



Curriculum Guide
Year 8

Vision and Values



Curriculum Vision

Our mission is to ensure every student leaves Great Sankey articulate, resilient, compassionate and culturally aware. That they are inspired to contribute to society, are able to pursue careers they are passionate about and live, healthy, happy and fulfilled lives.

Our ten school values fall into **three pillars of community, learning and self** and these thread their way throughout our curriculum. We believe that if children understand the purpose of what they are learning and why they are learning it; not only will they be more engaged but they are much more likely to remember what they have learnt and be able to use it again in the future.

We also recognise the huge impact that learning beyond the classroom can have but appreciate we don't know which moment at school will inspire a child or resonate with them later in their life. It could be the inspirational careers speaker, a museum or gallery visit, the Duke of Edinburgh's Award expedition, a science experiment, or be on the sports field or theatre stage. What we do know is that if we ensure children seize as many opportunities as they can something has more chance to stick and act as a catalyst.

To achieve all of the above we have designed a knowledge based, word rich curriculum and we evaluate what knowledge and skills pupils have gained (at each stage) against expectations. The impact of innovations such as knowledge organisers and student self-selected KS4 target grades, will be reviewed regularly and remodelled to help all pupils perform well. We also won't be shy about investing in our staff to ensure they are using the most effective techniques to help students secure what they learn in class is committed to their long term memory, regardless of their starting point. Furthermore, we understand that those extra important details such as careers guidance, RSE, PHSE, British Values and enrichment should not just be bolted on but play an integral part of 'what we do' as a school community. We are already the largest provider of the Duke of Edinburgh's Award in the North West and the largest provider of the John Muir environmental award nationally and are planning to create a bespoke approach to encouraging and recording participation in extra-curricular provision.

All of these plans and actions are evidence-based and research-driven.

In short, our ambition is to create a dynamic learning culture and deliver a bold curriculum and personal development programme that ensures that both students and staff have the courage and determination to **dare for greatness**.

Curriculum overview – Year 8

What will my child study?

Our curriculum is broad and balanced; we place great value on academic, creative and technical subjects. Therefore, all students study English, maths, science, two languages, French & Spanish, history, geography, RS, PE and ICT/computing but, in addition, we provide a broad performing arts offer for all students that includes Drama and Music as well as lessons in Art, Food and Design Technology. The following pages provide an overview of what students will be studying each term.

How is the curriculum sequenced?

Research around memory and how children best learn has been used to inform our curriculum planning. Subject specialist staff have thought carefully about the curriculum we deliver. Knowledge and skills are sequenced so that these are taught in a sensible order allowing for regular revisiting of knowledge and retrieval as complexity and depth build.

How will my child be assessed?

Regular assessment and high quality feedback are essential for students to learn effectively. Students are given clear, regular feedback following each assessment they complete which consists of what went well, and areas that could be even better. Students then address the areas that could be better through Dedicated Improvement and Reflect Time (DIRT) opportunities. This information should be clearly identified on green paper in student's books.

At the end of each term, all students in year 8 complete the same assessments. Crucially, these assess all of the knowledge and skills taught to students up to that point. For example, an assessment completed in the summer term of year 8 could assess any of the curriculum content covered in year 7 or 8. In practical subjects, students will be assessed and placed in one of four knowledge levels from Mastering to Emerging. In academic subjects, results are recorded as a percentage and a knowledge level; indicating subject knowledge and understanding.

Homework

In Ebacc subjects; English, maths, science, MFL, geography, history and RS students will be set one homework activity per week. This will either be based around the knowledge organisers or work set by the class teacher. All knowledge organiser homework is set on a week A. Week B homework is to be set by class teacher. In all other subject's students will be set one homework per fortnight.

How can I support my child?

Top Tips

1. Encourage students to use their Knowledge organisers and to regularly review knowledge using techniques such as read, cover, write, check.
2. Encourage your child to read regularly at home, each year 8 student should have an accelerated reader book with them each day at school and home.
3. Attendance and punctuality directly relate to student attainment, avoid non-emergency medical appointments during the school day for example.
4. Talk to your child about what they have been learning at school, this helps reinforce understanding.
5. Download the SIMS app so you can monitor attitude to learning scores in lessons and homework deadline.
6. Support us and your child by attending parent consultation evenings.

If you would like to know more about our curriculum please contact Mrs C Kane, Deputy Head, christina.kane@greatsankey.org

Art Curriculum Vision

In the Art department we aim to create an environment in which every child can feel confident and succeed. To encourage individual creativity and nurture a passion for the subject. We aim to enable our learners to develop an understanding and appreciation of the diversities of life, be it cultural, geographical, social, economic or skill. Our schemes of learning cover a vast array of inspirational starting points allowing our learners to critically reflect and gain knowledge & understanding not only from those around them but from those who have gone before. Students are encouraged to take this knowledge forward whilst problem solving, skilfully creating, experimenting, and finally producing their personal outcome.

Underpinning the practical element of our teaching and learning is a focus on building self-confidence. When our learners participate in individual, group activities or critical reviews, the feedback they give builds self-respect by teaching them to accept constructive criticism and praise from others. This in turn develops character, acceptance, resilience and supports good mental health; invaluable life skills our learners will take forward into adulthood. The Rt Hon Jeremy Wright MP addressed the need to teach these life skills to ALL in his 'Value of Culture' speech in January 2019.

"Skills of self-confidence, teamwork and dedication are eminently transferable, and they are learned through the opportunities arts and culture can offer".

(The Rt Hon Jeremy Wright's speech Jan 2019.

Year 8 Art Curriculum Aims:

During year 8 pupils will be working through a series of culturally inspired projects, starting with Last Chance to Paint. LCTP is an online exhibition started by the artist John Dyer, pupils will take inspiration from the Amazon Rainforest and research the dangers it faces. From here pupils will work through the four assessment objectives during each project, these objectives will be revisited through years 8 to 13.

Assessment objective 1- Artist analysis, AO2-experimenting with materials, AO3- Drawing, ideas, and images, AO4- Final outcomes and evaluation.

Year 8 Art Curriculum	Topics	Content
Term 1	Working safely with the practical space. Introduction to our first chosen Culture.	Pupils begin with a culture project focused on pattern and colour work. During this scheme they will be learning about the finer details of colour mixing, colour combinations, making cultural references while strengthening their understanding of composition and knowledge of that country/region's cultural traditions.
Term 2	Completing culture 1 final piece. Researching and designing taking inspiration from culture number 2.	This term will begin with producing their final outcomes from the project 1. Pupils will consolidate their learning and highlight their skills, evaluating the piece against the assessment objectives and discussing their progress. Personalised targets will then be set to ensure greater progress as we start to research another culture.
Term 3	Outcome for second culture. Cultural pattern-based design and exam preparation.	Pupils will complete their outcome for the culture they have studied, evaluating, and setting personalised targets ready for our final assessment piece. Our end of year exam covers all 4 assessment objectives, pupils will highlight the progress they have made in research, drawing, composition, and tone.

What enrichment opportunities are available and how do these support learning?

Art club is available after school; pupils need to speak to their teacher for further details. Drawing challenges are set during the year to encourage pupils to practice their skills and earn extra house points.

<https://www.lastchancetopaint.com>

Where can I visit to help with my learning?

<https://www.mag.culturewarrington.org/whats-on/>

<https://www.tate.org.uk/visit/tate-liverpool>

<https://www.liverpoolmuseums.org.uk/walker/>

<https://www.whitworth.manchester.ac.uk/>

<http://manchesterartgallery.org/>

Head of Department: Mrs Lorna Philcock.

BEICT Curriculum Vision:

To prepare all learners at Great Sankey High School for the changing world of work through developing engaging curriculum and outstanding teaching.

Year 8 Computing Curriculum Aims:

The year 8 curriculum in Computing aims to ensure all pupils are confident in using a range of software packages such, presentation software, word processing software and spreadsheet software. We seek to consolidate prior knowledge of using a range of devices at home or at primary school whilst introducing students to new concepts across the strands of Computing; Programming, Digital Literacy, Computer Skills, Finance, Economic awareness, Ethical and Legal, Marketing and Branding.

Year 8 Computing Curriculum	Topics	Content
Term 1	HTML, Web awareness, Python Project Life Cycle	Pupils will be building on their knowledge of office software programs in the Project life cycle unit, they will be expected to analysis the requirements needed, plan out a design for the project, possible testing, create and then finally evaluate their success. This process is thoroughly embedded within the GCSE courses offered within the facility and the A Level courses. Students will be developing their text-based programming skills through a new language of HTML as well as building on their knowledge of Python programming.
Term 2	Networks Data representation	The networking unit gives the pupils the opportunity for students to learn the components of a network and how the computers talk to each other. The students will then set up and run a simulation of a network to help them understand how it all works. The data representation unit looks at unit of data and what the storage types are. Students will be expected to understand what binary is and why computer need it. Students will learn how to convert between binary and normal numbers.
Term 3	Ms Office Skills Programming	This term pupils combine their knowledge of both block and text based programming to create a project in scratch. It is importance for us as a faculty to show the possibility of programming and how it integrates with graphics which they will have the opportunity to develop themselves in later years. The students will have the opportunity to stretch to Python if they need more of a challenge. To ensure pupils remain up to date with work place software such as databases and spreadsheets, this software is revisited from year 7 where we develop the skills learnt and continue to instil confidence in the pupils abilities.

What resources can my child access for support?

Your child will have access to online resources through Teach-ICT <https://www.teach-ict.com/> for which pupils are provided with logins for and BBC Bitesize www.bbc.co.uk/bitesize

What enrichment opportunities are available and how do these support learning?

We have a very successful Computing club run on a Thursdays afterschool where students have the opportunity to learn new programming languages and work on different projects such as MicroBits, Games development and Robotics. This allows the students to learn through creative projects of their own choice and interests. Year 9 girls have the opportunity to take part in the Barclays Girls Allowed IT trip. This is a fantastic opportunity for young women to see the opportunities in different STEM roles. From year 9 upwards we offer the Cyber Discovery competition, where students are able to put their in class knowledge of cyber threats to the test and complete different challenges against other students across the UK. Students who progress through each round will continue to develop new skills but also have the opportunity to take part in a live simulation down in London. We strive to peak pupils interest in all areas of the BEICT department through experimentation, independent design and working well as a team. And it's incredibly good fun!

Head of Department: Julie Binks email: Julie.Binks@greatsankey.org

Exam board OCR <https://www.ocr.org.uk/qualifications/gcse/computer-science-i277-from-2020/>

Drama Curriculum Vision:

Great Sankey Drama Department holds the shared vision that is; for all students to experience drama as a powerful means to explore and question the world around them by placing themselves in others' shoes. This is the over-arching intent and will always be at the core of our subject beliefs. Through this we hope to instil a passion for Drama and Theatre. We aim to develop pupils' language register through work in role - using language in a greater variety of situations, for a variety of audiences and purposes, including presentations and debate. Our lessons develop an ethos of respect where all feel able to take risks, raise questions and challenge their own and peers' thinking and in turn experience, and thus develop empathy. Drama students will develop through our issue-based units' compassion, patience, understanding, generosity resilience, to become life-long learners.

Our curriculum is designed to enable students to understand how drama as an art form can communicate to an audience, be able to select and use performance skills and techniques independently and with purpose and to become a reflective practitioner as a result.

Our students will experience the cultural capital of drama through studying practitioners, playwrights, staging, history, styles, and genres. In addition, the ability to analyse and evaluate work is explored both practically and in written form which prepares them for further study at GCSE and provides pupils with a firm grounding in the subject.

Year 8 Drama Curriculum Aims:

The Drama curriculum has three main areas of focus, these are Making, Performing and Responding. Skills and knowledge in these are assessed both formatively and summatively throughout our KS3 curriculum and are the key skill areas for examination at GCSE. Our curriculum is split into half-termly units. Each unit encompasses key knowledge and skill development tasks delivered as starter activities, in addition to the main task of either performing, making or responding to practical work. Units cover process-based drama, a variety of genres/styles of drama and script-based work.

In Year 8, the curriculum is intended to build on skills and knowledge developed in year 7. Students are taught performance skills and techniques in more depth, they explore issue-based drama and respond as creative thinkers, performers and directors.

Year 8 Drama Curriculum	Topics	Content
Unit 1	Theatre History	Genre based Unit with an assessment focus of Making. This unit introduces students to the development of theatre and its forms. From Ancient Greece to Brecht, students are introduced to Theatre History through the ages and aspects of World Theatre are explored through a range of practical activities.
Unit 2	Interpreting Scripts	Script based unit with an assessment focus of Performing. A range of script extracts are introduced & explored for meaning. Students will develop their ability to interpret a script & bring this interpretation to life, selecting appropriate strategies to communicate intention. Students develop knowledge of a range of playwrights and are introduced to Stanislavski.
Unit 3	The Terrible Fate of Humpty Dumpty	Scripts based unit with an assessment focus of Responding. Building on the knowledge of how scripts work from Unit 2, students are introduced to a play text to explore the issue of bullying. This unit gives rise to discussion on community, prejudice & morality.
Unit 4	Macbeth	Genre based unit with an assessment focus of Making The play introduces students to Shakespeare in performance; they will focus on character, themes & key scenes.

Unit 5	Physical Theatre	Genre based unit with an assessment focus of Responding. Students will be introduced to the genre & different types of physical theatre. They will focus on the work of Frantic Assembly and create a performance. Developing knowledge about creating meaning through movement and confidence in working physically.
Unit 6	Devising: Social Issues	This is a Process based unit with an assessment focus of Performing. Students explore the devising process using relevant social issues as a stimulus. Within this unit they will consider peer pressure and the effects of alcohol on behaviour.

What resources can my child access for support?

Your child will have access to resources through their online classrooms. Online platforms such as GCSE POD and BBC Bitesize have a fantastic range of resources covering the three areas of assessment focus,

What enrichment opportunities are available and how do these support learning?

We aim to organise at least one theatre trip per year, we believe accessing live theatre productions enhances students experience of the Arts and helps develop an appreciation for a variety performance styles.

Our weekly extra-curricular Drama club is popular and offers further development of performance skills, through this there are performance opportunities. In addition, as part of the Performing Arts faculty we present a large-scale production, usually a musical, which we encourage pupils across all key stages to get involved with either as a performer, musician, backstage, technical or front of house team.

Head of Department:

Exam board: Eduqas

Hollie Roberston

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Year 8 - Design and Technology Curriculum Vision

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

The Key Stage Three National Curriculum for Design and Technology aims to ensure that all pupils:

develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
critique, evaluate and test their ideas and products and the work of others

Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They will work in a range of domestic and local contexts [for example, the home, health, leisure and culture] and industrial contexts [for example, engineering, manufacturing, construction, food, energy, agriculture (including horticulture) and fashion].

When designing and making, pupils will be taught to:

Design -use research and exploration, such as the study of different cultures, to identify and understand user need. Identify and solve their own design problems and understand how to reformulate problems given to them. Develop specifications to inform the design of innovative, functional, appealing products that respond to needs in a variety of situations. Use a variety of approaches to generate creative ideas and avoid stereotypical responses. Develop and communicate design ideas using annotated sketches, detailed plans, 3-D and mathematical modelling, oral and digital presentations.

Make - Select from and use specialist tools, techniques, processes, equipment and machinery precisely, including computer-aided manufacture. Select from and use a wider, more complex range of materials, components and ingredients, taking into account their properties

Evaluate - Analyse the work of past and present professionals and others to develop and broaden their understanding. Investigate new and emerging technologies, test, evaluate and refine their ideas and products against a specification, taking into account the views of intended users and other interested groups. Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists.

Subject Content - At Great Sankey High School students have three lesson per fortnight in Design and Technology so over the year it is approximately 19 lessons per year. In Year Eight rules and routines of the work shop are embedded from Year seven and students repeat these processes. The materials focus for year Eight is Acrylic, students will work on three projects an acrylic Clock, an electronic night light and a graphics project. The projects will be marked at each stage using the Quality Marked Assessment sheets. (QMA)

Your child will be provided with all of the materials and components they need to complete each project.

Year 8 DT	Topics	Content
Term 1	<p>Recap Health and Safety and routines within the department.</p> <p>Re-introduce polymers/acrylic.</p> <p>Repeat the use of hand tools accurately, safely and independently</p> <p>Repeat the use of the pillar drill.</p> <p>Research different design styles and use these influences to create your clock designs and final design.</p> <p>Pupils will understand how to accurately make a card template of their clock.</p> <p>Pupils use prior learning to help select appropriate hand tools and equipment and identify the stages in “finishing” Acrylic.</p> <p>They further develop skills in the use of the Coping Saw, Junior hacksaw, different file profiles and the buffing machine.</p> <p>Adhesives and safety</p> <p>Evaluation methods</p>	<p>At the start of the term students are reminded of the expectations within the Design and Technology department. Health and Safety is always a priority and students will continue to work safety in all lessons. Students will be re-introduced to acrylic and they will complete a focused practical task.</p> <p>Introduction to polymers FPT</p> <p>Pupils use a template to cut draw on the acrylic and cut it out, file sand, wet & dry it</p> <p>Drill holes in and polish, evaluate against template.</p> <p>Pupils use knowledge from FPT and design ideas to make and to use templates to cut out selected acrylic for making a clock. This project should develop the use of accuracy when using hand tools. They learn to select and use the different file profiles to shape acrylic. They are introduced to the buffing machine and how it is used to polish acrylic.</p> <p>Pupils will investigate design movements and existing products to help influence their design ideas.</p> <p>Pupils learn about methods of joining materials. They are taught how to safely use Tensol glue to assemble the product. Prior skills are used to independently select the correct drill piece to fit the pillar drill so the mechanism can be fitted in to the completed project. Pupils are re-introduced to the evaluation process so they can reflect on the skills they have learnt.</p> <p>An end of unit test is given to test the knowledge gained in this area.</p>
Term 2	<p>Re introduce electronics, soldering and PCB's</p> <p>Re cap on basic hand tools</p> <p>Recap use of the pillar drill</p> <p>Introduction to Vacuum forming and scales of production.</p> <p>Introduction to moulds/ formers</p> <p>Mechanical fixings of dissimilar materials</p> <p>Re-introduce the Pillar drill and how to change drill sizes.</p> <p>Evaluation methods</p>	<p>Health and Safety is always a priority and students will continue to work safety in all lessons. Students will be re-introduced to working with electronics and asked to re call wat they learnt from making the warning sign and what the components did. They will complete a focused practical task to solder a shape from wire to re-introduce soldering safely .</p> <p>They will be Introduced to vacuum forming and its use in industry and the use of PCB's as opposed to copper track. They will also look at scales of manufacture</p> <p>QMA Research on electronic equipment and components</p> <p>Look at how PCB's are manufactured.</p> <p>Pupils generate Design Ideas and peer survey</p> <p>Completion of Ideas & Final Idea</p> <p>Make a shade, measure and draw accurately and cut out</p> <p>QMA FPT soldering/ making</p> <p>Cut out acrylic pieces</p> <p>Filing acrylic</p> <p>QMA Final Design</p> <p>Polishing Acrylic</p> <p>Evaluation of Project</p> <p>End of project Test QMA</p>

Term 3	Technical drawing skills and rendering 1 & 2-point perspective Isometric drawing Circles in isometric using compass and set squares. Orthographic/ Working drawings	Pupils will be taught drawing skills 1- and 2-point perspective drawings Isometric drawing Circles in isometric using geometry sets Orthographic drawings and hidden detail These skills are all directly linked to presentation of work at GCSE, and the production of a final idea. Pupils will work through the various skills and look at how to render images to improve presentation and communication of ideas. QMA'S will be done on 2 pt. Perspective And isometric There will be an end of year exam covering all topics learnt over the year.
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What resources can my child access for support?

When completing homework and research tasks www.technologystudent.com is an excellent resource and there are many books in the LRC that can help.

What enrichment opportunities are available and how do these support learning?

Students can take part in many after school clubs within the Design and Technology Department, DT Club, Young Engineers Club, Lego Club and Vex Robotics Club. These activities encourage teamwork and inspire students to continue with DT at Key stage four and beyond.

Head of Design and Technology – Julie Attwood

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English Curriculum Vision:

English has a pre-eminent place in Great Sankey High School and in the wider community. Our curriculum has been designed to ensure that all students have a chance to succeed, regardless of their starting points. Our seven curriculum threads are intertwined throughout the study of English Language and English Literature. In English, students will study a wide range of socially diverse texts to emphasise the reality of modern-day society and the world around them. All students will study canonical Literature texts, reflecting the rigorous and academic excellence of our subjects. All students have the right to study the discipline of English Literature: to consider how humans have found expression through rebellion; to understand the complexities of relationships and to interpret social inequalities through relevant contextual lenses. A 'Great Sankey English student' will develop a passion for reading for pleasure. They will appreciate a wide variety of fictional genres and explore the conventions of each, developing a clear understanding of how narrative, characters and themes are constructed, and why reader empathy is evoked in different contexts through authorial intent. All students will explore how the discipline of English Language creates a relationship between readers and writers. Students will actively seek to edit and improve, understanding that skilled writers will always reflect in a constructively critical manner on their work. They will strive to use ambitious and precise vocabulary in all areas of written and verbal communication.

We understand that the curriculum is integral to determining the life chances, choices, and opportunities for our students. Therefore, we will never compromise on our high expectations in the pursuit of greatness!

Year 8 English Curriculum Aims: Throughout year 8, students will access Accelerated Reader, using the LRC to read and quiz on a variety of appropriately challenging books. By the end of year 8, pupils will have built on their knowledge of reading for meaning, writing for purpose, and speaking and listening with intent.

Year 8 English Curriculum	Topics	Content
Term 1	21 st century novel	Students will be introduced to contemporary seminal world Literature. Students will read the whole text and will be introduced to a text containing an allegory. This unit of work has been designed to give all learners the knowledge of cultural capital in terms of their contextual and historical events. The content is coherently planned to extend skills of analysis and inference. Students will be able to identify and interpret information, explain comment, and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology.
	War and Conflict Poetry	Students will build upon their prior learning of poetry, first introduced in Year 7. This unit of work will focus on more complex terms to develop their understanding of poetic techniques including such meter and form. Students will analyse an anthology based on War and Conflict Poetry from across the 19th, 20th and 21st century, from Tennyson to the current Poet Laurette, Simon Armitage. This unit builds on students' understanding of poetic devices and gives them an insight into context of historic and modern warfare. focusing on the impact of language, form, and structure.
Term 2	Dystopian Fiction	This unit of work explores the concept of dystopian literature is to not only entertain readers, but to let them understand the ideas and characteristics of a dystopian society. These characteristics are shown through our own society but at a more drastic level. The reader gains more knowledge by finding ways in which the topics the author writes about is relevant to today's society. Students will explore and understand a range of linguistic and literary techniques and their effects. and analyse a range of extracts from the dystopian genre. Read non-fiction related to the idea of dystopia. Analyse the writer's motivations and messages presented in the text.
	Non-Fiction transactional writing	Students will explore the context of the Victorian period and understand aspects of society such as medicine, science, education and the role of police and law. Students will also explore the workhouse; class divide and the role of women in Victorian society. This unit provides students with an opportunity to identify and analyse language techniques, interpreting explicit information and ideas from 19th-century non-fiction texts. Students will develop their skills of critical evaluation of writers' methods; including how literary context can shape meaning.
Term 3	William Shakespeare's <i>The Merchant of Venice</i>	Students will explore the genre of tragedy in further detail, building on their understanding of tragic conventions and exploring the presentation of Shylock's hubris and tragic downfall. They will analyse how Shakespeare's presentation of key characters and relationships reflect the context of the play. Students will consider how racial and religious stereotypes can be presented and challenged over time.
	Romantic Poetry	This unit of work will teach students about the concept of power and how power can be abused. Students will explore how the misuse of power often leads to rebellion and chaos. Students will be introduced to the Age of Enlightenment and explore how a range of writers used Romantic ideals to create distinct voices within society, highlighting the power of the individual and beauty of nature against the backdrop of the Industrial Revolution. Students will build on their understanding of how writers' shape meaning through language choices and poetic devices.

What resources can my child access for support?

Your child will have access to online Accelerated Reader quizzes and their knowledge organiser.

www.bbcbitessize.com

What enrichment opportunities are available and how do these support learning?

All key stage three students are given the opportunity to participate in the Poetry by Heart Competition, developing their skills of public speaking.

Head of Department:

Laura Douglas

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Curriculum Leader 7-11:

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Food Technology Curriculum vision

The National Curriculum states that 'As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.'

As a consequence of this mission statement the decision has been made to focus in the main on practical skills. All assessments will be of a practical nature across the key stage. We aim to add value to everyday life too. In relation to food choice behaviour, the advantage would be good health. Therefore, we aim to educate on healthy eating and making balanced choices, as well as introducing 'go to' recipes and inspiring a love of cooking. These processes then become the resources an individual possesses and employs to make a healthy choice and get ahead in life.

Year 8 Curriculum Aims

Students again have a 9 week rotation in Food Technology. The format is 1 theory lesson followed by a linked practical each week. Students will develop their practical skills further and work on timekeeping and organisational skills. They will look at the nutrients in further detail, linking back to the Eatwell Guide. Different commodities will be studied linked to international cuisine and changing lifestyles. The functional properties of ingredients will also be considered within recipes.

Subject content

All recipes will link to the theory work to demonstrate the key issues of the lesson before. There will be a ratio of 1 sweet dish to 2 savoury dishes across the year. The focus will be on baked products and staple foods in the main.

Year 8 Food Technology Curriculum	Topics	Content
	Convenience foods. Planning skills. Producing consistent products. Knife skills. Nutrients and their role in the body. Functional properties of ingredients. International cuisine. Cake making methods. Adapting recipes for different needs. Bread making.	<p>To start the year, students will investigate the role of convenience products within the diet and evaluate the advantages and disadvantages of different examples. Good planning will be important in terms of success so we will introduce the process of producing a timeplan with quality checks included.</p> <p>Knife skills will be a focus as this is something that the students haven't experienced in Year 7 due to COVID restrictions. They will practise the different holds and cuts, such as julienne and brunoise. The techniques learnt will then be revisited to produce a Stir Fry and a Chilli in following practical sessions. Cake making will be revisited and students will now be introduced to the function of the different ingredients using technical terms.</p> <p>Students will retrieve knowledge about the Eatwell Guide and relate this information to the different nutrients and their role in the body. This will be linked closely to the production of individual recipes. Pupils will be challenged to suggest adaptations to make a healthier or more balanced option.</p> <p>Effective time management is an area for development as the course progresses. Recipes become more challenging so organisational skills play a much larger part in producing quality products. It is important that students are aware of cheaper, healthier and more sustainable options in today's climate so discussions on food provenance will be included in the lessons. Students will be challenged to show originality and individual flair. They will then look at the functional properties of ingredients in bread, before developing their own pizza design – it must link in well to the Eatwell Guide as well as appealing to all the senses.</p> <p>Handling high risk products will be a further focus and students will also make a reduced sauce, with an international influence.</p>

What resources can my child access for support?

Your child will be provided with a Year 8 cookbook, with all the recipes to be produced during the course. A digital copy will be posted on Teams at the start of their rotation. Pupils are encouraged to cook or support cooking at home. There are lots of fantastic cookbooks in the LRC and a reliable website is www.bbcgoodfood.com

What enrichment opportunities are available and how do these support learning?

We conduct an Interhouse competition where pupils are challenged to produce a technical dish. The purpose of this activity is to encourage teamwork and instil a 'love of cooking'. We will also run competitions over the course of the year – some will be in-house whilst others will be national competitions. We hope to inspire students to cook at home and would love to see photographs of the dishes they produce.

Head of Food:

V Knight

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Geography Curriculum Vision:

A 'Great Sankey geographer' is an informed citizen of the world with an understanding of how their lives are connected to others and shaped by the environment that we live in. A geographer is someone that is curious about the world and thinks responsibly about how the world affects us all. Our job at Great Sankey is to create geographers with a knowledge of places within every continent and the physical and human features that comprise each place. For all young geographers, it is important to have a good understanding of the social, political, economic and environmental factors that affect places from a local to a global scale.

Geography is a fascinating subject that is always changing. Geography is classed as a Science whereby 'Geo' means earth and 'graphy' means description. A geographer is someone that studies the Earth. In the words of my hero David Attenborough:

"It seems to me that the natural world is the greatest source of excitement; the greatest source of visual beauty; the greatest source of intellectual interest. It is the greatest source of so much in life that makes life worth living." **David Attenborough**

Geography is separated into 'Human' and 'Physical'. The human geography branch deals with the study of people and their communities, cultures, economies and interactions with the environment by studying their relations with, and across, space and place. The physical geography branch is the study of natural processes and patterns. These include the atmosphere, hydrosphere, biosphere and geosphere.

We live in a world of amazing beauty, infinite complexity and rigorous challenge. Geography is the subject which opens the door to this dynamic world and prepares each one of us for the role of global citizen in the 21st century. Through studying geography, people of all ages begin to appreciate how places and landscapes are formed, how people and environments interact, what consequences arise from our everyday decisions and what a diverse range of cultures and societies exist and interconnect. Geography is a subject which builds on young people's own experiences, helping them to formulate questions about the Earth.

Year 8 Geography Curriculum Aims:

Year 7 pupils will be taught how to:

- Apply map-reading skills to real-life examples
- Explore different cultures around the world
- Investigate case studies by looking at social, economic and environmental opportunities and challenges, as well as looking at the development of different countries.
- Study physical and human Geography at local, national and global scales

Year 8 Geography Curriculum	Topics	Content
Term 1	Tectonic and weather hazards in Asia Population change in Asia.	To look at plate boundaries in Asia and build on Tectonics from Year 7. Plate margin movement and how it causes hazards in Japan and the Philippines. To explore the effects and responses of earthquakes in Asia and look at the difference between the responses in contrasting areas of development. To look at population and build on the skills that were introduced in year 7 when looking at population. To explore the causes of population increase and decrease. To look at how migration can influence the population of a country or a region. To look at the growth of slums and the conditions of those living there. How we can improve life in the slums.
Term 2	Middle East Rivers Arctic	Location of the Middle East. River processes and how they alter the shape of the land. Impact on the communities that live near rivers. Resources available and used around the world. Limitations of the water resource in the Middle East and the conflicts surrounding water usage. Oil availability in the Arctic and political trading links. How extracting resources can impact indigenous people and contribute to climate change, and how climate change can create limitations of resources.
Term 3	Oceania Development	Biomes in Oceania with a focus on Australia & Papua New Guinea. Hot deserts and rainforests in Oceania - their characteristics, location, biodiversity and how humans interact with these environments. Build on development lessons from Year 7, investigating varying levels of development in Oceania and the impacts of this. Strategies to reduce the development gap.

What resources can my child access for support?

www.bbcbitessize.com www.teachitgeography.co.uk/ks3 www.geography.learnontheinternet.co.uk/ks3/index.html

What enrichment opportunities are available and how do these support learning?

Intervention after school with the Geography teacher if needed and a Geography Eco Club on a Thursday night in H10.

Head of Department: Mr S Elliott shaun.elliott@greatsankey.org

History Curriculum Vision

To provide an education that allows students to develop a greater understanding of the world we live and why it is the way it is. It will give students the skills and confidence necessary to challenge what they see and are told in the wider world. By studying history students are able to understand their place in the story of not just Britain but the wider world view. In an ever changing world it is important for students to have the skills to be able to identify fact from fiction, why someone may want to mislead or manipulate an event and how to identify and learn from lessons in the past.

Year 8 History Aims

Year 8 historians continue to build upon how Britain developed and grew between 1500-1900, this is a period of fundamental change in terms of who has power and at what point. Students will study the foundations of our modern day parliament being challenged, developed and forming into what we know as democracy today. They also study Britain's role in shaping the modern world, the rise and fall of the British Empire, social change from a rural to an urban economy and political change from one led by an authoritarian monarch to a democracy based parliamentary system.

Year 8 History Curriculum	Topics	Content
Term 1	<p><u>How similar was life in Tudor England to today?</u> Students will be able to compare how society changed during the Elizabethan period from education, the justice system to attitudes towards the poor.</p> <p><u>Why did the monarchy face so many challenges in the 15 – 1600s?</u> Students will understand the importance of the Spanish Armada and how it relates to the Break from Rome.</p> <p><u>What were the consequences of the English Civil War?</u> Students will understand the social, economic and political causes of the English Civil War and how it was a turning point in British History.</p>	Students start year 8 with a depth study into Tudor England and how the Elizabethan society changed its attitude towards education, the justice system and the poor. From there we will study how monarchs were challenged between 1500-1600s, the reasons of the Catholic threat, the consequences of the Spanish Armada and how this had a long term impact on the Stuart monarchs and their relationship with parliament. Again the core of our skills focuses on change and continuity, causation, source and analysis and interpretations.
Term 2	<p><u>How did England change during the restoration era?</u> Students will understand the causes of the restoration and why that led to a reduction in the power of the Monarchy.</p> <p><u>What changed between the Tudor to Georgian times?</u> Students will be able to compare how society changed during the Georgian period from education, the justice system and attitudes towards the poor.</p> <p><u>What caused Britain's industrial revolution?</u> Students will understand the social, economic and political impact of the British Empire and Britain's role in the Slave Trade.</p>	In the spring term students will look at the restoration of the Monarchy after the English Civil War and how this continued the idea of restrains on Monarchy and how parliament was becoming increasingly powerful. From there students will compare life between the Tudor period and the Georgian period with a focus on how attitudes were changing towards education, the justice system and the poor. The theme of society and the economy will continue to be studied by looking at the causes and consequences of the Industrial revolution in Britain. There will be a continuation of our core skill of change and continuity, causation, source and analysis and interpretations
Term 3	<p><u>What role did Britain play in the Slave Trade?</u> Students will understand the role of Britain in the creation of the slave trade and the role they played in its abolishment.</p> <p><u>Did being part of the British Empire benefit India?</u> Students will understand the significance of the British Empire through a case study of the British Empire in India</p> <p><u>How did life in England change during the Victorian period?</u> Students will understand the growth of the working class and how Britain moved from a rural to an urban economy.</p>	In the summer term we look at the growth of the British Empire and its impact on the world from the establishment and abolition of the Slave trade, the impact on India and the changes this brought to Britain domestically. We look at the change of attitude to the poor and working classes and how this began to drive political reform. In the second half term we will continue to compare and contrast the changes that Britain went through in the Victorian period as society adapted from a rural to an urban economy and how that would affect people's attitudes towards society, the justice system and the poor.

What resources can my child access for support?

Students can access core information within their knowledge organisers, the ILC has a broad range of reference books and BBC bitesize is an excellent source of additional knowledge.

What enrichment opportunities are available and how do these support learning?

There is a ks3 debate club that runs once a half term these look at key historical questions across outside of the curriculum.

Head of Department: Mark Farrer

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Mathematics Curriculum Vision:

Mathematics is a universal language and one that our department is completely passionate about at all levels. It is a fundamental skill that is needed for everyday life and for understanding the world around us. Key to areas such as finance, science, technology and engineering, it is vitally important that a learner has the best possible grounding in mathematics from their education. They need to understand the mathematics they learn in order to approach problems that need to be solved creatively, whilst showing a level of confidence and fluency in using and enhancing the mathematical skills that are valued highly in industry and higher education.

Building upon the ten core values that are at the heart of our school, the department are tasked with delivering Quality First Teaching across all Key Stage. Regardless of the ability they are teaching, they encourage learners to develop their potential to the fullest. This is coupled with showcasing their enthusiasm and knowledge of our phenomenal subject to engage and engross all stakeholders in our learning community.

Year 8 Mathematics Curriculum Aims:

Building upon the skills that have already been started in Year 7, students continue to develop their abilities in the key strands of our subject; Number, Algebra, Geometry and Measures, Ratio and Proportion, Probability and Statistics. As part of the Recovery Curriculum, we will continue to revisit key skills that students need to be successful in the subject as retrieval activities or recaps.

Year 8 Mathematics Curriculum	Topics	Content
Term 1	Expanding and factorising expressions, including quadratics. Sequences Solving equations Percentages (increase, decrease, reverse percentages) Transformations of shapes Equations of lines ($y = mx + c$, gradients and intercepts) HCF and LCM and prime factor decomposition in and out of context Order of operations, Indices	<p>Pupils begin Year 8 by extending their knowledge in algebra, from retrieving skills for expressions to extending it to quadratics, which is a key element to be a high achieving mathematician at GCSE and beyond. The algebra strand continues with developing a deeper understanding of sequences and patterns and its extension into quadratic sequences. The opening section concludes with an extension in equation solving, where pupils will solve two step equations and solve equations with brackets and fractions linking in their algebra and number skills.</p> <p>Moving into number and proportion work, pupils deepen their knowledge of number and will study reverse percentages, increases, decreases to apply themselves more effectively to cross-curricular problems and ones that they may encounter in real life.</p> <p>We move onto transformations which provides a critical pathway to design and also to compound the understanding of mathematical properties, including the use within geometrical proof. The use of vectors is also a key skill that will be developed across the course of further years. The movement onto the topic of equations of lines starts to embed the idea of $y = mx + c$ and also the key properties that come from this in terms of gradients and intercepts, which are a critical part of graphs in Physics, Biology, Geography and Engineering to name but a few.</p> <p>We finish this term returning to number, where we review HCF, LCM and prime factor decomposition and place it into a contextual scenario so that students continue to work on problem solving in this area. Completing this term we will look at BIDMAS and lead this onto Indices and the understanding the laws that underpin this area, critical to mathematics and number theory and also to Physics and Chemistry.</p>
Term 2	Interpreting and constructing data charts and graphs Scatter graphs Solving equations and rearranging formulas. Inequalities: Solving and displaying graphically Angles properties: polygons, parallel lines and proof Pythagoras' Theorem Probability incl. tree diagrams and sample space diagrams	<p>The start of the second term begins with statistics and being able to confidently interpret and construct charts and graphs (including scatter graphs) will allow students to strengthen their analytical skills in order to become increasingly aware of the needs of the data rich environment that we live in.</p> <p>The term moves into its algebra phase by extending the techniques needed to solve a range of algebraic equations and the introduction of rearrangement of formulae is a key skill that is needed not just in science and engineering, but when trying to find out what would be the number or time needed in order to fulfil and order a problem in life, such as conversion between Celsius and Fahrenheit when travelling between a range of countries or when utilising different ovens. This leads into looking at inequalities for the first time in an algebraic sense. Although students will have met and worked with inequality symbols before, the algebraic form of solving is a critical part of financial education in areas like linear programming and simplex method, which works with constraints to get the optimal solution. It is also a key part of problems solving in a linear and quadratic sense.</p>

		<p>A brief stop at angle properties continues the second term and we move into angles in polygons, which is a critical element of design both with or without a computer, angles in parallel lines and geometrical proof, key skills that are needed as we progress into Years 9, 10 and 11.</p> <p>The shape theme continues towards Pythagoras' Theorem. This fabled area of our mathematics curriculum is key in many areas, from finding the straight line distance between two points in two and three dimensions, to being able apply it coordinate geometry and circle theorems in future years.</p> <p>We end the second term by looking by returning to probability and for the first time looking at tree diagrams and sample space diagrams. These are greatly important for it allows us to logically display the potential outcomes of events. Having a logical and well-thought out approach to these types of situations bodes well for being able to solve problems across a wide range of subjects and allows for students to continue to develop excellent risk management skills.</p>
Term 3	<p>Area and perimeter of 2D shapes including parts of circles and compound shapes.</p> <p>Volume and surface area including spheres, pyramids and prisms</p> <p>Loci and Constructions.</p>	<p>The final term of Year 8 exclusively focusses on Geometry and Measure. We begin by working in two dimensions and look at Area and Perimeter, including circles and compound shapes. Being proficient at this is great for future work in construction and other areas, such as landscape architecture and developing strategies when dealing with environmental emergencies that may require exclusion zones for safety, such as oil spills or forest fires. This also gives us an excellent opportunity to link into Loci and Constructions, as this has links to this area. Pupils will extend on from previous lessons on construction and use mathematical equipment to loci and application of constructions, to include constructing equilateral triangles and hexagons.</p> <p>Sandwiched between these is a section on volume and surface area. The ability to calculate the volume or surface area of a 3-dimensional shape is a key skill that students will build upon in Years 9 and beyond by looking at shapes beyond spheres and pyramids like frustums and hemispheres. A keen interest in 3D shapes allows students to investigate more exotic solids, such as the annulus and torus.</p>

What resources can my child access for support?

The department subscribes to [MathsWatch](#) and encourages the use of [GCSEPod](#) for which students are provided with logins for both. Students also have access to [Kerboodle](#) where our textbook that links to our programme of study are located. The excellent resources on [Corbett Maths](#), including the 5-a-day questions, worksheets and exam-style questions are also an excellent resource to use, along with [BBC Bitesize](#) and [Seneca Learning](#) provide additional support for students.

What enrichment opportunities are available and how do these support learning?

Year 8 students have the opportunity to attend weekly support sessions on Thursdays in the Mathematics Department that allow them to develop and enrich their mathematics skills

High-achieving students in Year 8 will be invited to take the UKMT Junior Mathematics Challenge in April and be considered for selection for Great Sankey High School team for the UKMT Team Mathematics Challenge

Head of Department

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Head of Key Stage 3

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Exam board

[AQA 8300](#)

Year 8 French Curriculum Aims:

The focus in year 8 is for the pupils to continue to develop their communication skills through language acquisition and the understanding of a wider range of grammar skills. These skills are transferrable across the range of topics which they study over the course of the year. Pupils will continue to develop competence in speaking, listening, reading and writing. They will be able to understand personal and factual information and by the end of year 8 they will be in a position to further develop the skills which they have acquired.

Year 8 French Curriculum	Topics	Content
Term 1	Winter and summer sports, opinions and preferences, referring to past sporting activities, countries, types of location, weather, ideal holiday, holiday in the past. Grammar: jouer and faire, 2 verb constructions, perfect tense of 'jouer' and 'faire'. 'aller' in the present, prepositions + places, re-visit 'je voudrais + infinitive', perfect tense of 'er' verbs	In addition to consolidating their use of verbs in the present tense, pupils will be able to use the past tense in their speaking and writing and they will be able to express opinions using two time frames. They will all be able to give an account of an event in the past tense. They will re-inforce skills required to translate to and from the target language which are required for future learning. Pupils will be able to apply the rules for prepositions and place.
Term 2	TV genres, musical genres, cinema, comparing old and new technological devices, leisure activities related to technology, potential dangers of social networks Grammar: Extend opinions using 'faire' and 'rendre', object pronouns, re-visit perfect tense, c'était to give an opinion in the past, revisit adjectival agreement, impersonal structures	Pupils in all languages will be able to speak and write about how they spend their free time. They will be able to understand different viewpoints relating to media and technology and express their preferences. They will consider the risks of using social media and consider how to avoid/ reduce these risks. They will re-inforce skills for the photo card question which are required for the GCSE. In each language they will learn new structures to add complexity to their speaking and writing. They will re-visit and consolidate their knowledge of the perfect tense.
Term 3	Health: revisit language for food and drink, healthy eating and lifestyles, healthy resolutions Grammar: Adjectival agreement, impersonal structures, perfect tense, simple future tense, using the immediate future All MFL students in year 8 study a cultural topic at the end of the year. Festivals: famous festivals in France, research project	By the end of year 8, students will now be able to identify 3 time frames. They will be able to produce an extended piece of writing which includes references to 3 time frames and justified opinions. All students will be able to use the 1 st person verb endings of regular and key irregular verbs. They will know how to distinguish between gender of singular and plural nouns and the need to apply the grammatical rule of adjectival agreements. The knowledge of cultural celebrations and traditions is an exciting part of learning a language but also this topic is now part of the GCSE specification so exposure to different cultural traditions is vital.

What resources can my child access for support?

Your child will have access to online resources through Kerboodle and their knowledge organiser.

www.bbcbitesize.com

www.linguascope.com

www.quizlet.com

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Second in Department:

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Exam board: www.aqa.org.uk

Year 8 Spanish Curriculum Aims:

The focus in year 8 is for the pupils to continue to develop their communication skills through language acquisition and the understanding of a wider range of grammar skills. These skills are transferrable across the range of topics which they study over the course of the year. Pupils will continue to develop competence in speaking, listening, reading and writing. They will be able to understand personal and factual information and by the end of year 8 they will be in a position to further develop the skills which they have acquired.

Year 8 Spanish Curriculum	Topics	Content
Term 1	Places in a town, directions, weekend plans, food and mealtimes, healthy eating. Grammar: 'hay', 'ir = infinitive verb (future tense)', use of the imperative, present tense of –er verbs, adjectival agreements,	In addition to consolidating their use of verbs in the present tense, they will re-inforce skills required to translate to and from the target language which are required at GCSE. They will be able to understand and give instructions in the context of directions. They will also be able to use the near future tense to discuss future weekend plans. Students will talk about what they like to eat/ drink, and discuss different mealtimes. They will learn about the difference between eating habits in the UK compared to the Spanish speaking world, learn how to order Tapas discuss what makes a healthy diet They will re-visit and re-inforce their knowledge of the rules applied to impersonal verbs (gustar).
Term 2	Holidays- past and present, transport, Internet, social media, TV and cinema and musical tastes. Grammar: 'soler' + infinitive, preterit tense	Pupils in all languages will be able to use the past tense in their speaking and writing and they will be able to express opinions using two time frames. They will all be able to give an account of an event in the past tense. Pupils in all languages will be able to speak and write about how they spend their holidays. They will be able to understand different viewpoints relating to media and technology and express their preferences. They will re-inforce skills for the photo card question which are required for the GCSE. In each language they will learn new structures to add complexity to their speaking and writing. They will re-visit the structure 'soler + infinitive' to talk about habitual actions. Students will now be able to identify 3 time frames. They will be able to produce an extended piece of writing which includes references to 3 times frames and justified opinions.
Term 3	Clothes, fashion and styles, high street shops and large department stores, Daily routine- morning and afternoon, Grammar: Present continuous, Reflexive verbs, All students will study a cultural topic at the end of the year. - San Fermín festival.	All students will be able to use the 1 st person verb endings of regular and key irregular verbs. They will know how to distinguish between gender of singular and plural nouns and the need to apply the grammatical rule of adjectival agreements. The knowledge of cultural celebrations and traditions is an exciting part of learning a language but also this topic is now part of the GCSE specification so exposure to different cultural traditions is vital.

What resources can my child access for support?

Your child will have access to online resources through Kerboodle and their knowledge organiser.

www.bbcbitesize.com

www.linguascope.com

www.quizlet.com

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Music Curriculum Vision:

A 'Great Sankey Musician' is committed, creative individual with increasing confidence; they are role models and ambassadors for our Great Sankey musical family. A Great Sankey Musician will become an effective communicator, whilst also developing skills to listen with a critical ear, nurturing a platform to celebrate success and reflection for further improvement (both for themselves and also for others). Our musicians naturally become leaders, developing their teamwork skills to fruition, enhancing values such as inclusiveness, respect, and fairness. Our musicians are tenacious, resilient and disciplined; they are dedicated to both independent and collaborative learning, understanding the importance of private practice and also the vitality of commitment to an ensemble. Above all, our musicians develop human values such as learning to love, show empathy and compassion, enthusiasm, passion, emotional intelligence, beauty and good humour.

Music is a universal language that embodies one of the highest forms of creativity. Our music curriculum is certainly broad and balanced as it encompasses Science, Maths, Literacy, MFL, History, P.E., research skills and above all, Art. Our carefully crafted curriculum will engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. Above all, our curriculum will ensure a development of "family ethos"; our students will have a home where they feel safe, happy, valued, loved, trusted as they will naturally be provided with opportunities to lead and perform on a platform for sustained progress. Our students are individuals and our spiral curriculum will nurture and develop "the whole child". We are a local lead Ambassador Music School "Accent" (Warrington/ Halton); exemplified by our curriculum and extra-curricular offer.

Year 8 Music Curriculum Aims:

Our curriculum is split into half-termly units, which are covered in a carousel. Each unit encompasses reading and listening tasks, delivered as starter activities, in addition to the main assessment task of either a performance, composition or listening test; these are the three areas of skill for GCSE Music. Students will complete "do now" tasks related to different units on the carousel to assist with the development of long-term memory concerning key musical vocabulary in preparation for the to the KS4 musical courses. Throughout Year 7, students will cover the following topics, but not necessarily in this order.

Year 8 Music Curriculum	Topics	Content
Unit 1 (HT1)	Keyboard Performance 2	Students will prepare a performance of Beethoven's "Für Elise" on the keyboard. This helps them to develop important keyboard skills, as well as recapping their understanding of pitch and rhythm. The topic introduces new notes for them to learn, and reinforces the need for fluency and accuracy when performing. Students are also inspired by one of "the greats" (Beethoven) developing their cultural capital.
Unit 2 (e.g. HT2)	Ensemble Performance	Students will learn how to combine melody and accompaniment, culminating in them delivering a performance in pairs. Following on from half term 1, they will also develop their fluency with sharps and flats. This is also a great preparation for the ensemble performance as part of the GCSE Music course, in addition to linking to AoS2 for GCSE Music Component 1.
Unit 3 (e.g. HT3)	Music Technology	Students will develop their composition skills by developing an original piece of music using 'BandLab Education'. This is a step up from what they learnt in Year 7, as instead of structuring pre-recorded loops, students will learn to create a develop their own musical ideas. This is a development of the music technology skills learnt in Year 7 and consequently helps to prepare for the KS4 music technology course and Component 2 of the GCSE Music course.
Unit 4 (e.g. HT4)	Samba Performance	Building on the from the polyrhythmic African drumming module studied in Year 7, students will perform a samba piece as a class, and play solo parts. This introduces them to new instruments and cultural elements of music, as well as helping them develop their rhythmic and ensemble skills. This also links to AoS3 for GCSE Music Component 1.
Unit 5 (e.g. HT5)	Blues Performance ,	Students will focus on improvisation and rhythm. Students will prepare a 'Blues' performance in pairs, by performing the 12 Bar Blues chord progression and improvising a melody over the top of it. This also links to AoS3 for GCSE Music Component 1.
Unit 6 (e.g. HT6)	Film Music	Students will learn about how music is used to enhance films and communicate themes to listeners. This expands their understanding of the purposes and functions of music, developing their listening skills and their understanding of the role of a composer. This also links to AoS4 for GCSE Music Component 1.

What resources can my child access for support?

Your child will have access to online resources through Microsoft Teams. We will also be showcasing of performances through the school YouTube Channel.

What enrichment opportunities are available and how do these support learning?

We offer an extensive programme with several extra-curricular groups and performance opportunities. As a performing arts faculty, we will be staging a production of 'Once On This Island' in January. In addition to this, extra-curricular groups and concerts will run throughout the year. In addition to this, students can choose to have private instrumental lessons.

Head of Department:

Joanne Foster

KS3 Curriculum Lead:

Paul Bryan

Exam board AQA

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<https://filestore.aqa.org.uk/resources/music/specifications/AQA-8271-SP-2016.PDF>

Physical Education Curriculum Vision:

The intent of the Physical Education programme at Great Sankey High school is for students to enjoy and engage in physical activity, with the ambition to develop the skills and knowledge required to allow all learners, regardless of background and ability, to access a range of sports and physical activities both in school, during curricular and extra-curricular activities, as well as outside of the school environment. This could include an interest in sport both as a performer or spectator.

If learners have these skills and knowledge and enjoy physical activity, they will confidently adopt a physical healthy lifestyle that they will maintain into later life. They will be aware of the impact that sport and physical activity has on overall wellbeing.

Year 8 Physical Education Curriculum Aims:

Students should build on and embed the physical development and skills learned in year 7, becoming more competent, confident and expert in their knowledge and techniques, and apply them across different sports and physical activities.

Students will be assessed using the concept of Head, Heart and Hands, to promote students all round development, promoting physical, social and mental well-being.

Head- This concept refers to knowledge and understanding of the benefits of taking part in physical activity. It assesses understanding of the body and body systems and how they are used within PE.

Heart- This concept refers to effort within PE lessons, looking at students' ability to always try their best showing respect to staff and peers. It assesses the ability to show resilience in challenging situations. It also involves developing your confidence, communication and leadership skills.

Hands- This concept looks at technical ability to perform skills, techniques and tactics within activities. It assesses the ability to perform these in isolated practices, conditioned practices and game situations. It also involves you developing personal fitness levels.

Year 8 Curriculum Plan:

Students' complete activities on a rotation basis. The broad and balanced curriculum builds upon the students' experience in year 7. Revisiting the basic knowledge, skills and introducing some more complex skills and tactics of a range of games and other physical activities.

	Activities Include	Content
Term 1&2	Badminton	Throughout each activity students will be challenged to further develop knowledge and understanding alongside the practical performance of skills and techniques.
	Basketball	
	Creative Movement (Gym and Dance)	
	Football	Key values of friendship, courage, inspiration, determination, equality, respect and excellence will be promoted through PE and sport.
	Handball	
	Netball	Lessons are structured to ensure pupils are physically active for sustained periods of time.
	Rugby	

	Tennis	In Year 8 within practical lessons students will also focus on:
Term 3	Athletics	Short term and long-term effects of exercise -What happens when we exercise?
	Striking and fielding games	Linking Physical activity and sport to health, fitness and mental well-being. -The positive impacts exercise can have on PSE well-being. Reviewing Performance and targets for improvement - How can we analyse performance and set targets for improvement?

What resources can my child access for support?

Information and resources for different sports can be found in the relevant National Governing Body websites. The BBC Sports Academy website is also a useful resource:

<http://news.bbc.co.uk/sport1/hi/academy/default.stm>

What enrichment opportunities are available and how do these support learning?

There is an extensive extra-curricular programme run by the PE department. Clubs are open to all students and (where applicable) competitive teams are selected from those students who attend the clubs. The department also runs a regular internal competition, giving all students the opportunity to play competitively.

Head of Department: Stuart Garry stuart.garry@greatsankey.org

KS3 Curriculum Lead: n/a

Exam board n/a

PSHE Curriculum Vision:

PSHE will enable students to feel positive about who they are and to enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities students will learn to recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

Students will learn to recognise, develop and communicate their qualities, skills and attitudes. They build knowledge, confidence and self-esteem and make the most of their abilities. Students will learn to identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people.

Our aim therefore for PSHE is to provide students with:

- Accurate and relevant knowledge
- Opportunities to turn that knowledge into personal understanding
- Opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- The skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.
- At GSHS we know that learning and undertaking activities in PSHE education contribute to achievement of the curriculum aims for all young people to become:
 - Successful learners who enjoy learning, make progress and achieve
 - Confident individuals who are able to live safe, healthy and fulfilling lives
 - Responsible citizens who make a positive contribution to society.

At GSHS we will create a comfortable class room climate where students are confident and discuss their hopes, fears and sensitive issues; develop a set of ground rules for the PSHE class room; model good practice in the way we talk to students; provide enrichment opportunities that support and develop our students emotional and physical wellbeing; work with external providers to provide the best possible experience and expertise for our students; remain flexible with our Curriculum and respond to issues as and when they arise. Students will revisit content throughout the key stages developing knowledge and understanding which is age appropriate.

All students will receive one hour of PSHE each week, delivered by their form tutor.

	Topics	Content
Term 1	<p>First aid and personal safety, focusing on road safety</p> <p>Alcohol and drug misuse and managing peer influence, including unhealthy coping strategies.</p> <p>Rights and responsibilities in the community</p> <p>Tackling age and disability discrimination</p>	<p>A vast number of our students walk or ride a bicycle to school. There have been previous incidents involving students being injured due to incidents on the road. These sessions will allow students to explore the risks involved, the most likely threats, levels of risk and how to protect themselves. It draws upon and develops skills of self-regulation, managing influence, managing risk and making decisions. In year 7 students learned about the risks to health from alcohol and drug misuse and the related legislation. This is now built upon with sessions focusing on different drugs, their effects and legal ramifications for using and on young people’s feelings about drug use, and ways of accessing help and support and strategies to use to manage peer and other influence. Students will explore unhealthy coping strategies including eating disorders and self-harm and will learn healthy coping strategies and how to access sources of support.</p> <p>In year 7 students explored their own identity and responsibilities in a diverse community. These sessions in year 8 further reinforce expectations of equality of opportunity in careers and life choices.</p>
Term 2	<p>Tackling racism and religious discrimination, promoting human rights</p> <p>Online safety and digital literacy</p>	<p>Sessions allow students to reflect on their responsibilities towards those who are being discriminated against, with a particular focus on racism and religious discrimination. There will be time to consider how the debate on migration can contribute to intolerance and how such intolerance can be challenged. In a diverse school it is important that students are supported to understand the impact of peer influence on tolerance and respect towards others and how they can resist such influences to promote tolerance amongst their peer group. Students will also be supported to recognise the need to balance being tolerant of others with protecting their own rights and promoting the values they feel are important. Building on work done in year 7 on managing online relationships, students will be supported to manage their online safety. The unit will raise awareness of digital safety issues and provide strategies to manage their online lives.</p> <p>Year 7 work focused predominately on physical health. Sessions in year 8 will support greater understanding of mental and emotional wellbeing issue and issues surrounding body image at an age where such issues are prevalent. 12.8% of children aged 5-19 had a child mental health disorder in 2017. Students will explore ways of managing emotional responses to change, challenge and adversity and how to reframe their response to failure to encourage resilience. Unfortunately, at this age, many students will have experienced loss whether it is of a family</p>

	Mental health and emotional wellbeing, including body image Managing change and loss	member, a friend or pet. Students will be given time to reflect on the nature of loss and how different people experience it in different ways and will learn strategies to manage the intense emotions that sometimes accompany loss.
Term 3	Introduction to sexuality and consent Introduction to contraception including condom and the pill Evaluating value for money in services Risks and consequences making financial decisions	Building upon the work done in year 7 on dealing with romantic relationships and unwanted contact students will learn about the consequences of different levels of intimacy, consent, methods of contraception and 'readiness' for sex, including the benefits of delaying sex. They will analyse positive and stable relationships and understand what expectations might be of having a partner. Building upon work done in year 7 on budgeting students will be empowered to make informed and appropriate choice as consumers by developing the ability to recognise the influence of advertising and peer influence on purchasing decisions and how to exercise their consumer rights effectively.

Lead Teacher

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RS Curriculum Vision

In RS our intention is to provide a curriculum that ensures varied and enriching lessons that prepare students for life in a culturally diverse modern world. RS allows students to understand the beliefs and practices of the religions and world views that not only shape their history but their world today and to appreciate how religion, philosophy and ethics form the basis of our culture. The RS curriculum encourages enthusiasm in the study of other people's beliefs and ensures students have an understanding and respect for different cultures and communities by exploring what it means to be a part of that faith. The RS curriculum widens a student's awareness of their own surroundings, reflecting on our ever-changing world and society and a wide range of issues and big questions that affects millions of people around the world e.g. abortion and euthanasia. The RS curriculum allows students to understand and unravel the concepts they encounter, encouraging them always to be challenged in their thinking. RS allows each student to express their own beliefs and values, giving students the opportunity to think about what they believe and reflect on their own choices, allowing them to develop their own ideas and opinions, whilst understanding why some hold viewpoints and beliefs that are different to their own. Studying RS will allow pupils to adopt an enquiring, critical and reflective approach to the world in which they live. It will encourage a critical mind set and allows the development of skills such as textual analysis, critical analysis, synthesis, evaluation and empathy. RS promotes mutual respect in a diverse society.

Year 8 RS Curriculum Aims

At KS3 we consult the agreed syllabus to ensure the main themes are covered. The Lancashire Field of Enquiry model investigates the central question is '**What does it mean to be human?**' In order to explore and investigate the question there are four key themes to study throughout Years 7 and 8:

1. Shared human experience
2. Living religious traditions
3. Beliefs and values
4. Search for personal meaning

Year 8 RS Curriculum	Topics	Content
Term 1	Students study the key beliefs and practices in Hinduism and investigate the question ' How do we make moral decisions? '	Students begin Year 8 by studying the beliefs and practices in Hinduism . Hinduism is the oldest of the six main world religions and has a world population of 1.2 billion people. It is the third largest religious group in the UK today. Students study Hindu beliefs about God, looking specifically at the trimurti. In this unit students will explore how and where Hindu's worship and will investigate key festivals and pilgrimage sites in Hinduism. Students will finish the unit by studying the Hindu belief in reincarnation, reflecting on their own views about the afterlife. In the second half of the autumn half term students study how people make moral decisions today . Students explore different approaches to moral decision making such as utilitarianism, situation ethics and natural moral law, considering which they feel is the right way to make moral decisions today. Students will also examine the importance and authority of holy books in guiding religious people when making moral decisions. Students apply these ethical theories to the issues of animal testing, genetic engineering, and forgiveness.
Term 2	Student's study ' How does the holocaust challenge belief in God? ' and the key beliefs and practices in Buddhism .	Students begin the spring term by investigating what the holocaust was, reflecting on whether it is still possible to believe in God after this event. Students will investigate why the holocaust happened, exploring what anti-Semitism is and the history of it. Students will examine how the holocaust happened, looking specifically at the Nuremberg laws, ghettos and 'final solution.' Students will investigate the life of Ann Frank, being given the opportunity to study parts of her diary. Students will finish the unit evaluating why it is important to never forget the holocaust and reflecting on whether it is possible to believe in God after such an overwhelming example of evil and suffering. In the second half of the spring term students study the key beliefs and practices of Buddhism . There are approximately 535 million Buddhists in the world today. Students will study the life of Siddhartha Gautama and how his life led to the religion of Buddhism. Students will explore the key Buddhist beliefs of the four noble truths, eight-fold path, reincarnation, and nirvana. Students will examine how Buddhist's worship and will explore key Buddhist festivals. Students will finish the unit by looking at how Buddhism has spread today and the different Buddhist denominations today.
Term 3	Students study why some people do not believe in God and a unit exploring what philosophy is.	Students begin the summer term by studying why some people do not believe in God , looking specifically at humanism . In the last census data available, approximately a quarter of the population of England and Wales declared no belief in God. In this unit students will study what it means to be a theist, atheist and agnostic and the reasons to support each viewpoint. Students will explore the key beliefs of humanists and key humanist thinkers such as Richard Dawkins. Students will also investigate the ethical response to moral decision making and will explore humanist rites of passage such as weddings and funerals. Students will finish the unit by studying non-religious views on life after death, reflecting on their own viewpoints. Students will finish Year 8 by studying the unit ' What is philosophy? ' Students will explore what philosophy is, focussing in particular on the Greek philosophers, Socrates and Plato. Students will examine key philosophical proofs for the existence of God such as the Design and Causation argument. Students will also explore some of the key philosophical arguments against the existence of God such as the problem of evil and the challenge from science. Students will finish the unit by examining the belief in a soul, reflecting on their own beliefs.

What resources can my child access for support?

Your child has a knowledge organiser that gives a summary of the key knowledge and vocabulary for all of the units of work covered. Some useful websites to support your child's learning further are www.bbcbitesize.com and SAM learning.

What enrichment opportunities are available and how do these support learning?

To ensure students are as engaged and as enthusiastic with their learning as can be the department has offered a range of learning opportunities outside of the classroom including trips to Auschwitz, Rome and places of worship. The department has also held deeper learning days such as Holocaust Memorial Day and World Religion's Day.

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Exam board AQA <https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062>

Science Curriculum Vision:

A 'Great Sankey Scientist' is a curious individual with an inquisitive and enquiring mind. They strive for answers about how or why something behaves or acts the way it does. They investigate, considering all the factors that can affect their results and then evaluate their methods and strive to improve what they have done. They can make an open minded attempt to explain the world around them using evidence and facts. They understand the value of evidence over opinion, can spot trends in data, make conclusions, and link them with explanations and understands the need for peer review. Students are not afraid to challenge ideas (in a positive way.) They have the self-motivation to read around the subject and continue their learning beyond the classroom. They think in a logical, systematic, and rational way. They are also able to use abstract thinking to link ideas and concepts together. They are problem solvers (solution focussed) with good numeracy, scientific literacy, and oracy skills. They can look at the complex systems within Biology, Chemistry and Physics and explain how they work in terms that anyone can understand. Science solves problems that affect everybody, and it enhances life where problems are not there anyway. Science provides the economic growth this country depends on. Science help pupils understand the world around them and 'how they fit.' Science provides knowledge and understanding that allows pupils to better engage in wider society. For example, pupils will have a more informed viewpoint on climate change, medical techniques, natural conservation, recycling of different materials, or nuclear power..... the list is endless! It may even lead them to become experts and leaders in these current issues; they could in turn influence future culture.

Year 8 Science Curriculum Aims:

The year 8 curriculum builds on units of work previously studied in year 7. By the end of year 8, pupils will have studied several units in each of the 3 science subjects, Biology, Chemistry and Physics. These units will be revisited throughout years 9 to 11 and have been sequenced so that the pupil's knowledge in Biology, Chemistry and Physics will build upon the foundations that they have learnt in years 7 and 8. By the end of year 8 pupils should be clear on where the units of work fit into the science curriculum and how their lessons can be linked to each other and to units they will study as they move into year 9.

Year 8 Science Curriculum	Topics	Content
Term 1	Health and lifestyle, Periodic table, Separating Techniques and Electricity and magnetism.	The first 3 units in Biology, Chemistry and Physics are health and lifestyle, periodic table and electricity and magnetism. These each build on units taught in year 7. Health and lifestyle looks at how lifestyle choices can affect body systems. Periodic table and separating techniques build on the properties of elements first introduced in year 7. Electricity and magnetism builds on prior knowledge of forces.
Term 2	Ecosystem processes, Metals and acids and Energy.	These units build upon the units developed in the first term as well as those taught in year 7. Ecosystem processes starts to look at biochemical processes in whole organisms rather than just cells, organs, and organ systems. Metals and acids starts to look at chemical reactions, building on elements and the periodic table. Energy has links to health and lifestyle as well as starting to introduce key equations that are revisited throughout KS4.
Term 3	Adaptations and inheritance, The Earth, Motion and pressure and a Mastery project.	These are the final units in year 8 that form the foundations of the key themes in science and support further study through to GCSEs in year 11. Adaptations and inheritance builds on ecosystems, looking at how organisms fit in to their environments. Motion and pressure builds on the particles in solids, liquids and gases introduced in year 7. The Earth unit also has links to the space unit in year 7. At the end of year 8 pupils complete a mastery project to consolidate their learning from the whole of the year.

What resources can my child access for support?

Your child will have access to online resources through Kerboodle and their knowledge organiser.

www.bbcbitessize.com

What enrichment opportunities are available and how do these support learning?

We have a very successful STEM club and we have now reached a stage now where we cater for a range of abilities across all year groups. We have weekly projects for years 7&8 students throughout the year, usually culminating in a long term project over the summer term. STEM club, at KS3, is designed to get students used to working safely in a laboratory environment with equipment that they may not normally get to use until KS4 (for example flame testing). We strive to peak pupils interest in science and the scientific process through experimentation, independent design and working well as a team, and it's incredibly good fun!

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Exam board AQA <https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464>