tectonics</u></b> <b><u>Over FULL term</u></b></p> <p>Earth structure Plate tectonic theories 3 types of plate movement 3 types of lava Causes and impacts of a volcanic eruption Associated volcanic hazards Causes and impacts of an earthquake Causes and impacts of a tsunami</p> <p>Jobs relating to seismicity, volcanicity, hazard management, search and rescue and humanitarian/aid work</p> <p><b><u>Skills</u></b></p> <p>Annotating a diagram Analysing data Atlas work DME volcanic eruption Comparative work on earthquakes in LICs and HICS</p> <p><b><u>Assessment</u></b></p> <p>Building own volcanic, earthquake or tsunami style model</p>	<p><b><u>Plate tectonics</u></b></p> <p>Earth structure Plate tectonic theories 3 types of plate movement 3 types of lava Causes and impacts of a volcanic eruption Associated volcanic hazards Causes and impacts of an earthquake Causes and impacts of a tsunami</p> <p>Jobs relating to seismicity, volcanicity, hazard management, search and rescue and humanitarian/aid work</p> <p><b><u>Skills</u></b></p> <p>Annotating a diagram Analysing data Atlas work DME volcanic eruption Comparative work on earthquakes in LICs and HICS</p> <p><b><u>Assessment</u></b></p> <p>Building own volcanic, earthquake or tsunami style model</p>	<p><b><u>Population</u></b></p> <p>World population growth Population density Demographic transition model Population pyramids Jelly baby game Migration Mexico to USA</p> <p>Jobs connected with the border agency, statistician, translator and demographics</p> <p><b><u>Skills</u></b></p> <p>Analysing graphs Choropleth maps DME on the transition model Graph annotations Group work – jelly baby game Atlas work</p> <p><b><u>Assessment</u></b></p> <p>Written test composing of a series of shorter answers and skills-based questions by drawing and analysing a population pyramid</p>	<p><b><u>Glaciation</u></b></p> <p>UK during last ice-age Interglacial periods and evidence for these How are glaciers formed Glacial processes Glacial landforms Human uses in glacial environments</p> <p>Jobs in polar exploration</p> <p><b><u>Skills</u></b></p> <p>Atlas work OS mapwork Climate graphs Analysing data Sequencing processes</p> <p><b><u>Assessment</u></b></p> <p>Write up of Year 8 fieldtrip to the Nant Ffrancon valley and Cwn Idwal in Snowdonia</p>

## Curriculum and Assessment Map: Geography (Year 7)

Descriptors	Mastering	Securing	Developing	Emerging
<p>Demonstrate knowledge of locations, places, processes, environments, and different scales.</p> <p>Demonstrate geographical understanding of concepts and processes.</p> <p>Apply knowledge to interpret, analyse and evaluate different issues by using geographical data.</p>	<p>Students can: Use maps of the world to identify all the continents and major cities in the UK and Europe</p> <p>Use maps and atlases to identify all countries and key geographical features of the UK, Europe, and Africa.</p>	<p>Students can: Use maps of the world to identify most of the continents and major cities in the UK and Europe</p> <p>Use maps and atlases to identify most countries and key geographical features of the UK, Europe, and Africa.</p>	<p>Students can: Use maps of the world to identify some of the continents and major cities in the UK and Europe.</p> <p>Use maps and atlases to identify some countries and key geographical features of the UK, Europe, and Africa.</p>	<p>Students can: Begin to use maps of the world to identify the continents and major cities in the UK (United Kingdom) and Europe</p> <p>Begin to use maps and atlases to identify countries and key geographical features of the UK, Europe, and Africa</p>
	<p>Understand all geographical processes.</p> <p>To be able to recognise some interconnections between various processes of river erosion</p>	<p>Understand all geographical processes.</p> <p>To be able to recognise some interconnections between various processes of river erosion.</p>	<p>Understand some geographical processes.</p> <p>Describe some of the processes involved in river erosion.</p>	<p>Begin to understand key geographical processes.</p> <p>Identify basic processes involved in river erosion.</p>
	<p>Apply all my knowledge to different geographical issues.</p> <p>Evaluate the usefulness of graphs/ charts/ photographs when interpreting more complex information.</p>	<p>Apply most of my knowledge to different geographical issues.</p> <p>Analyse graphs/ charts/ photographs to explain some complex geographical issues.</p>	<p>Apply some knowledge to different geographical issues.</p> <p>Use a wide range of graphs/charts/ photographs to interpret key information.</p>	<p>Begin to apply a little knowledge to different geographical issues.</p> <p>Begin to describe graphs/charts/ photographs to interpret simple information.</p>

Descriptors	Mastering	Securing	Developing	Emerging
Use of fieldwork and skills to communicate findings.	Conduct fieldwork and collect a comprehensive range of data. Communicate findings using wider analysis and interpretation.	Conduct fieldwork using accurate techniques to collect a wide range of data. Use appropriate terminology to communicate findings.	Conduct fieldwork and use basic skills to retrieve data with low level accuracy and communicate findings with some understanding.	Attempt to conduct fieldwork and use limited skills to retrieve data and communicate findings.

**You can assist your son with his studies in the following ways:**

Your son may need help organising his notes and over the presentation of his illustrations. Internet searches will require guidance to select appropriate geographical material. Assistance in drafting out project work in rough initially is to be encouraged, accompanied by careful interpretation of the published guidance documents and mark schemes for such reports.

Geography is a dynamic, topical subject and quite often news stories can help to support and reinforce geographical understanding. Encouraging your son to take an interest in the world around him will help to develop his geographical awareness.

## HISTORY

### History Department Intent

**It is the firm belief of the History Department that colleagues work better, and students learn better, when they are happy and relaxed. It is to this end that we all work. The approach of the department with colleagues, and the students, is collaborative and consultative. Many of our best ideas have come from our students! Positive relationships are key to the success of the department and remain at its heart. We believe the classroom environment should be disciplined but also lively and full of humour and engagement. Our goal is for students to leave the History Department with the skills and outlook listed below.**

#### **This is to develop in all students:**

- a love of History and joy in its study
- political understanding
- an ability to ask the right type of questions for source work and knowledge questions
- the ability to think and write analytically
- ability to produce a coherent response to a given question
- ability to be balanced and tolerant
- ability to use historical terminology appropriately

#### **The curriculum designed by the History Department aims to:**

- provide fun and engagement for pupils
- enable pupils to use the language and vocabulary of History
- develop pupils' oral and written communication.
- encourage pupils to ask questions and to think and work independently.
- provide access to historical sources and develop the ability rigorously to question and evaluate them
- provide chronological understanding and coherence of the past
- develop understanding of second order historical concepts, such as continuity and change.
- to provide opportunities to study local, national and international history
- to ensure there is diversity within the curriculum with regard to gender, race and age
- to study units that cover key themes – within a chronological framework
- to frame units around key questions
- We believe some topics must be taught, so all pupils have knowledge and understanding of them, even if they do not opt for the subject at GCSE. e.g. Holocaust, slavery, empire

## History - Curriculum Maps:

### Key Stage 3 – YEAR 8

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts
<p>Chronological understanding, Cause and Consequence</p> <ul style="list-style-type: none"> <li>• Can you remember that mental mindmap?</li> <li>• An expose of living and working conditions of the poor during the industrial revolution.</li> </ul>	<p>Interpretation and evaluation of sources Causation</p> <ul style="list-style-type: none"> <li>• Who was Lod Lever? Should his statue be removed.</li> <li>•</li> <li>• What caused the First World War?</li> </ul>	<p>Causation, change and consequence, evidence and evaluation of sources</p> <ul style="list-style-type: none"> <li>• What caused the First World War?</li> <li>•</li> <li>• Why did Wilf join the army? How did trench warfare affect soldiers?</li> </ul>	<p>Cause and Consequence, evaluation of interpretations</p> <ul style="list-style-type: none"> <li>• Why do historians disagree about General Haig?</li> <li>•</li> <li>• What was the impact of the Great War?</li> </ul>	<p>Similarity and difference, significance</p> <ul style="list-style-type: none"> <li>• How do the natures of World War One and Two differ?</li> <li>•</li> <li>• Why is the Holocaust a significant event in History?</li> </ul>	<p>Cause and consequence and analysis, significance, the nature of history</p> <ul style="list-style-type: none"> <li>• What do these sources reveal about the civil rights movement?</li> <li>•</li> <li>• Looking at Black History – is History fair?</li> <li>•</li> <li>• Who shot President Kennedy?</li> </ul>
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
<ul style="list-style-type: none"> <li>• Fact and spelling tests</li> <li>• Analysis of key features of periods of history</li> </ul>	<ul style="list-style-type: none"> <li>• Fact and spelling tests</li> <li>• Source assessments</li> <li>• Key assessment pieces through</li> </ul>	<ul style="list-style-type: none"> <li>• Fact and spelling tests</li> <li>• Source assessments</li> <li>• Key assessment pieces through</li> </ul>	<ul style="list-style-type: none"> <li>• Fact and spelling tests</li> <li>• Evaluating interpretations assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Fact and spelling tests</li> <li>• Source assessments</li> <li>• Key assessment pieces through</li> </ul>	<ul style="list-style-type: none"> <li>• Fact and spelling tests</li> <li>• Source assessments</li> <li>• Key assessment pieces through</li> </ul>

<ul style="list-style-type: none"><li>• Key assessment of knowledge and understanding of topic through student choice of assignment.</li></ul>	knowledge-based tasks	knowledge based questions	<ul style="list-style-type: none"><li>• Key assessment pieces through knowledge-based tasks</li></ul>	knowledge-based tasks	research-based tasks
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## Curriculum and Assessment Map: History (Year 8)

Descriptors	Mastering	Securing	Developing	Emerging
<p>AO1</p> <p>Demonstrate understanding and explanation of key concepts through knowledge and understanding of the topics studied.</p>	<p>Usually meet the full requirements of tasks set.</p> <p>Demonstrate very good analytical focus on a given question and avoid narrative and description. Information is used to illustrate points only.</p> <p>Consistently demonstrate, to the level expected in our Year Eight curriculum, understanding of the key concepts being assessed.</p> <p>Usually signpost his big points in extended writing.</p> <p>He is beginning to make his paragraphs interact with each other.</p> <p>Consistently demonstrate knowledge through well-selected, specific examples and performance in fact tests.</p> <p>Use increasingly complex historical terminology appropriately.</p>	<p>Student can:</p> <p>Usually meets most of the requirements of the tasks set.</p> <p>Focus on a given question and largely avoid description and address the issues raised by a question although there may be some points missed.</p> <p>Demonstrate, to an extent, the level of understanding expected in our Year Eight curriculum of key concepts.</p> <p>Demonstrate an increasing adeptness at linking his paragraphs to the question asked.</p> <p>Demonstrate a developing to ability to use factual examples to support an answer, rather than just state them. This is a reflection of his knowledge and understanding of topics studied.</p> <p>Show an increasing adeptness at applying historical terminology appropriately.</p>	<p>Student can:</p> <p>Usually meets some of the requirements of the tasks set.</p> <p>Shows a good knowledge of the events we have studied, although he has a tendency to narrate events rather than to analyse them.</p> <p>On occasion he shows the ability to explicitly link paragraphs to the question.</p> <p>Use a growing historical vocabulary, although this could be applied more often.</p> <p>Demonstrate a knowledge and understanding of the course and can describe fully some features of the past.</p> <p>Show a limited understanding of the historical concept in our Year Eight curriculum.</p>	<p>Student can:</p> <p>Usually meets a limited number of the requirements of the tasks set.</p> <p>Identify key features of a given period.</p> <p>Provide a limited number of examples to support a given point.</p> <p>Use some historical terminology.</p> <p>Display, at a basic level, the understanding of the key concepts expected in our Year Eight curriculum.</p>

Descriptors	Mastering	Securing	Developing	Emerging
<p>AO2 Demonstrate the ability to interpret and evaluate contemporary sources and interpretations of the past,</p>	<p>Student can: Usually draw inferences from sources and interpretations.</p> <p>Can effectively evaluate historical evidence to the level expected in our Year Eight curriculum.</p> <p>Can use the appropriately terminology to evaluate historical evidence.</p>	<p>Student can: Sometimes draws inferences from sources and interpretations.</p> <p>To an extent follows the strategies provided for the evaluation of historical evidence to the level expected in our Year Eight curriculum, although this could be more systematic.</p> <p>Sometimes uses the appropriate terminology used to evaluate historical evidence.</p>	<p>Student can: Identify the meaning of a source although the explanation can be undeveloped.</p> <p>Tends to be superficial in the analysis and evaluation of the evidence provided.</p> <p>May refer to details in the ascription although the explanation tends to be limited.</p> <p>Occasionally use historical terminology appropriately when evaluating contemporary sources and historical interpretations.</p>	<p>Student can: Tend to take a source or interpretation at face value rather than make inference as to its overall meaning.</p> <p>Tend to describe a source or interpretation rather than evaluate it.</p> <p>Tend to describe an ascription rather than utilise it an evaluation of a source or interpretation.</p>

**How can you assist your son to do the best he can in History?**

Encourage him:

- To give a hundred per cent effort at all times to his class and homework
- To discuss with you what he has studied in school
- To revise with you for fact and spelling tests
- To do additional reading about the topics he is studying in school
- To visit websites recommended by school to support his learning
- To use challenging vocabulary and historical terms wherever possible
- To ask for help and support if he is struggling with any aspect of the course

Contact your son's teacher or Head of Department in the event of any difficulties or concerns.

## **MATHEMATICS**

### **Mathematics Department Intent**

Mathematics is all around us and we interact with it every day, often without realising it. The technology we use depends entirely upon the mathematics that underpins it. In order to continue and flourish, the world will always need people who understand these mathematical concepts and help to build our future technologies. Our Mathematics Department will help the student to understand and use many of the techniques that underpin these concepts.

#### **Our four key aims are**

- 1) to show the boys that we care about their progress, that we believe in them and that we want to get them the best grade possible. In return, we hope they will feel the same.
- 2) to adapt and refine our teaching techniques to offer the students the most accessible methods in order allow them to understand the vast number of maths skills that they need for success in their exams.
- 3) to offer a system of exercises, assessments and feedback that promote confidence, competence, progress and challenge so that each student can reach their potential in this demanding subject.
- 4) to make maths lessons enjoyable and interactive and use that enthusiasm to power the engine that drives the students' desire to learn

#### **In lessons:**

We want all boys to interact within our lessons. We want to be aware of their strengths and weaknesses and to offer support swiftly and effectively. To this end, we try to use mini-boards whenever we can so that all boys can share their answers with their teacher. This allows the teacher to adapt within the lesson and offer support for those that need it or move on swiftly as soon as all boys are ready. Use of mini-boards prevents some boys answering all questions and some other boys going 'under the radar'. We do not want any boys to leave the lesson without making some progress. Nor do we want any boys to leave the lesson without support if they need it.

#### **At home:**

Homework will primarily consist of custom-built tasks set via MathsWatch (an online assessment and support programme). The fantastic thing about MathsWatch is that pupils get to know instantly if their answers are correct and they can watch high quality video clips if they need reminding of a skill. They can even do harder interactive questions if they want to extend their learning. The teacher can see the response to every question and is then in an excellent position to offer timely, focused and personal feedback the next time they see the students.

When it comes time to revise for any assessments, we offer complete support in the form of revision tasks and video clips via MathsWatch.

**Mathematics - Curriculum Maps:  
Key Stage 3 – YEAR 8**

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts
<p>Probability, spaces, two-way table, product rule, Venn diagrams, independent events.</p> <p>Percentage change using a multiplier, compare two amounts to get a percentage.</p>	<p>Sequences, linear and non-linear, nth terms</p> <p>Transformations, translations, reflections, rotations, enlargements</p>	<p>Data, bar charts, pie charts, averages</p> <p>Laws of Indices, negative powers</p> <p>Standard Form</p>	<p>Angles in irregular polygons, bearings</p> <p>Parts of circles, circumference, area</p>	<p>Volume of a cylinder, converting units of area and volume</p> <p>Distance Time graphs, Speed-time Graphs.</p>	<p>Equations</p> <p>Rearranging formulas</p>
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
GMA 1	GMA 2 GMA3 Test 1	GMA 4 Test 2	GMA 5 GMA 6	GMA 7 GMA 8	Summer Exams GMA 9

## Curriculum and Assessment Map: Mathematics (Year 8)

Descriptors	Mastering	Securing	Developing	Emerging
<p><b>NUMBER and ALGEBRA</b></p>	<p><b>Student can:</b> Carry out calculation with numbers in standard form (<i>MW clip GCSE 83</i>)</p> <p>Understand and use negative indices (<i>MW clip GCSE 154</i>)</p> <p>Find the nth term for a sequence (<i>MW clip GCSE 103</i>)</p>	<p><b>Student can:</b> Express increase or decrease as a percentage (<i>MW clip GCSE 109</i>)</p> <p>Converting numbers from standard form to normal (<i>MW clip GCSE 83</i>)</p> <p>Use the laws of indices with algebra division (<i>MW clip GCSE 29</i>)</p> <p>Generate a sequence using an nth term (<i>MW clip GCSE 102</i>)</p>	<p><b>Student can:</b> Compare two amounts to make a % with a calculator (<i>MW clip GCSE 88</i>)</p> <p>Converting normal numbers into standard form (<i>MW clip GCSE 83</i>)</p> <p>Use the laws of indices for division (<i>MW clip GCSE 29</i>)</p> <p>Generate a sequence using a term to term rule given in words (<i>MW clip GCSE 37 +104</i>)</p>	<p><b>Student can:</b> Compare two amounts to make a % without a calculator (<i>MW clip GCSE 89</i>)</p> <p>Use the laws of indices for multiplication (<i>MW clip GCSE 29</i>)</p> <p>Find the next few terms in a linear or non-linear sequence (<i>MW clip GCSE 37+104</i>)</p>
<p><b>GRAPHS and TABLES</b></p>	<p><b>Student can:</b> Draw and use Distance -Time Graphs and use them to find speed (<i>MW clip GCSE 143</i>)</p> <p>Draw and use Speed -Time Graphs (<i>MW clip GCSE 216a up to 4:19 mins</i>)</p>	<p><b>Student can:</b> Draw and use Pie Charts (<i>MW clip GCSE 128a</i>)</p>	<p><b>Student can:</b> Fill in and use a Two way table (<i>MW clip GCSE 61</i>)</p> <p>Draw and use the line of best fit for a scatter graphs (<i>MW clip KS3 S8</i>)</p>	<p><b>Student can:</b> Draw and use Bar Charts (<i>MW clip GCSE 15</i>)</p> <p>Plot scatter graphs (<i>MW clip KS3 S8</i>)</p>

Descriptors	Mastering	Securing	Developing	Emerging
<b>GEOMETRY</b>	<p><b>Student can:</b> Understand and carry out enlargements <i>(MW clip GCSE 148)</i></p> <p>Recall and use the angle facts for parallel lines <i>(MW clip KS3 G18)</i> Find missing interior angles of an irregular polygon <i>(MW clip GCSE 123)</i></p> <p>Recall and use knowledge of polygons that tessellate <i>(MW clip GCSE 12a)</i></p> <p>Calculate and measure bearings <i>(MW clip GCSE 124)</i></p> <p>Construct a triangle using 3 sides with compasses <i>(MW clip GCSE 147)</i></p> <p>Find the area or circumference for parts of a circle <i>(MW clip GCSE 147)</i></p>	<p><b>Student can:</b> Understand and use Reflections including knowing the names of horizontal, vertical and diagonal lines <i>(MW clip GCSE 48)</i></p> <p>Find exterior and interior angles of a regular polygon <i>(MW clip GCSE 123)</i></p> <p>Construct a triangle using 2 sides and an angle <i>(MW clip GCSE 147)</i></p> <p>Find the area of a circle <i>(MW clip GCSE 147)</i></p> <p>Find the volume of a cylinder <i>(MW clip GCSE 119)</i></p>	<p><b>Student can:</b> Understand and use Rotations <i>(MW clip GCSE 49)</i></p> <p>Recall and use the angle facts for triangles and quadrilaterals <i>(MW clip GCSE 45)</i></p> <p>Construct a triangle using a side and 2 angles <i>(MW clip GCSE 147)</i> Find the circumference of a circle <i>(MW clip GCSE 147)</i></p>	<p><b>Student can:</b> Understand and use Translations <i>(MW clip GCSE 50)</i></p> <p>Recall and use the angle facts for straight lines, around a point and vertically opposite. <i>(MW clip GCSE 45)</i></p> <p>Use a protractor to measure and draw angles <i>(MW clip KS3 G10a, 10b,10c)</i></p> <p>Name the different parts of a circle <i>(MW clip GCSE 116)</i></p>

Descriptors	Mastering	Securing	Developing	Emerging
<b>PROBABILITY and STATISTICS</b>	<p>Use Venn diagrams to find probabilities (<i>MW clip GCSE 185</i>)</p> <p>Use probability or relative frequency to work out expectation (<i>MW clip GCSE 125</i>)</p> <p>Find the averages from a frequency table (<i>MW clip GCSE</i></p>	<p>Use sample spaces to find probabilities (<i>MW clip GCSE 126</i>)</p> <p>Use relative frequency to find probabilities (<i>MW clip GCSE 125</i>)</p> <p>Use the product rule for working out the possible number of combinations (<i>MW clip GCSE 69</i>)</p>	<p>Use two-way tables to find probabilities (<i>MW clip GCSE 61</i>)</p>	<p>Understand and use fractions and decimals to represent probabilities (<i>MW clip GCSE 14+59</i>)</p> <p>Find the averages for a set of discrete data (<i>MW clip GCSE 62</i>)</p>

**You can assist your son with his studies in the following ways:**

- Checking completed homework and revision, including checking MathsWatch log.
- Encouraging regular re-reading of feedback from their GMA mini-tests
- Ensuring that your son undertakes a rigorous post-test analysis, identifying successes and areas of improvement.

## MUSIC

### **Music Department Intent**

#### ***'A passion for music underpins everything we do'***

Within in the Music department, we strive to nurture and foster an environment where students can discover their own creative talents within a safe and respectful atmosphere where musicality can flourish. We encourage students to explore all aspects of composing, performing and appraising through an exciting and engaging curriculum that has been carefully planned, allowing students the chance to explore and investigate a wide range of music.

We aim to nurture young musicians who:

- Can work well with others.
- Work independently to improve skills through hard work and problem solving.
- Use creative ideas and listening skills to create entertaining performances.
- Appreciate and appraise a wide variety of music using key language and terminology.
- Perform with accuracy and musicality displaying confident and accurate musical technique.

**Music - Curriculum Maps:  
Key Stage 3 – YEAR 8**

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts
<p><b>I Guess That's Why They Call it The Blues</b></p> <ul style="list-style-type: none"> <li>History: The Blues</li> <li>Keyboard Technique</li> <li>Improvisation</li> </ul> <p><u>Concepts</u> - Musical Appraising - Solo Performance - Musicianship</p>	<p><b>Rock and Roll</b></p> <ul style="list-style-type: none"> <li>History: The Birth of Popular Music</li> <li>Vocal Technique</li> <li>Ensemble Singing</li> </ul> <p><u>Concepts</u> - Musical Appraising - Ensemble Performance - Musicianship</p>	<p><b>Songwriting</b></p> <ul style="list-style-type: none"> <li>Hooks, Riffs and Syncopation.</li> <li>Melody Writing</li> <li>Creating Chord Progressions</li> </ul> <p><u>Concepts</u> - Ensemble Performance - Musicianship - Musicality</p>	<p><b>Exploring Variations</b></p> <ul style="list-style-type: none"> <li>Working with motifs</li> <li>Major and Minor Tonality.</li> <li>Developing Melodic ideas.</li> <li>Ground Bass</li> </ul> <p><u>Concepts</u> - Technique - Musicianship - Ensemble Performance</p>	<p><b>Film Music</b></p> <ul style="list-style-type: none"> <li>Understanding the needs for music and the moving image.</li> <li>Composing for Film</li> <li>Film Music Appraising</li> </ul> <p><u>Concepts</u> - Technique - Musicianship - Ensemble Performance - Musicality</p>	<p><b>Music Traditions of the Caribbean</b></p> <ul style="list-style-type: none"> <li>Investigating Caribbean Syles – Merengue, Salsa, Calypso, Soca</li> <li>Understanding Syncopation.</li> </ul> <p><u>Concepts</u> - Technique - Musicianship - Ensemble Performance - Musicality</p>
Assessment	Assessment	Assessment	Assessment	Assessment	Assessment
Ongoing formative assessment during lessons time – end of unit <b>improvised solo performance</b>	Ongoing formative assessment during lessons time – end of unit <b>listening assessment and ensemble performance.</b>	Ongoing formative assessment during lessons time – end of unit <b>summative assessment of group composition.</b>	Ongoing formative assessment during lessons time – end of unit <b>summative assessment of composing portfolio.</b>	Ongoing formative assessment during lessons time – end of unit <b>summative assessment of group composition.</b>	Ongoing formative assessment during lessons time – end of unit <b>ensemble performance</b>

## Curriculum and Assessment Map: Music (Year 8)

Descriptors	Mastering	Securing	Developing	Emerging
<p><b>AO1</b></p> <p>Perform with technical control, expression and interpretation</p>	<p>Student can:</p> <p>Perform with accuracy in terms of pitch and rhythm demonstrating expression within the chosen style.</p>	<p>Student can:</p> <p>Perform mainly accurately in terms of pitch and rhythm with occasional slips that do not affect the fluency of the performance. There is a good attempt to communicate with the audience.</p>	<p>Student can:</p> <p>Perform with some slips of accuracy which are beginning to affect the fluency of the performance.</p>	<p>Student can:</p> <p>Performances are not fluent and lack accuracy.</p>
<p><b>AO2</b></p> <p>Compose and develop musical ideas with technical control and coherence</p>	<p>Develop musical ideas which are highly effective, offering much potential for creative development. There is use the elements to create effective contrasts of colour and tone.</p>	<p>Musical ideas are generally effective, offering potential for further development. Effective contrasts of colour and tone are generally created.</p>	<p>Musical Ideas are simple, offering some potential for development. some contrasts of colour and tone are created</p>	<p>Musical ideas are limited, offering little opportunity for development. There is limited evidence of contrast</p>
<p><b>AO3</b></p> <p>Use appraising skills to make evaluative and critical judgements about music</p>	<p>Demonstrate that they have musical knowledge when listening to and appraising music and can make correct judgements about the musical elements, using key musical vocabulary.</p>	<p>Demonstrate that they have musical knowledge when listening to and appraising music and can make generally correct judgements about the musical elements, using some key musical vocabulary.</p>	<p>Demonstrate that they have some musical knowledge when listening to and appraising music and can make some correct judgements about the musical elements. The use of key musical vocabulary is limited.</p>	<p>Listen and appraise but they are somewhat limited, incorrect musical judgements are made due to a lack of musical vocabulary.</p>

**You can assist your son with his studies in the following ways:**

Parents can best help their son by encouraging him to develop his skills through practical music-making activities and to encourage practise on his instrument at home.

## **PHYSICAL EDUCATION**

### **PE Department Intent**

At Wirral Grammar School for Boys, we believe that health and wellbeing is an essential part of a student's educational development. We aim to provide a high-quality curriculum where students find meaningful, relevant, and fun physical activity, which improves their physical literacy and wellbeing, today and for life.

### **Department Overview Statement**

The PE Department at Wirral Grammar Boys offers a broad and balanced curriculum that provides students a wide-ranging experience of sport and health related activities. The department realises that all students are individuals and tailors its provision accordingly in order to engage, challenge and include students of all abilities.

At Wirral Grammar School for Boys, the PE Department firmly believe that PE and school sport should be the cornerstone of a student's physical, social, psychological and personal development in order to develop their health and wellbeing. The values of teamwork, respect, pride, enjoyment, discipline, and sportsmanship are promoted in all lessons and used as a vehicle to encourage students to use these values in their academic subjects within school and then transferring them into life.

In addition to PE and games lessons in both Key Stage Three and Four, which focus on the promotion of life-long health and fitness, students can also select to study Physical Education at GCSE level as well as a Cambridge Technical Diploma in Sport at Key Stage Five.

PE Department at Wirral Grammar School for Boys has a wealth of teaching experience and provides sport and exercise opportunities in competitive and non-competitive environments before, during and after the school day through our extensive extra- curricular programme.

All Students continue to participate in 2 high quality hours of Physical Education or Games each week. Pupils will study a wide range of sports in Physical Education taught through a 'carousel'. Games sessions will be more focused on competitive team games, delivered at an appropriate level to the individual's needs and interests.

**Physical Education - Curriculum Maps:  
Key Stage 3 – YEAR 8**

Autumn Term		Spring Term		Summer Term	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts	Key Themes/Concepts
Rugby Hockey Basketball Orienteering Table Tennis Developing Skills Making and applying decisions Developing Physical and Mental Capacity Leadership, evaluating and improving performance Choosing healthy and active lifestyles	Rugby Hockey Basketball Orienteering Table Tennis Cross Country Developing Skills Making and applying decisions Developing Physical and Mental Capacity Leadership, evaluating and improving performance Choosing healthy and active lifestyles	7s Rugby Hockey Badminton Handball Developing Skills Making and applying decisions Developing Physical and Mental Capacity Leadership, evaluating and improving performance Choosing healthy and active lifestyles	7s Rugby Hockey Badminton Handball Developing Skills Making and applying decisions Developing Physical and Mental Capacity Leadership, evaluating and improving performance Choosing healthy and active lifestyles	Cricket Athletics Cultural Sports Developing Skills Making and applying decisions Developing Physical and Mental Capacity Leadership, evaluating and improving performance Choosing healthy and active lifestyles	Cricket Athletics Cultural Sports Developing Skills Making and applying decisions Developing Physical and Mental Capacity Leadership, evaluating and improving performance Choosing healthy and active lifestyles



## Curriculum and Assessment Map: Physical Education (Year 8)

Descriptors	Mastering	Securing	Developing	Emerging
<p>Develop techniques and improve performance</p> <p>Use tactics and strategies to overcome opponents</p> <p>Analyse and compare performances to achieve their personal best</p>	<p>Student can:</p> <p>Perform skills and techniques and exert influence on the game or performance to achieve my desired outcome.</p> <p>Use a good range of tactics and strategies and have an influential role in a game or performance.</p> <p>Critically evaluate a performance compared to previous ones and expertly demonstrate how to improve and achieve future success.</p>	<p>Student can:</p> <p>Competently implement the skills in a game situation or performance more often than not.</p> <p>Competently use tactics and strategies in a game or performance.</p> <p>Competently analyse a performance using specific terminology to enhance future performance.</p>	<p>Student can:</p> <p>Use basic skills in isolation with some success in competitive situations.</p> <p>Use basic tactics and strategies in a game situation or performance.</p> <p>Describe basic strengths and weaknesses and begin to implement strategies to improve performance.</p>	<p>Student can:</p> <p>Begin to develop limited techniques.</p> <p>Begin to develop limited tactics and strategies in a game or performance</p> <p>Identify limited strengths and areas for improvement and know what I need to do to progress.</p>

**You can assist your son with his studies in the following ways:**

- Ensure he is properly equipped for PE lessons and brings the correct kit to school on the days he has Physical Education.
- Discuss his PE lessons with him.
- Encourage him to take part in extra-curricular activities.
- Come along and support him when he has been selected to represent the school.
- If your son has developed an interest in a new sport encourage them to attend a sports club outside of school. They can speak to their teacher for more advice on this.

## PSHE EDUCATION

### PSHE Department Intent

PSHE Education at Wirral Grammar School for Boys is taught in a variety of ways including through dedicated PSHE lessons, assemblies, specific events including Diversity Week, National Careers Week and Mental Health Awareness Week and House Tutor provision. Our curriculum aims to provide students with; a sound understanding of their role as a citizen now and in the future, the opportunity to consider wider societal and personal issues and the ability to develop critical thinking to make safe and informed decisions. In line with the Government’s Personal, Social, Health and Economic (PSHE) Education Guidance, Wirral Grammar School for Boys has committed to developing students’ awareness in three key areas, including:

- Mental Health & Wellbeing
- Relationships
- The World We Live In

Pupils are taught by their year’s form tutor team and their Head of Year. Each teacher takes charge of two elements of the course which align with their expertise, interest or specific training. Students have one lesson of PSHE a week on a rotation. In addition to dedicated PSHE Education lessons, Form Tutors cover weekly topical PSHE stories/issues in tutor time. These are focused on a specific PSHE topic and aim to contextualise the lesson-based learning of students, making them accessible, relatable, and current affairs based. This encourages our students to gain a wider understanding of the world they live in and to debate differing views whilst respecting the views of others.

Mental & Physical Wellbeing	Relationship Education	The World We Live In
<ul style="list-style-type: none"> <li>• <b>Mental and Physical Wellbeing</b> – Coping strategies and dealing with grief and loss</li> <li>• <b>Drugs Education</b> – Attitudes towards drug use, effects of drug use, the dangers of smoking and vaping</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identity and Relationships</b> – Conflict resolution, commitment, gender and sexual identity</li> <li>• <b>Intimate relationships</b> – consent, contraception, expectations in relationships and managing pressure to send or pass on a nude image</li> <li>• <b>Anti-Bullying</b> – Equality and diversity, identity and homophobic, biphobic and transphobic bullying, racial discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Careers</b> – Personal skills, problem solving and communication, online reputation and careers and option choices</li> <li>• <b>Values and Global Education</b> – Multiculturalism, British Values, Challenging stereotypes and prejudice</li> <li>• <b>Fake News and Democracy</b> – How to spot fake news and different parliamentary structures</li> <li>• <b>Personal Finance</b> – Budgeting, Bank accounts and borrowing, financial safety</li> <li>• <b>Revision Skills</b> – Learning how to learn</li> </ul>

**You can assist your son with his studies in the following ways:**

The best way to help your son is to ask him about his lessons and explore his ideas and feelings with him. Many of the issues are quite difficult for him to deal with and we would appreciate your support at home. Positive reinforcement at home will aid your son in his attempt to deal with the world around him.

## RELIGIOUS STUDIES EDUCATION

### RS Department Intent

The Religious Studies Department, at Wirral Grammar School for Boys, aims for **all students to explore and understand** religion and worldviews in the past and present, and in **different communities**. Whilst community cohesion is no longer an aim of OFSTED inspection, we assert that it has **never been more important**. This must take into account cultural and geopolitical contexts, to consider change and dissent in religion and worldviews.

In addition, students are introduced to **multiple dimensions of belief, belonging, culture and identity**. This includes **all major religions, Humanism and Atheism** as they are all valid belief systems. Students must understand that a **belief in a divine being is not necessary to perform well, academically, in RE (KS3) and RS (KS4)**. The department believes that **all students are unique**. Students must be encouraged to thrive, be heard and feel safe in my Religious Studies lessons, regardless of their background or starting point. *(Some Primary schools have a broad and balanced RE curriculum whereas others do not)*. The department aims to provide an **excellent education in a safe supportive learning environment**; one where all students are **valued** and make **positive contributions to the school community**, and where students go on to become **responsible, independent, and caring** members of society. The department also encourages boys to become **independent learners**, who are **critical in their thinking, informed in their choices** and **confident in their ability to succeed** in the modern world, who are **respectful and tolerant, driven and confident, and who strive for the best**, regardless of their own background or personal belief system.

**Religious Education - Curriculum Maps:  
Key Stage 3 – YEAR 7**

Autumn Term	Spring Term	Summer Term
<p><b>Key Themes</b></p> <p><b>Existence of God</b></p> <ul style="list-style-type: none"> <li>• Nature of God</li> <li>• Teleology</li> <li>• Cosmology</li> <li>• Religious Experience</li> </ul> <p>Concept: Faith &amp; Belief</p>	<p><b>Key Themes</b></p> <p><b>Christianity and Social Justice</b></p> <ul style="list-style-type: none"> <li>• What is Justice?</li> <li>• Paul and Silas – Apostles in Peril</li> <li>• Being fair – God’s job</li> <li>• Bringing the Gospel through Drama</li> <li>• Links to exemplary people:</li> <li>• Life Study: Martin Luther King</li> </ul> <p>Concept: Christianity Ethics &amp; Social Justice</p>	<p><b>Key Themes</b></p> <p><b>Religion Force for conflict or peace</b></p> <ul style="list-style-type: none"> <li>• Empathy &amp; faith</li> <li>• Islam and Peace</li> <li>• Bringing about Peace</li> <li>• Freedom of Speech</li> <li>• Moral Issues</li> <li>• Interfaith dialogue</li> </ul> <p>Concepts: Multi Faith &amp; Diversity Ethics &amp; Social Justice</p>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Where do we look for God visual representation of spiritual opinion? (Teacher Assessed)</li> <li>• Statistical social research project (Teacher Assessed)</li> <li>• End of Unit Test Examination (Summative Assessment)</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Feedback on productions and performances (Peer Assessment)</li> <li>• What would Martin Luther King like and dislike about Britain today? (Teacher Assessment &amp; Display)</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Summer Examination: My Hopes for Peace</li> <li>• Interfaith dialogue (Oral Assessment)</li> <li>• Reconciliation (Oral Assessment)</li> <li>• Interpreting John Lennon’s ‘Imagine’ lyrics (Homework independent essay)</li> </ul>

## Curriculum and Assessment Map: Religious Education (Year 8)

Descriptors	Mastering	Securing	Developing	Emerging
<p><b>Knowledge acquired regarding arguments for the existence of God</b></p>	<p>Student can:</p> <p>Identify and describe each of the three main arguments for the existence of God, and supply evidence on counterarguments e.g., Theodicy. Can also suggest alternative explanations that an atheist/ agnostic or Theist might supply. In addition, the student can suggest alternative explanations with reference to the existence of God.</p>	<p>Student can:</p> <p>Identify and describe each of the three main arguments for the existence of God, and supply evidence on counterarguments e.g., Theodicy. Can also suggest alternative explanations that an atheist/ agnostic or Theist might supply.</p>	<p>Student can:</p> <p>Identify and describe each of the three main arguments for the existence of God, and supply evidence on counterarguments e.g., Theodicy.</p>	<p>Student can:</p> <p>Identify and describe each of the three main arguments for the existence of God.</p>

Descriptors	Mastering	Securing	Developing	Emerging
<p><b>Christianity and Social Justice</b></p>	<p>Make a clear definition of the nature of Social Justice and be able to explain it using the real world as a natural context. Utilise religious teachings from the New Testament to support ideals in an ecumenical context. Specific and explicit reference to Bible Data is employed. In addition, produce educational and informational text in order to enlighten and inform other students (NB this is achieved without prosletysation, which would be unethical) Students can also provide alternative examples of Social Justice in the Bible, and identify other luminaries.</p> <p>Critically refers to the work of Dr Martin Luther King Jr and suggests contemporary improvements to support the ideal of Social Justice in Britain today.</p>	<p>Make a clear definition of the nature of Social Justice and be able to explain it using the real world as a natural context. Utilise religious teachings from the New Testament to support ideals in an ecumenical context. Specific and explicit reference to Bible Data is employed. In addition, the student can produce educational and informational text in order to enlighten and inform other students (NB this is achieved without prosletysation (directed evangelism), which would be unethical)</p> <p>Critically refers to the work of Dr Martin Luther King jr. Makes suggestions for social improvements in SJ e.g. racism in contemporary Britain. May suggest critiques of modern attitudes and practises with regard to SJ.</p>	<p>Make a clear definition of the nature of Social Justice and be able to explain it using the real world as a natural context. Utilise religious teachings from the New Testament to support ideals in an ecumenical context. Specific and explicit reference to Bible Data is employed.</p> <p>Refers to the work of Dr Martin Luther King Jr. Agrees or disagrees with the idea that MLK may NOT be happy with the way that racism is dealt with in Britain today.</p>	<p>Make a clear definition of the nature of Social Justice and be able to explain it using the real world as a natural context.</p> <p>May refer to the work of Dr Martin Luther King Jr and provide implicit views on the issue of racism in modern Britain.</p>

## Key Stage 3 – Year 8

Autumn Term	Spring Term	Summer Term
<b>Key Themes</b> <b>God the Father, God the Son</b> <ul style="list-style-type: none"> <li>• Incarnation of Jesus</li> <li>• Isaiah’s Messianic prophecy</li> <li>• John’s Messianic herald</li> <li>• The Annunciation</li> <li>• Christmas around the world</li> <li>• Jesus and Love (focus on Agape)</li> </ul> <p>Concept: Christian Faith &amp; Belief</p>	<b>Key Themes</b> <b>Holocaust Memorial and Genocide intervention</b> <ul style="list-style-type: none"> <li>• What was the Holocaust?</li> <li>• Study of Genocides across the world</li> <li>• Factors leading to genocide</li> <li>• Current genocides</li> <li>• Taking responsibility for our own propagation of genocide (avoiding racism and prejudice)</li> </ul> <p>Concept: Religious belief; Ethics, Social Justice and application to own lives</p>	<b>Key Themes</b> <b>Human Rights and Social Justice (GCSE Taster)</b> <ul style="list-style-type: none"> <li>• The UHDR and HRA (2000)</li> <li>• Responsibilities</li> <li>• Social justice</li> <li>• Religious Freedom</li> <li>• Prejudice and Discrimination</li> <li>• Wealth and Poverty</li> </ul> <p>Concepts: Multi Faith &amp; Diversity Ethics &amp; Social Justice</p>
<b>Assessment</b> <ul style="list-style-type: none"> <li>• End of Unit Test Examination (Summative Assessment)</li> </ul>	<b>Assessment</b>  Holocaust Memorial is not appropriate for testing.	<b>Assessment</b>  Single GCSE style examination (terminal)

Descriptors	Mastering	Securing	Developing	Emerging
<p><b>Christianity and Social Justice</b></p>	<p>Make a clear definition of the nature of Social Justice in general, and Human Rights &amp; responsibilities in particular. Can explain them using the real world as a natural context. Utilise religious teachings from the New Testament to support ideals in an ecumenical context. Specific and explicit reference to Bible Data is employed. In addition, produce educational and informational text in order to enlighten and inform other students (NB this is achieved without prosletysation, which would be unethical) Students can also provide alternative examples of Social Justice in the Bible, and identify other luminaries.</p> <p>Critically refers to the work of the Court of Human Rights and suggests contemporary improvements to support the ideal of Social Justice in Britain today.</p>	<p>Make a clear definition of the nature of Social Justice in general, and Human Rights &amp; responsibilities in particular. Can explain them, using the real world as a natural context. Utilise religious teachings from the New Testament to support ideals in an ecumenical context. Specific and explicit reference to Bible Data is employed. In addition, the student can produce educational and informational text in order to enlighten and inform other students (NB this is achieved without prosletysation (directed evangelism), which would be unethical)</p> <p>Critically refers to the work of the Court of Human Rights. Makes suggestions for social improvements in SJ e.g. reactions to issues raised (including legal changes) in contemporary Britain. May suggest critiques of modern attitudes and practises with regard to SJ.</p>	<p>Make a clear definition of the nature of Social Justice, in general, and Human Rights &amp; responsibilities in particular. Can explain them using the real world as a natural context. Utilise religious teachings from the New Testament to support ideals in an ecumenical context. Specific and explicit reference to Bible Data is employed.</p> <p>Refers to the work of The court of Human Rights. Agrees or disagrees with the idea that citizens may NOT be happy with the way that issues raised are dealt with in Britain today.</p>	<p>Make a clear definition of the nature of Social Justice, in general, and Human Rights &amp; responsibilities, in particular. Can explain them using the real world as a natural context.</p> <p>May refer to the work of The Court of Human Rights and provide implicit views on the issues raised in modern Britain.</p>

**You can assist your son with his studies in the following ways:**

- Have conversations with him about what he has studied – he may be able to teach you!
- Allow him the benefit of your experience and views and encourage him to challenge his thinking
- Encourage a broad-minded approach which promotes diversity in his thinking
- Foster respect and understanding of the people and the belief systems that he studies