



Eden Girls

Eden Girls' School, Coventry

Year 8 Curriculum Guidance

2020 - 2021

September 2020

*Nurturing today's young people,
Inspiring tomorrow's leaders.*

Contents

Forward	pg. 3
English	pg. 4
Maths	pg. 5
Science	pg. 6
Geography	pg. 7
History	pg. 8
RE	pg. 9
Art	pg. 10
French	pg. 11
Arabic	pg. 12
Computer Science	pg. 13
Citizenship/PHSE	pg. 14
PE	pg. 15
Music	pg. 16
Drama	pg. 17
School Contact Details	pg. 18

Foreword

Welcome to the Year 8 Curriculum Booklet. I hope this will give the parents and students an insight into what we offer at Eden Girls' School. Our aim is to use your daughter's skills from Year 7 and develop them throughout her years at the school so when she leaves this school, she is ready to tackle any challenge.

We offer a broad and balanced curriculum to holistically develop your daughter's skills, providing her with endless opportunities in her future.

Please take time to read the Curriculum Booklet. There are many excellent suggestions from curriculum areas about how you can support your child with their learning. There are also some excellent resources suggested to supplement their studies. The Year 8 Curriculum Booklet also consists of a subject's outline, its long term plan and the assessments it offers.

Students are assessed on a regular basis and are given feedback with the opportunity to make corrections and reflect on their performance. We encourage our students to make the most of what the school has to offer, including participating in enrichment activities and volunteering for school events. We carefully track and monitor the progress of children against the National Curriculum Levels. This data is included in each pupil's Report Card and discussed at Parents Evening.

If you have concerns about your daughter in a particular area, it is important that you contact the school.

I look forward to seeing your daughter develop as she becomes an increasingly confident, knowledgeable and accomplished young person. May I take this opportunity to wish the students every success at Key Stage 3 at Eden Girls' School.

I hope you find the details here helpful. Please get in touch with the teachers and Directors of Learning if you would like any further information.

Your daughter's progress and well-being are always our top priority.

Mr A Patel
Principal of Eden Girls' School, Coventry.

English	<p><u>Course outline</u></p> <p>In the Autumn term, students will be studying a collection of pre and post nineteenth century classic war poetry showing different viewpoints of the effects of war. They will also be studying fiction and non-fiction texts looking at the Second World War and its impact on different communities. In the spring term, students will be studying the Gothic and Mystery Genre. Students will study early Gothic literature across the ages as well as classic Mysteries from Arthur Conan Doyle and Agatha Christie. In the summer term, students will be studying Dystopian Literature across the century, such as H.G. Wells, A. Huxley to G. Orwell. Students will end the term with studying a complete Shakespeare play.</p> <p>Throughout the year, students will be supported in developing their Reading and Writing skills through the study of fiction and non-fiction texts. The English department will support your child to build their literacy skills as well as equipping them with analytical skills so that they can analyse language and use textual references effectively.</p>
	<p><u>Long Term Plan</u></p> <p>Throughout Year 8 students will be taught the following topics:</p> <p><u>Autumn Term</u></p> <ul style="list-style-type: none"> • Pre & Post 19th Century War Poetry- Analysing an Unseen Poem • Fiction and Non-fiction texts focusing on the second world war <p><u>Spring Term</u></p> <ul style="list-style-type: none"> • Gothic literature across the ages from late 18th century to 21st century • Murder Mysteries with a focus on creative writing <p><u>Summer Term</u></p> <ul style="list-style-type: none"> • Dystopian literature across the ages • Study a Shakespeare play either: Romeo & Juliet, The Merchant of Venice, the Tempest or Macbeth:
	<p><u>Assessment</u></p> <p>Students will undertake five assessments throughout the year. They will be assessed on one skill in each assessment e.g. Reading or Writing. Students will be assessed on both skills in their end of year assessment. The English department's role is to equip students with the essential skills and knowledge required for the new curriculum.</p>
	<p><u>How can you support your child?</u></p> <ul style="list-style-type: none"> • Ensure your daughter is completing all English homework set to the best of her ability. • Remind and check that your daughter has a book to read during form times at school every day. This book should stretch and challenge your daughter to ensure she improves her comprehension, vocabulary and reading skills. • Engage in conversations about what your child has learnt in English to support their communication. • Encourage your daughter to watch the news and ask questions about news topics to test for understanding. <p><u>Useful websites</u></p> <ul style="list-style-type: none"> • At Eden Girls' School we encourage students to develop independent learning through researching the social and historical context of authors, poets and writers that are being studied to support their learning. Students who show initiative and independence achieve greater success. The following websites will be useful: • www.bbc.co.uk/bitesize and www.sparknotes.com

Course outline

In KS3, the focus for students is the acquisition of skills; mathematical fluency, mathematical reasoning and problem solving. There will be a focus on more formal and sophisticated thinking by students in response to a wider variety of problems. Key words and phrases used in the new curriculum are 'mastery, 'fluency' and 'reasoning'.

Content is now grouped under 6 areas: Number, Algebra, Ratio, Proportion & Rates of Change, Geometry and Measures, Probability and Statistics.

Long Term Plan

Year 8 are following the Star Mathematics Secondary Curriculum for Year 8. This curriculum builds on the skills and knowledge students have experienced at Year 7 and ensures students acquire the mathematical skills necessary for everyday life. It also equips the students with skills critical for most forms of employment. It aims to ensure students are ready to go on to use or study mathematics after leaving secondary education.

We will cover all the topics listed below in great detail and in accordance with the national programme of study. Throughout Year 8 students will be taught the following topics:

Autumn Term

- Indices and prime factorisation
- Rounding and estimating
- Fractions and Percentages
- Algebra

Spring Term

- Construction & angles
- Area of composite shapes
- Percentage
- Ratio, Proportion, and compound measures

Summer Term

- Surface area and Volume
- Pythagoras Theorem
- Probability
- Averages and Frequency tables
- Charts

Maths

Assessment

Students will be assessed once every half term. Assessments will cover topics that they have learnt up to that point in the year. For example, if the assessment is in term half term five, the topics will include everything they have learnt from September up to term five. However, at times, the teacher may give students a short end of chapter assessment in addition to the half term assessment.

How can you support your child?

- Please ensure that she is completing her maths homework to a high standard
- Please make sure your daughter is confident calculating sums mentally
- Please encourage your daughter to use the website <https://hegartymaths.com/> and 'Corbett Maths' videos for revision as well as for completing homework tasks
- Please ask your daughter to explain new mathematical concepts that she has learnt

Useful websites

Students will be encouraged to be independent and take responsibility for their own learning. This means that students need to spend time outside school going over topics they have covered in maths lessons and need to ensure that they revise consistently throughout the year.

- <https://corbettmaths.com/contents/>
- <https://hegartymaths.com/>

Science	<p><u>Course outline</u></p> <p>The course is divided into several modules covering all aspects of the National Curriculum, which include Biology, Chemistry, Physics and working scientifically. Students will follow the new edition of 'Exploring Science: Working Scientifically' which is a comprehensive programme for the new curriculum providing the best preparation for our students for the new GCSE right from the start of Year 7.</p> <p>In Year 8 topics cover more demanding areas of the curriculum which includes aspects of human biology, chemical reactions, light, elements, compounds and ecology.</p>
	<p><u>Long Term Plan</u></p> <p>Throughout Year 8 students will be taught the following topics:</p> <p><u>Autumn Term</u></p> <ul style="list-style-type: none"> • 8B: Plants and their reproduction • 8E: Combustion • 8I: Fluids • 8C: Breathing and Respiration • 8J: Light • 8G: Metals & their uses <p><u>Spring Term</u></p> <ul style="list-style-type: none"> • 9B Plant Growth • 9E: Making Materials • 8K: Energy transfer • 8L: Earth and Space • 8D: Unicellular organisms • 9F: Reactivity <p><u>Summer Term</u></p> <ul style="list-style-type: none"> • 9A: Genetics and Evolution • 8H: Rocks • 9I: Forces and Motion • 9J: Force Fields and Electromagnets
	<p><u>Assessment</u></p> <p>Students will be assessed once every half term; this includes a formal end of unit test, which focuses on the unit of work covered and a skills assessment which range from planning an investigation, obtaining and recording results and analysing data.</p>
	<p><u>How can you support your child?</u></p> <p>Parents can encourage their children to observe, ask questions, experiment, and seek their own understandings of natural and human-made phenomena. Foster children's creative and critical thinking, problem solving, and resourcefulness through authentic tasks such as cooking, doing household chores, gardening, repairing a bike or other household object, planning a trip, and other everyday activities. Actively engage with your children during mealtime discussions or group games requiring mental or physical skills, or by talking about books they are reading or television programs about science they have watched.</p>
	<p><u>Useful websites</u></p> <p>Students will be encouraged to be independent and take responsibility for their own learning. Students will need to revise the work they have learnt in lessons. Students need to spend time outside school going over topics they have covered in Science lessons. Students are given a Knowledge Organiser at the beginning of each half term; they can use this list to either to revise or research the topics in preparation for future lessons.</p> <ul style="list-style-type: none"> • BBC Bitesize KS3 • Seneca Learning

Geography	<p><u>Course outline</u></p> <p>The study of Geography at Key Stage 3 stimulates an interest in and a sense of wonder about the world. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact and how a diverse range of economies, societies and environments are interconnected. It builds on students' own experiences to investigate places at all scales, from the personal to the global.</p> <p>Students will develop their map skills and knowledge of their global, national and local area. They will be able to use atlases, globes, maps at a range of scales, and other geographical data including photographs. Students will study human and physical Geography including weather and climate.</p>
	<p><u>Long Term Plan</u></p> <p>Throughout Year 8 students will be taught the following topics:</p> <p><u>Autumn Term</u> Development Earthquakes</p> <p><u>Spring Term</u> Brazil Ecosystems</p> <p><u>Summer Term</u> China The Middle East</p>
	<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Students will be formally assessed once every half term based on the learning that has already taken place. There will be regular formative assessments to check knowledge and understanding.
	<p><u>How can you support your child?</u></p> <ul style="list-style-type: none"> • Encourage students to study the world around them, this could be through the use of an atlas or online mapping tools such as Google Earth • Discuss places that are connected to family in both the UK and abroad • Encourage students to research places you may be visiting at the weekend or on holiday
	<p><u>Useful websites</u></p> <ul style="list-style-type: none"> • www.natgeokids.com/uk/category/discover/geography/ • www.bbc.co.uk/bitesize/subjects/zrw76sg • www.geography-site.co.uk/ • www.worldatlas.com/aatlas/world.htm

History	<p><u>Course outline</u></p> <p>Important abilities and qualities of mind are acquired through the study of History. These are particularly valuable for students and are readily transferable to many occupations and careers. At Eden Girls' School, we aim to help develop and hone key skills like analysis and evaluation at KS3.</p> <p>History at Key Stage 3 distinguishes itself from other humanities and social science subjects in the curriculum because it consciously analyses the victories and failures of human beings in the past in a systematic and detailed way. It also encourages students to ask pertinent questions about the ramifications of key historical events in the world we live in today. History provides a distinctive education by providing a sense of the past, an awareness of the development of differing values, systems and societies and the inculcation of critical yet tolerant personal attitudes.</p> <p>Students will study the British Empire using India as a case study. They will study Slavery and will contrast the difference between then and now and consider lessons learnt from History. They will also investigate the impact of the slave trade and the abolition movement on the British Empire at the time.</p>
	<p><u>Long Term Plan</u></p> <p>Throughout Year 8 students will be taught the following topics:</p> <p><u>Autumn Term</u></p> <ul style="list-style-type: none"> • Wider world Study, The British Empire • Slavery and the British Raj • American Civil Rights <p><u>Spring Term.</u></p> <ul style="list-style-type: none"> • Industrial Revolution part 1 • Women's suffrage <p><u>Summer Term</u></p> <ul style="list-style-type: none"> • Britain During World War One • The Rise of Hitler and the Holocaust
	<p><u>Assessment</u></p> <p>Students will be formally assessed once every half term and this will consist of a timed response using the new GCSE specifications. There will be formative assessments carried out each week involving homework tasks and knowledge covered in class.</p>
	<p><u>How can you support your child?</u></p> <ul style="list-style-type: none"> • Encourage students to do independent research online • Read around topics you are studying in school by taking out books from the library • Discuss topics we are studying with family and friends
	<p><u>Useful websites</u></p> <p>Students will be encouraged to be independent and take responsibility for their own learning. Students will need to revise the work they have learnt in lessons. Students need to spend time outside school going over topics they have covered in lessons. Students are given a topic list at the beginning of each half term; they can use this list to either to revise or research the topics in preparation for future lessons.</p> <ul style="list-style-type: none"> • http://www.bbc.co.uk/education

RE	<p><u>Course outline</u></p> <p>Students explore more deeply the significance of religious belief upon and individual and community life. Students will explore religious teachings about prejudice and discrimination. They also examine case studies of how religious leaders such as Gandhi, Malcom X and Martin Luther King have inspired social justice through transformative social change.</p> <p>Students will then examine in greater depth the nature of worship in the Islamic and Christian traditions in preparation for their GCSE course, and then will take a wider view of religious practice across the world through the prism of the four key elements found in nature.</p> <p>Finally, a special close-up study will be undertaken of the Jewish faith followed by an exploration of religious responses to evil and suffering and what can be done to limit suffering.</p>
	<p><u>Long Term Plan</u></p> <p>Throughout Year 8 students will be taught the following topics:</p> <p><u>Autumn Term</u></p> <ul style="list-style-type: none"> • Ideas about God: an in-depth study of the nature and impact of religious belief • Prejudice: an exploration of the role religion can play in countering bigotry <p><u>Spring Term</u></p> <ul style="list-style-type: none"> • Putting faith and belief into practice: a focus on Muslim and Christian worship • Elements in religion: the role of earth, air, fire and water in religious traditions <p><u>Summer Term</u></p> <ul style="list-style-type: none"> • Judaism: a detailed exploration of Jewish beliefs and practices • Evil & suffering: an exploration of religious responses
	<p><u>Assessment</u></p> <ul style="list-style-type: none"> • Students will be formally assessed once every half term and this will consist of a timed response using the new GCSE style of questioning • There will also be weekly formative assessments through class tasks and tests and regular homework
	<p><u>How can you support your child?</u></p> <ul style="list-style-type: none"> • Encourage your child to do independent research online • Read around topics your child is studying by taking out books from the library • Discuss topics your child is studying with family and friends • Stay aware of topical religious issues through T.V, radio, and social media • Test your child's progress by using the half-termly Knowledge Organisers • Use commercial Revision Guides to consolidate learning (see teacher for recommendations)
	<p><u>Useful websites</u></p> <p>Students will be encouraged to be independent and take responsibility for their own learning. Students will need to revise the work they have learnt in lessons. Students need to spend time outside school going over topics they have covered in lessons. Students will also be given two projects to complete throughout the year.</p> <ul style="list-style-type: none"> • BBC Bitesize KS3 Religious Education. • https://www.reonline.org.uk • https://www.natre.org.uk/resources

	<p><u>Course outline</u></p> <p>Once basic principles have been explored in Year 7 and a sense of confidence is found within students, ideas and techniques will become more complex and will offer a higher level of challenge that will require learners to draw upon personal ability and experience in order to produce more meaningful art. As students will be beginning the GCSE Art & Design course next year, they will be required to format their work in a professional manner relevant to the specification.</p> <p>Techniques & Skills: Artist Research, Reflection, Independent design development, Colour Theory, Computer Editing, Fauvism, Pop Art, Realism, Impressionism, Surface manipulation, Textile design.</p>
	<p><u>Long Term Plan</u></p> <p>Throughout Year 8 students will be taught the following topics:</p> <p><u>Autumn Term</u></p> <ul style="list-style-type: none"> • Creativity: Learners are to produce work based around two themes; Art and Hope, Dreams and Fears, using their independent learning skills to form ideas <p><u>Spring Term</u></p> <ul style="list-style-type: none"> • Creativity: To work with a variety of different art styles through time, evaluating the history of art. To interpret their understanding of artists work, using different surfaces <p><u>Summer Term</u></p> <ul style="list-style-type: none"> • Creativity: To manipulate the features of pop art/communication to form an original comic story • Textiles: Learners are to understand and reflect upon the textile techniques, using the qualities to form ideas covering British Values
Art	<p><u>Assessment</u></p> <p>Half termly assessment for each unit based on:</p> <ul style="list-style-type: none"> • Generation of ideas • Level of practice from students • Reflection/evaluation • Independent study and initiative taken by students • Finalisation of skills and techniques
	<p><u>How can you support your child?</u></p> <p>Failure is crucial in art and this must come from not only the school environment but from parents at home too. For students to become better skilled in relevant techniques, they must be willing to make mistakes to evaluate their ability and therefore enhance their skills in the process. Positive reinforcement will also help students, as a lack of confidence can often hide a natural talent. Art is not simply about what you can or cannot do, it teaches cognitive thinking and can help enhance learner's ability to question and interrogate.</p>
	<p><u>Useful websites</u></p> <p>Students will be encouraged to be independent and take responsibility for their own learning. Students need to spend time outside school going over topics they have covered in lessons. Websites that can be used are:</p> <ul style="list-style-type: none"> • http://www.tate.org.uk/art • http://arthistoryresources.net/ARTHLinks.html • http://www.artcyclopedia.com/ • http://www.artchive.com/ • http://www.bbc.co.uk/education/subjects/z6f3cdm • http://www.educationquizzes.com/ks3/art-and-design/ • https://www.topmarks.co.uk/Interactive.aspx?cat=89

French	<p><u>Course outline</u> Students will have the opportunity to talk about cities, countries, weather, free-time activities, grammar, food, shopping, clothes, holidays in the past tense and give complex opinions.</p> <p><u>Why are languages important?</u> The importance of language is becoming very important in all aspects and interactions in our everyday lives. We use language to inform the people around us of what we feel, what we desire, and question/understand the world around us. We communicate effectively with our words, gestures, and tone of voice in a multitude of situations. Communication drives our lives and broadens our horizons. To appreciate other cultures and traditions, it is vital to study language, as it is the portal to other cultures and people.</p>
	<p><u>Long Term Plan</u> Throughout Year 8 students will be taught the following topics:</p> <p><u>Autumn Term</u></p> <ul style="list-style-type: none"> • Les Autres Pays (Countries) • En ville (cities) <p><u>Spring Term</u></p> <ul style="list-style-type: none"> • Le futur (The future) • La gastronomie (Gastronomy) <p><u>Summer Term</u></p> <ul style="list-style-type: none"> • Le monde de la mode (Fashion) • Les voyages (Travel)
	<p><u>Assessment</u> Half-termly assessment will be carried out in reading and translating a paragraph (as in the new curriculum, translation plays a major role). Students will also be formally assessed after each term in the four skills: reading, listening, writing, and speaking. Each skill has equal weight in marks and therefore, it is important that the students do well in all four skills.</p>
	<p><u>How can you support your child?</u></p> <ul style="list-style-type: none"> • Encourage students to do independent research online • Read around topics you are studying in school by taking out books from the library • Discuss topics we are studying with family and friends • Encourage students to practice talking in French
	<p><u>Useful websites</u> Students will be encouraged to be independent and take responsibility for their own learning. Students will need to revise the work they have learnt in lessons. Students need to spend time outside school going over topics they have covered in lessons. Students are given a topic list at the beginning of each half term; they can use this list to either to revise or research the topics in preparation for future lessons. The students can go onto the internet to practice what they have learnt in class. There are a variety of internet sites for example:</p> <ul style="list-style-type: none"> • http://www.bbc.co.uk/education/subjects/zgdqxn • http://www.zut.org.uk/beginner/year7.html • http://www.what2learn.com/home/examgames/frenc

Arabic	<p><u>Course outline</u> Students will learn Arabic. They will have the opportunity to give personal information about themselves (name, age, physical descriptions, family, hair & eyes colour and adjectives), alphabet, pencil case items, birthdays, colours, school, subjects, time, daily routine, hobbies, and opinions.</p> <p><u>Why are languages important?</u> The importance of language is becoming very important in all aspects and interactions in our everyday lives. We use language to inform the people around us of what we feel, what we desire, and question/understand the world around us. We communicate effectively with our words, gestures, and tone of voice in a multitude of situations. Communication drives our lives and broadens our horizons. To appreciate other cultures and traditions, it is vital to study language, as it is the portal to other cultures and people.</p>
	<p><u>Long Term Plan</u> Throughout Year 8 students will be taught the following topics:</p> <p><u>Autumn Term</u></p> <ul style="list-style-type: none"> • Countries/Nationalities. • Expressing opinions about school <p><u>Spring Term</u></p> <ul style="list-style-type: none"> • Numbers and time • Weather and seasons <p><u>Summer Term</u></p> <ul style="list-style-type: none"> • News and media
	<p><u>Assessment</u> Half-termly assessment will be carried out in reading and translating a paragraph (as in the new curriculum, translation plays a major role). Students will also be formally assessed after each term in the four skills: reading, listening, writing and speaking. Each skill has equal weight in marks and therefore, it is important that the students do well in all four skills.</p>
	<p><u>How can you support your child?</u></p> <ul style="list-style-type: none"> • Encourage students to do independent research online • Read around topics you are studying in school by taking out books from the library • Discuss topics we are studying with family and friends • Encourage students to practice talking in Arabic
	<p><u>Useful websites</u> Students will be encouraged to be independent and take responsibility for their own learning. Students will need to revise the work they have learnt in lessons. Students need to spend time outside school going over topics they have covered in lessons. Students are given a topic list at the beginning of each half term; they can use this list to either revise or research the topics in preparation for future lessons. The students can go onto the internet to practice what they have learnt in class. There are a variety of internet sites for example:</p> <ul style="list-style-type: none"> • http://arabalicious.com/secondary-resources.html

Computer Science	<p><u>Course outline</u></p> <p>Critically evaluate and apply information technology (including new or unfamiliar technologies) confidently, responsibly, collaboratively and effectively to solve problems and work creatively. Understand the fundamental principles of computer science, including algorithms, data representation, and communication protocols. Learn to see problems in computational terms and have repeated practical experience of writing computer programs in order to solve them. Develop awareness of the individual and societal opportunities, challenges and risks raised by digital technology.</p> <p>Students in Year 8 will cover some of the legal safeguards regarding computer use, including overviews of the Computer Misuse Act, Data Protection Act and Copyright Law and their implications for computer use. Students will learn the basics of HTML and CSS, and how to create a responsive design. They will learn how to create text styles and add content, including text and graphics, in a specified position on a page, as well as navigation links to other pages on their website and to external websites. In the spring term students will cover the basic theory, creation and use of a single-table database and a simple relational database involving two tables in a one-to-many relationship. Finally, the students will undertake a creative project to analyse, plan, shoot and edit a short advertisement for TV, a short movie on a topic such as Cyber Crime or a short film trailer.</p>
	<p><u>Long Term Plan</u></p> <p>Throughout Year 8 students will be taught the following topics:</p> <p><u>Autumn Term</u></p> <ul style="list-style-type: none"> • Website Design • Text Based Computer Programming using Python <p><u>Spring Term</u></p> <ul style="list-style-type: none"> • Computer systems – Hardware • Algorithmic Thinking <p><u>Summer Term</u></p> <ul style="list-style-type: none"> • Iteration • Computer systems – Software
	<p><u>Assessment</u></p> <p>Half termly assessment for each unit based on:</p> <ul style="list-style-type: none"> • Practical demonstration of IT capability using specific software – teacher observation • Students will sit an end-of-unit test and create a digital portfolio with link to key evidence required for the unit • Independent study unit as part of the homework task
	<p><u>How can you support your child?</u></p> <ul style="list-style-type: none"> • Encourage students to do independent research online • Read around topics you are studying in school by taking out books from the library • Discuss topics we are studying with family and friends
	<p><u>Useful websites</u></p> <p>Students will be encouraged to be independent and take responsibility for their own learning. Students need to spend time outside school going over topics they have covered in lessons. Students are given a topic list at the beginning of each half term; they can use this list to either to revise or research the topics in preparation for future lessons. Links for CS resources:</p> <ul style="list-style-type: none"> • www.teach-ict.com and BBC Bitesize Computer Science KS3

PSHE/ Citizenship	<p><u>Course outline</u></p> <p>The Aims of the PSHE programme are to encourage students to:</p> <ul style="list-style-type: none"> • Respect fundamental British values • Learn about themselves as growing and changing individuals • Develop a sense of wellbeing and self esteem • Understand and manage a wide range of relationships • Develop mutual respect and support • Think about issues and make informed opinions • Be sensitive to the feelings of others • Be constructively critical and questioning • Be responsible for their behaviour and learning • Understand the responsibility of citizenship • Recognise the need to contribute to society • Develop self-knowledge, awareness and confidence
	<p><u>Long Term Plan</u></p> <p>Throughout Year 8 students will be taught the following topics:</p> <p><u>Autumn Term</u></p> <ul style="list-style-type: none"> - Drugs, Alcohol and Tobacco - Careers <p><u>Spring Term</u></p> <ul style="list-style-type: none"> - Leadership - Sex and Relationships <p><u>Summer Term</u></p> <ul style="list-style-type: none"> - Consumerism - Diversity and Values -
	<p><u>Assessment</u></p> <p>There is no formal assessment in PSHE. Students will develop the following skills.</p> <ul style="list-style-type: none"> • Ability to communicate their knowledge and understanding using a variety of sources. • Ability to discuss a range of opinions. • Ability to work effectively as part of a team
	<p><u>How can you support your child?</u></p> <ul style="list-style-type: none"> • Encourage students to do independent research online. • Discuss topics we are studying with family and friends. • Look out for relevant information on the news.
	<p><u>Useful websites</u></p> <p>Students will be encouraged to be independent and take responsibility of their own learning. Students will need to revise the work they have learnt in lessons. Students need to spend time outside school going over topics they have covered in lessons. Students are given a topic list at the beginning of each half term, they can use this list to either to revise or research the topics in preparation for future lessons.</p> <ul style="list-style-type: none"> • KS3 Bitesize citizenship and PSHE

PE	<p><u>Course outline</u> PE and sport play an important part in the life of all students at Eden Girls'. Being physically fit and healthy are just as important as being academically focussed. A healthy body serves a healthy mind. At Eden Girls' our aim is to provide every student with the opportunity to experience as many different sports and activities as possible, to foster a love of exercise and adopt a healthy lifestyle. Equally important is the concept of completion and competing.</p> <p>Year 7 and 8 students currently follow the same sports/PE curriculum that involves a range of different sports such as Football, Basketball, Health Related Fitness, Gymnastics, Cricket, Badminton, Handball, Tennis, Athletics and Rounders. These sports aim to deliver a global sports experience and students should see them as opportunities to develop individual skills</p> <p><u>Why is PE/Sport Important?</u> As mentioned previously, health and fitness are equally important to us at Eden as well as academic excellence. Sports and PE are important for developing leadership, communication, and team-working skills. Furthermore, sports and PE open the doors to many opportunities outside of school.</p>
	<p><u>Long Term Plan</u> Throughout Year 8 students will be taught the following topics: <u>Autumn Term</u></p> <ul style="list-style-type: none"> • Health Related Fitness, Basketball, Athletics, Gymnastics/Movement <p><u>Spring Term</u></p> <ul style="list-style-type: none"> • Football, Handball, Netball, Badminton <p><u>Summer Term</u></p> <ul style="list-style-type: none"> • Rounders, Cricket, Athletics and Tennis
	<p><u>Assessment</u> Like the academic curriculum, half-termly assessments will be carried out. These will be based on Teacher and Coach judgements and will focus on areas such as teamwork, ball skills, physical fitness, etc.</p>
	<p><u>How can you support your child?</u></p> <ul style="list-style-type: none"> • Encourage students to do independent research online • Read around topics you are studying in school by taking out books from the library • Discuss topics we are studying with family and friends • Practice skills they have learnt in PE
	<p><u>Useful websites</u> Students will be encouraged to be independent and take responsibility for their own learning. Students will need to revise the work they have learnt in lessons. Students need to spend time outside school going over topics they have covered in lessons. Students are given a topic list at the beginning of each half term; they can use this list to either revise or research the topics in preparation for future lessons.</p> <ul style="list-style-type: none"> • BBC Bitesize Physical Education

Music	<p><u>Course outline</u> Through our Music and Nasheed curriculum, students will learn about the different dynamics of music, including pitch, tempo, and timbre. Through a range of performances, they will convey and inspire a multitude of emotions and feelings. All students will also have the opportunity to participate in the school's Nasheed Choir.</p> <p>Students will learn expression using a variety of texts, poems and Nasheeds.</p> <p><u>Why is Music Important</u></p> <p>Singing improves confidence and self-perception; one of the most valued benefits noticed by singers is that of improved self-confidence and self-worth. By learning to sing and use their voice in an expressive manner, students will gain the confidence and ability to present and deliver a presentation to a range of audiences.</p>
	<p><u>Long Term Plan</u> Understanding Tempo, Texture, Timbre, Silence, Pitch, Duration, Dynamics Group performances Singing in rounds Understanding the spiritual message of songs Understanding practice and rehearsals</p>
	<p><u>Assessment</u> A teacher led assessment will be carried out upon the completion of each Nasheed. This will inform progression to the next Nasheed as well as consolidation work on previous Nasheeds/texts that have been covered.</p>
	<p><u>How can you support your child?</u></p> <ul style="list-style-type: none"> • Encourage students to listen to a variety of Nasheeds, as this will expand their musical repertoire • Practice texts and poems that students are given in lessons, using an expressive voice
	<p><u>Useful websites</u> soundlabonline.org.uk contains a range of useful resources that will help students understand musical concepts, genres, etc. as well as singing techniques. Students can also search for suitable Nasheeds on YouTube.</p>

Drama	<p><u>Course outline</u> Drama at KS3 has an imperative part to play in the personal, social and emotional development of students. The personal skills and qualities developed during drama lessons, such as teamwork, creativity, respect for other opinions, empathy and leadership, are not only invaluable skills that permeate home and social life, but also throughout school life. We will be identifying various drama techniques and strategies to enhance creativity and explore texts that enable us to use these techniques effectively. At Eden, we believe that Drama and English work hand in hand to allow students to thoroughly explore themes and contexts from various contemporary texts. Students will also be able to harness their creativity and evaluate their methods of performance.</p>
	<p><u>Long Term Plan</u> Autumn – Physical Theatre, Mime and Silent Movies Spring – Harry Potter and the Cursed Child by JK Rowling Summer – The Hunger Games by Suzanne Collins -</p>
	<p><u>Assessment</u> Teacher assessment will take place regularly during class, providing feedback and a whole class evaluation of performances. Currently, Drama is only studied in KS3.</p>
	<p><u>How can you support your child?</u></p> <ul style="list-style-type: none"> • Reading various texts and discussing themes and issues involved. • Where possible, visiting a theatre to watch a live performance.
	<p><u>Useful websites</u> www.britishtheatreguide.info www.bbc.co.uk/bitesize www.thestage.co.uk</p>



Eden Girls

*Nurturing today's young people,
Inspiring tomorrow's leaders.*

Eden Girls' School, Coventry
Stoney Stanton Road, Coventry, CV1 4FS
Website: www.edengirlscoventry.com
Email: info@egcoventry.staracademies.org
Telephone: 024 7622 0937