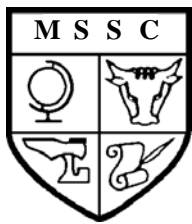


MOULTON SCHOOL

and

SCIENCE COLLEGE



Science

CURRICULUM HANDBOOK

YEAR 8

2009 - 2010

INTRODUCTION

The purpose of this booklet is to provide you with information about the curriculum that your son/daughter will study.

We hope you find the booklet useful and that you will encourage your son/daughter to complete those sections that are dependent on information received in September.

EQUIPMENT

Students should always have the correct equipment with them for every lesson including pen, pencil, ruler, rubber, calculator – preferably contained in a pencil case. In some subjects, a small selection of coloured pencils or felt tip pens, together with a highlighter pen are also useful. Students should also remember to have their Planner for every lesson.

CONTACTS

Name :

Form Group : Form Tutor :

Deputy Head of House (Lower School Curriculum) :

TEACHING GROUPS AND NAME OF TEACHER

Pleas ask your child to complete this. This will help you to know who the most appropriate person to contact is in a given situation.

English :

Mathematics :

Science: :

French : Spanish :

Spanish:

Design Technology :

History :

Geography :

Religious Education :

Physical Education :

Personal & Social Education (PSE) :

Music :

Art :

Drama :

ICT :

Curriculum Support (if applicable) :

The school telephone number is 01604 641600. Please telephone between 8.30 am and 4.00 pm.

Fax No. : 01604 641601

Email address: admin.dept@moultonschool.co.uk

CONTACTING STAFF

Please contact the school to make an appointment as staff have timetabled commitments for the majority of their time and are unlikely to be available to see you without discussing a mutually agreeable time.

WHO SHOULD I CONTACT?

Form Tutor – Your son's/daughter's form tutor should be the first contact point for any queries both to do with progress and welfare. If, on ringing the school, your child's form tutor is unavailable, please leave a message and the form tutor will contact you. Form tutors are as follows :

8A1	/Mrs Malone/Miss H Edgar	8A2	Ms R McGovern
8H1	Miss N Robson	8H2	Mrs C Dixon/Ms K Britton
8R1	Miss S Beacham	8R2	Miss M Gadsden
8S1	Mrs S Everitt	8S2	Ms Y Rutherford

Deputy Head of Althorp House	Miss K Griffiths
Deputy Head of Holdenby House	Mrs L Cameron
Deputy Head of Rockingham House	Mrs H Savage
Deputy Head of Sulgrave House	Mrs R Legrand
Head of KS3	Mr A Day

Special Needs Co-ordinator	Mr P Crotty
Gifted & Talented Pupil Co-ordinator	Mr M Pinder

School Governors - If you require a list of the Governors please contact Mrs J Buckby, Bursar.

Other useful contacts

Director of Studies – Mr A Lancaster deals with admissions to the school and bus passes.

Exams Officer – Mrs C Coulson

Student Services – Miss D Liddle deals with all queries concerning pupils

School Nurse – Mrs V Jamieson

Music Tuition – Mr M Ives (Head of Music)

School Transport, Northampton County Council – 01604 236236

Education Welfare Officer – Mrs S Choudhury, 01604 259599

Charity Matters – See list attached

LOCAL CHARITABLE TRUSTS

Trust	Clerk to the Trustees	Area served
Richard Humfrey Education Foundation	Mr R C Wood Jesmond Howard Lane Boughton Northampton NN2 8RS	Boughton
Thomas Roe Charity	Clerk to the Trustees The Thomas Roe Charity Highgate House Creaton Northampton NN6 8NN	Brixworth
Old School Charity	Mr T George Pump Cottage 62 Main Street Holcot Northampton NN6 9SP	Holcot (Children who are resident or whose parents are resident in the Parish of Holcot only)
Moulton & Overstone Educational Charity	Mr R A Hughes 3 Browns Close Moulton Northampton NN3 7AQ	Moulton & Overstone
Ekins Foundation	Mrs K Atkinson 4 Woodland Avenue Northampton NN2 3BY	Northampton (C of E)
Scaldwell Charity School	Mr P B Harriman Browne & Wells 60 Gold Street Northampton NN1 1RS	Scaldwell
Clara Alice Shipman	Clerk to the Trustees The Shipman Scholarships Northamptonshire County Council John Dryden House 8-10 The Lakes Northampton NN4 7YD	Northampton Borough
Connolly Thomas Wilson Foundation	Mr A W Fookes Wilcon Homes Thomas Wilson House Tenter Road Moulton Park Northampton NN3 6PZ	Northamptonshire
Kingsthorpe Free School Charity	Clerk to the Trustees The Kingsthorpe Free School Charity 7 Spencer Parade Northampton NN1 5AB	The old parish of Kingsthorpe
Sir Thomas White's Charity	Clerk to the Trustees Sir Thomas White's Charity 7 Spencer Parade Northampton NN1 5AB	Northampton Borough (aged 16 and over)

CALENDAR 2009-2010

Autumn Term	Monday 7 Sept - Monday 2 Nov	-	Friday 23 Oct Friday 18 Dec
Spring Term	Monday 4 Jan Tuesday 23 Feb	-	Friday 12 Feb Wednesday 31 March
Summer Term	Monday 19 April [May Day Monday 7 June	-	Friday 28 May Monday 3 May] Friday 23 July

School is closed for Training Days on:
 Thursday 3 September
 Friday 4 September
 Friday 9 October
 Monday 22 February
 Thursday 1 April

THE SCHOOL DAY

	Mon, Wed, Thurs, Fri.	Tuesday
Bell	8.42	8.40
Registration	8.45 - 9.05	8.45 - 9.25
Lesson 1	9.05 - 9.55	9.25 - 10.10
Lesson 2	9.55 - 10.45	10.10 - 10.55
Break	10.45 - 11.02	10.55 - 11.12
Lesson 3	11.05 - 11.55	11.15 - 12.00
Lesson 4	11.55 - 12.45	12.00 - 12.45
Lunch and lunchtime activities	12.45 - 1.37	12.45 - 1.37
Lesson 5	1.40 - 2.30	1.40 - 2.30
Lesson 6	2.30 - 3.20	2.30 - 3.20

MOULTON SCHOOL AND SCIENCE COLLEGE – AN E-LEARNING SCHOOL!

Website

The school website contains a range of useful information for parents. This includes latest news, term dates and important policy documents. The school website can be found at www.moultonschool.co.uk

WE HAVE SUBSCRIBED TO TWO INTERNET SITES FOR WORKING AT HOME :

CHAMPS – a Learning Skills Course

You can access the Internet course now at www.learntolearn.org by “Entering the course” and going to the “First time user” link. Click the relevant school button. Type in the school’s unique access code, choose your own user name and then choose your own individual password (we suggest you use your mother’s first name). Submit your entry and then re-log with your user name and password. **Access to the online course is completely free. The unique access code for Moulton School is UWQ527.**

SAM Learning

SAM Learning is a top quality eLearning service that has been proven to improve exam results through exam practice and related revision. Access to this service is free at home or at school. **To access the service at www.samlearning.com Students need three details:**

Centre ID :	NN3MS
Username:	Date of birth followed by two initials, first name initial and then last name initial Example 010890DJ is the User ID for David Jones born 1 August 1990
Password:	Initially same as User ID. Students may wish to change this to the password they use on the school system.

MYMATHS – www.mymaths.co.uk

Mymaths is a maths resources website which ranges from Year 7 to Year 13 and can be accessed by all pupils at school and at home. At the start of the new academic year, students will be issued with personal login details by the maths department to enable them to use the website.

PERSONAL AND SOCIAL EDUCATION

PSE is an essential part of your curriculum and will help you cope with the decisions and challenges facing you as you approach adulthood.

Our main aim is to prepare and motivate you for the choices affecting your future education, training, career and life as a responsible member of society.

The lessons will focus on three main areas;

Personal well being

Economic well being

Financial capability

The lessons will help you 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.

Your PSE lessons will help to develop your understanding in the following areas:

- Personal skills and qualities needed to make the most of your talents.
- How to help you learn in a way that suits you and helps you become successful.
- Your opinions and to respect those of others
- Respect for the differences between people.
- Good relationships.
- A healthy, safe lifestyle
- Checking your Progress, Target Setting and Action Planning to help you make progress in lessons and in your personal life.
- Careers Education.
- Drugs Education.
- Citizenship.
- Personal and social development (eg friendships, relationships, bullying, co-operation).
- Community and environmental issues.

ART – YEAR 8

AIMS OF THE SUBJECT

Pupils will learn to :

1. Record from firsthand observation, experience and imagination and explore ideas.
2. Reflect and Develop ideas, questioning their intentions.
3. Investigate the properties of different techniques and skills.
4. Represent different images, observations, feelings, ideas in experiments and final pieces.
5. Evaluate and review their work explaining successes, intentions and results.
6. Use the formal elements of Art, eg pattern, colour and shape to represent mood and meaning in 2 and 3 dimensions
7. Analyse and investigate the work, lives and techniques of Artists, Designers and Crafts workers from a variety of cultures.
8. Interpret their understanding of these Artists within their own work.

CURRICULUM OUTLINE

Pupils respond to the masks of other cultures focussing on their use, shape, pattern and construction. Through investigation they develop their own designs, considering the meaning of different symbolism to express this before utilising their ideas in paintings, sculptures and group print works. Later in the year students focus on the conceptual side of art producing paintings which respond to different pieces of music. This will be informed through the investigation and evaluation of the work of Wassily Kandinsky and his art based on musical experience.

HOMEWORK

Homework is set every other week and should last 30 minutes. It will be based on an extension of the lesson, a piece of research or preparation for the next lesson's activity.

HOW PARENTS CAN HELP

It is always useful to take opportunities to visit, experience and discuss Art first hand. The collecting of images and the formation of their own personal opinion in Art through the collection of images and postcards is also highly beneficial.

RECOMMENDED RESOURCES

Students need to obtain drawing equipment such as pencils HB, 2B, 4B, a rubber, small range of colouring pencils would be beneficial though not essential. Sketchbooks can be obtained from us for a contribution of 40 pence.

DESIGN AND TECHNOLOGY – YEAR 8

AIMS OF THE SUBJECT

Design and Technology prepares pupils to participate in tomorrow's rapidly changing technologies.

1. They learn to think and intervene creatively to improve the quality of life.
2. They become autonomous and creative problem solvers, as individuals and as members of a team.
3. They look for needs, wants and opportunities and respond to them by developing a range of ideas and making products and systems.
4. They combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices.

CURRICULUM OUTLINE

Students will follow a course of study that will take them through six areas of Design Technology throughout Key Stage 3 including;

- resistant materials
- food technology
- textiles technology
- control technology
- graphical communication
- paper engineering

They will work with a range of materials and ingredients and design and make a variety of different and exciting products.

HOMEWORK

Students should receive on average one piece of homework per week. They should spend a minimum of twenty minutes to fully complete the task. Homework will include:

- individual research
- recapping of work covered in lessons with revision exercise
- reading specific case studies
- extension work
- practising of specific skills
- revision for modular tests

HOW PARENTS CAN HELP

By checking the quality of completed homework, and by providing the following essential writing and drawing equipment:

- Pen (blue or black; pencil (HB); 300mm ruler; range of colour pencils
- Contribute towards the cost of materials and ingredients for products that their children design and make

DRAMA - YEAR 8

AIMS:

Social Development

- ☆ To develop students group work skills, developing a need for co-operation, negotiation and diplomacy.
- ☆ To work independently, taking ownership and control over learning and progress.
- ☆ To explore a range of social issues, situation and dilemmas in the community.
- ☆ To develop confidence and communication skills.

Learning

- ☆ To develop further knowledge on how to structure Drama for performance, developing performance skills, and ways to present character.
- ☆ To introduce students to a variety of theatrical styles and conventions and how they can be used to develop ideas.
- ☆ To learn about an aspect of theatre history.
- ☆ To explore the consequences of our actions, through the participation in 'social drama'.
- ☆ To explore the social and cultural context of a play.
- ☆ To understand the social, cultural and historical context of the work.

ASSESSMENT

Students are assessed in four Key areas:

Responding ~ Students are required to respond to a range of Drama texts, forming interpretations and exploring and developing their response through the use of Drama strategies.

Developing ~ Students are required develop performance work, using the mediums and elements of Drama, demonstrating a knowledge of the stimulus material and awareness of what they are aiming to achieve.

Performing ~ Students are required to develop a wide range of performance skills. Through the presentation of their role, they need to demonstrate knowledge and understanding of how to use the chosen style and should reflect their understanding of the stimulus material.

Evaluating ~ Students are required to evaluate their own work in order to progress and develop it. They also need to evaluate the work produced by others, reflecting on both positive and negative aspects of the work to develop an informed and constructive criticism.

CURRICULUM OUTLINE

Social Drama ~ 'Dead Smart One of The boys' Students will respond to a poem and explore the social issues raised through the use of explorative strategies.

OR

~ 'Mars' Students will use their imagination to create a new community, planning their roles and responsibilities. They will explore the importance of rituals and ceremonies within a community and develop a stylised performance.

Page to Stage ~ The study of a Play e.g. 'Blood Brothers' or a novel~ Students will respond to the play, exploring the social context and character relationships. Students will apply their knowledge and understanding of the play and reflect this through the presentation of one or two of the characters from the text. Students will look at the process of how a playwright and director convey their interpretation through the creation of a performance.

Radio Plays ~ Students will use ICT to record and develop a sound track for performance. They will develop their vocal communication skills and ways to convey a story through voice.

Historical Theatre ~ Students will look at one aspect of theatre History (either Melodrama or Medieval Drama). They will learn about the conventions of the style and develop a performance applying the conventions that they have learnt about.

Titanic ~ Students will develop their performance skills and understanding of theatrical convention using the context of the Titanic disaster.

Dance ~ Students will use an extract of a film to base their work on, developing a performance using movement to music. Students will learn how to create a dance motif from every day movement and action. Students will structure a dance, looking at repetition, development of music experimenting with pace and style to and complete a dance exposition to record their ideas.

HOMEWORK

There is no timetabled homework. Homework maybe set on occasions and may include, research, collecting props, stage craft.

HOW PARENTS CAN HELP

- ☆ Ensure students have the correct equipment for the lesson; either that they can have bare feet or bring trainers.
- ☆ Encourage students to discuss what they have learnt or experienced in the lesson.
- ☆ Raising awareness of current affairs and social issues that could be reflected through the Drama students create.
- ☆ Encourage students to experience a wide range of performance mediums; through radio, television and theatre.
- ☆ Encourage students to participate in extra-curricula activities.

Recommended Resources

Books and literature to broaden students' imagination and creativity.

ENGLISH - YEAR 8

THE AIMS OF THE ENGLISH FACULTY

1. provide equal opportunity for all students to develop their potential to the full and reward their achievement appropriately;
2. enable students to communicate appropriately and accurately in both spoken and written English;
3. enable students to read, understand, appreciate and enjoy literature, non-fiction and media texts, responding appropriately to them;
4. encourage students to acquire a love of language, and to develop their knowledge of the English language in particular;
5. encourage high standards of preparation and presentation of work;
6. help students to understand themselves and others;
7. foster a valuing of different cultural backgrounds, and a tolerance of the opinions of others;
8. help to prepare students appropriately for life beyond school.

CURRICULUM OUTLINE

- Read and study a range of short stories.
- Examine stories from a multicultural background.
- Define conventions of short story writing/importance of setting.
- Reading and studying a play text.
- Role play and spoken presentation.
- Arguing both 'for' and 'against' a specific topic.
- Letter writing.
- Analysing poetry.
- Reading and studying a novel

HOMEWORK

- Written work (essays, poems, stories, etc).
- Research and notetaking.
- Practice of spelling and punctuation.
- Reading (literature and media).

HOW PARENTS CAN HELP

- Try to ensure that homework is completed promptly.
- Try to ensure that the correct equipment is brought to lessons.
- Help with work by suggesting improvements, but please do not correct work to be copied out.
- Read with your child.
- Encourage use of the school and community library.
- Have a wide range of reading materials (fiction and non-fiction) available.
- Discuss the programmes you watch on television.
- Provide access to a dictionary and thesaurus and encourage their use.

RECOMMENDED RESOURCES

- Read fiction and non-fiction.
- Read other books by the same or similar authors discussed in lessons.
- For further advice, speak to the school librarian, Mrs Roach.

FRENCH – YEAR 8

AIMS OF THE SUBJECT

1. To provide a thorough grounding in French based on both learning through understanding and acquiring new vocabulary and structures through practice.
2. To develop the four skills areas: listening, writing, reading and speaking through purposeful and enjoyable activities.
3. To encourage use of French in the classroom.
4. To develop study skills and pupil's knowledge of different learning styles through individual, pairs and group work.
5. To develop awareness and appreciation of other cultures and customs.
6. To develop techniques and skills necessary to learn other languages.

CURRICULUM OUTLINE

Pupils follow the National Curriculum for Modern Foreign Languages. Students will use a textbook "Actif" and a software package "Boardworks", as well as a variety of other resources. Students have a vocabulary booklet and homework sheets.

Pupils also complete a unit on Citizenship looking at differing lifestyles in other European countries.

HOMEWORK

2 x 25 minutes per week, consisting of one written/reading task and one vocabulary task.

HOW PARENTS CAN HELP

- Encourage your child to have a pen friend
- Encourage daily vocabulary learning – five minutes a day.
- Test vocabulary once a week.
Vocabulary learning
 - Step 1 - look at the French and be able to say the English
 - Step 2 - look at the English and be able to say the French
 - Step 3 - look at the English and write the French
- Encourage your child to use a dictionary to check spellings.

RECOMMENDED RESOURCES

- A simple French-English dictionary can be purchased through school – or any good bookshop.
- There are lots of good books and tapes on the market for extra practice.
- There is a lot of free language material available on the internet.

GEOGRAPHY – YEAR 8

AIMS OF THE SUBJECT

- To develop skills of geographical enquiry: asking questions, collecting and presenting information, writing in a structured way and drawing conclusions.
- To develop knowledge and understanding of places: from the local to the global scales.
- To identify, describe and explain physical and human processes, and their impact on places and environments.
- To describe and explore the ideas of environmental change and sustainable development.
- To contribute to other areas of the curriculum such as Citizenship, ICT, Literacy, Numeracy and pupils' spiritual, moral, social and cultural development.

CURRICULUM OUTLINE

- London: a look at our major city.
- Ecosystems: how nature and people interact e.g. in the Amazon Rainforest.
- Geography of Crime: how skills in geography help catch criminals and prevent crime.
- Coastal Management: how the coastal landscape is formed and managed.
- Weather: understanding the forecasts and how weather affects us.
- Brazil: a study of the geography and development of a different country.
- Energy: the problems caused by traditional forms and ways forward.
- People and the planet: a look at population changes and issues.
- Our warming planet: what is global warming?

HOMEWORK

- Tasks may be written work, research, making items, reviewing or revising.

HOW PARENTS CAN HELP

- Look out for news items (newspapers/TV) related to the course.
- Discuss topics pupils are studying and of local interest.
- When visiting other places discuss issues like travel arrangements and how the place is similar/different to your home area.
- Check that homework is completed to a high standard and handed in on time.

RECOMMENDED RESOURCES

- Library books including access to an atlas.
- Internet web sites

HISTORY – YEAR 8

AIMS

- To develop successful learners and responsible citizens, who enjoy history, make progress and achieve.
- To develop knowledge and understanding of the key themes and periods in history.
- To develop an understanding of the key concepts in history: chronology, diversity, change and continuity, cause and consequence, significance and interpretation.
- To identify and investigate historical questions.
- To be able to select and evaluate a range of historical evidence.
- To develop a variety of communication skills, using historical vocabulary.

CURRICULUM OUTLINE

At Key Stage 3 students will study History through the following themes:

- Political power and human rights
- Movement, settlement and diversity
- Empire
- Everyday life, ideas and beliefs
- Conflict and Co-operation

In Year 8 these themes focus on local, national and international history in the period c.1540-1900. Students will consider and analyse the impact of religious changes in Tudor England, the significance of Elizabeth I, the causes and course of the English Civil Wars, the controversy surrounding Cromwell and the changes in everyday life as a result of the Industrial Revolution. They will be formally assessed on their knowledge and understanding in a variety of ways that includes essays, debates, presentations and practical work.

HOMEWORK

Our aim is to widen students' knowledge of history beyond the curriculum we teach in the classroom and to provide students with the opportunity to carry out enquiries independently. Homework tasks will consist of one enrichment project per half term. This project will consist of a number of activities that can be completed week by week. These tasks will have clear instructions and success criteria for their completion. The enrichment projects are designed to encourage students to think about history thematically by making links between people, actions and events in the past. Students will be given clear deadlines for the completion of this project and their work will be peer assessed in class before being verified by their teacher.

HOW PARENTS CAN HELP

- Encourage the use of the library and/or internet for further research.
- Encourage students to visit places of historical interest.
- Encourage students to keep their books neat and tidy.
- Check that homework is completed to a high standard and handed in on time.

RECOMMENDED RESOURCES

- The “My Story” series published by Scholastic Hippo
- The “Doubletake” series.
- Any good history encyclopaedia.
- www.activehistory.co.uk
- www.spartacus.schoolnet
- www.bbc.co.uk/education

ICT – YEAR 8

AIMS:

Aims and purposes of ICT

ICT offers opportunities for pupils to:

- prepare themselves for participation in a rapidly changing world where activities are increasingly transformed by access to ICT;
- develop initiative and independent learning skills;
- gain rapid access to ideas and experiences from a wide range of people, communities and cultures.

Knowledge

Pupils acquire knowledge of the technical terms associated with the ICT facilities that they are using.

Skills

To handle information efficiently, pupils acquire both technical skills in using ICT facilities, such as how to use a particular software package to reorganise information for a new purpose, and information skills, such as skimming and sifting.

Understanding

Pupils need to understand the concepts that underpin effective use of ICT, for example, when and when not to use ICT for a given purpose. They work towards the appreciation of how their use of ICT, might be improved, for example, to make it more efficient, versatile, interesting or robust. Pupils will become reflective and responsible users of ICT, with an awareness of its impact on daily life and society.

ASSESSMENT

Students are assessed in three key areas:

1. Finding things out:

Using data and information sources

- Understand that different forms of information - text, graphics, sound, numeric data and symbols - can be combined to create meaning and impact.
- Identify the purpose of an information source (e.g. to present facts or opinions, to advertise, publicise or entertain) and whether it is likely to be biased.
- Identify what information is relevant to a task.
- Understand how someone using an information source could be misled by missing or inaccurate information.

Searching and selecting

- Search a variety of sources for information relevant to a task (e.g. using indexes, search techniques, navigational structures and engines).
- Narrow down a search to achieve more relevant results.
- Assess the value of information from various sources to a particular task.

Organising and investigating

- design and use an appropriate data handling structure to answer questions and draw conclusions;
- investigate relationships between variables;
- use software to represent data in simple graphs, charts or tables, justifying the choice of representation;
- derive new information from data, e.g. averages, probabilities;
- check whether conclusions are plausible;

2. Developing ideas and making things happen:

Models and modelling

- Use software to investigate and amend a simple model by:
 - entering rules or formulae and checking their appropriateness and accurate working;
 - predicting the effects of changing variables or rules.
- Test whether a simple model operates successfully.

Control and monitoring

- Implement a system to carry out a simple control task, including some that involve sensed physical data, by compiling, testing and refining sets of instructions, identifying those which can be grouped to form procedures or loops;

3. Exchanging and sharing information:

Fitness for purpose

- Recognise common forms and conventions used in communications and how these address audience needs (e.g. columns of text in newspapers, graphics and enlarged print in posters, hyperlinks on websites).
- Apply understanding of common forms and conventions to own ICT work.
- Use given criteria to evaluate the effectiveness of own and others' publications and presentations.

Refining and presenting information

- Plan and design the presentation of information in digital media, taking account of the purpose of the presentation and intended audience.
- Use ICT to draft and refine a presentation, including:
 - capturing still and moving images and sound (e.g. using a scanner, digital camera, microphone);
 - reorganising, developing and combining information, including text, images and sound, using the simple editing functions of common applications;
 - importing and exporting data and information in appropriate formats.

Communicating

- Use email securely and efficiently for short messages and supporting materials.
- Know how to protect personal details and why this is important.

CURRICULUM OUTLINE

Introduction to ICT ~ Familiarisation with the school network and Acceptable Use Policy

Producing an e-portfolio ~ Developing organisational and file handling skills

Internet Safety ~ Students are made aware of the dangers of using the Internet and shown how to use it securely.

Information - reliability, validity and bias ~ Students will explore the key concepts of fact, opinion, bias, accuracy, reliability and validity when using data sources including evaluation of the usefulness of information on selected websites.

Modelling data ~ Students will study how to use spreadsheets to model simple situations. They will use basic spreadsheet functions to construct, explore and consider how to manipulate graphs and tables in order to present their findings effectively.

Computer Control ~ Students will test and refine sets of instructions using the programming language LOGO.

Publishing on the Web ~ Students will create a multi-page Internet website combining text, graphics and hyperlinks.

3D Home Design ~ Students will use a 3D graphical modelling package to design and produce a villa design to a set of given specifications.

Computer Control ~ Students will test and refine sets of instructions to control a set of traffic lights, a security system, a car park barrier and a wheeled buggy.

HOMEWORK

There is no timetabled homework. ICT suites are open at lunchtimes and on selected evenings after school for students to continue with, and improve, their ICT work

HOW PARENTS CAN HELP

- ☆ Encourage students to discuss what they have learnt or experienced in the lesson.
- ☆ Encourage students to use the ICT suites at lunchtime and after school.

MATHS – YEAR 8

AIMS OF THE SUBJECT

- To develop every pupil's mathematical ability and stimulate their interest in the subject.
- To extend pupil's mathematical skills and confidence through experience and use of mathematics in a variety of situations.
- To provide experience of the power and wonder of mathematics through learning about patterns and relationships.
- To begin to develop problem solving techniques and investigation skills.
- To encourage pupils to be able to work independently, review their progress and set themselves realistic targets.

CURRICULUM OUTLINE

The four areas of Number, Algebra, Shape, space and measures and Handling data are covered. Application and use of mathematics is encouraged throughout and assessed by investigational tasks.

The programme of study is based on the *National Curriculum* and the *Framework for teaching mathematics*. Formal assessment takes place regularly to monitor pupil progress.

HOMEWORK

About 20-30 minutes is the average time expected to be spent on each homework. This may vary for pupils of different abilities, and should be seen as a minimum requirement. Tasks vary from formal exercises, to open problems or correcting previous work.

HOW PARENTS CAN HELP

- Ensure that your child has appropriate equipment and brings it to all lessons : pen, pencil ruler, rubber, angle measurer, compasses and a calculator.
- Encourage and help to learn and practice the times tables and other basic number work, eg when shopping.
- Encourage regular reviewing of past work from own exercise books – especially before a formal test.
- Help when stuck with homework.

RECOMMENDED RESOURCES

- Pupils should be encouraged to tackle problems or games on maths website such as mymaths, samlearning etc

MUSIC – YEAR 8

AIMS OF THE SUBJECT

To foster enjoyment of music and to gain a sense of success from working to achieve the highest standard possible.

- To encourage self-expression and to help pupils gain self-confidence.
- To develop listening, appraising, composing and performing skills

CURRICULUM OUTLINE

The Music Department syllabus is designed to fulfil the requirements of the National Curriculum and its two attainment targets of Listening and Appraising (30%) and Performing and Composing (60%)

Schemes of Work are designed in half term (6 or 7 lessons) or in term (10 to 12 lessons) topics. They are cumulative and progressive and result in one or more assessable performances, marked written work, and at least one formal exam in an academic year.

Schemes begin with a listening activity which is usually analytical and requires use of keywords and acts as the stimulus for future lessons and their own compositions. All schemes end with a final assessable performance or composition (which is performed), which in turn is marked in line with assessment criteria and pupils are given the opportunity to assess their own progress verbally or in written form.

Pupils will cover topics chosen from the following list

Gamelan Music - incorporating use of Sibelius music software
Caribbean Music
Ground bass
Programme Music*

*ICT based music technology projects (computer sequences, midi, notation software)

ASSESSMENT

All schemes of work are assessed using the Music National Curriculum levels.

At Year 8 the “average” student should be achieving mostly stage 3s which is equivalent to a National Curriculum 4a.

HOMEWORK

Music homework is not set weekly but occasionally pupils are required to revise for tests, prepare stimuli for composition work or practice performance work where possible.

HOW PARENTS CAN HELP

- Providing facilities and resources and taking an interest in their music work through discussion or better still demonstration.

RECOMMENDED RESOURCES

- Music Keyboard or recorder are very useful for developing skills outside lesson time.
- Access to the internet, local library and music resources. The music department is developing a home page for students to download useful programs or access various web pages for research outside lessons.

EXTRA CURRICULAR

Instrumental and vocal lessons are available for the pupils at Moulton School. Please ask for an application form which is available from the Music Department. Lessons are available in voice, all Brass, all String, Electric/Bass guitar, Acoustic guitar, all woodwind including saxophone.

We do not currently provide keyboard, piano or drum lessons.

Pupils are encouraged to extend their musical education by joining the CHOIRS, WINDBAND, ORCHESTRA, JAZZ BAND, and various other instrumental groups which take place during lunchtimes, such as ROCK GROUPS.

PHYSICAL EDUCATION – YEAR 8

Aims of the subject

The PE department aim to allow pupils to allow access to the following key processes:

- Developing skills in physical activity
- Making and applying decisions
- Developing physical and mental capacity
- Evaluating and improving
- Making informed choices about healthy, active lifestyles

Curricular Outline

During Key Stage 3 pupils will be taught the knowledge skills and understanding through four areas of activity:

- outwitting opponents, as in games activities
- accurate replication of actions, phrases and sequences, as in gymnastic activities
- performing at maximum levels in relation to speed, height, distance, strength or accuracy, as in athletic activities
- exercising safely and effectively to improve health and wellbeing, as in fitness and health activities.

Homework

As a practical subject, the main focus of lessons is experiential learning. Therefore it is essential that pupils organise themselves at home to bring the correct kit that is appropriate to the activity and the changing weather conditions.

If there is a justifiable reason why a pupil cannot participate, then a note from home should be organised to present to the teacher at the start of the lesson.

How Can Parents Help

Parents can support the work that the children do by:

- Encouraging them to make the use of extra-curricular provision;
- Supporting their interest in activities available outside of School;
- Ensuring that participation levels remain high by checking that kit is organised on the days that PE is timetabled

RELIGIOUS EDUCATION – YEAR 8

AIMS OF THE SUBJECT

- To help pupils to explore ultimate questions of meaning and how religions have responded to these questions.
- To enable pupils to think about their own beliefs, values and attitudes in the light of studying Christianity and the other principal religions.
- To develop the key skills of reflection, empathy, communication, analysis, evaluation and reasoning.
- For pupils to develop attitudes of respect, open-mindedness, self-esteem, sensitivity and critical awareness.
- To understand how religious belief can be expressed in a variety of ways such as art, dance, drama and music.

CURRICULUM OUTLINE

- Christian ways of life
- Judaism as a living religion.

HOMEWORK

- Homework is set as and when it is appropriate, not every week, as pupils only have one lesson a week. Tasks may be written work, research, making items, reviewing or revising.

HOW PARENTS CAN HELP

- Look out for news items (newspapers/TV) related to the course.
- Discuss the meaning of various festivals throughout the year.
- Visit a church (or a different kind of church if you already attend one).
- Check that homework is completed and ready to hand in each fortnight.

RECOMMENDED RESOURCES

- School library books
- Internet websites

SCIENCE – YEAR 8

AIMS OF THE SUBJECT

- To fire students' curiosity about phenomena in the world around them
- To use experimental evidence and modelling to develop and evaluate explanations, encouraging critical and creative thoughts.
- To enable students to question and discuss science related issues that affect their own lives based on their knowledge.

CURRICULUM OUTLINE

Students study a variety of Biology, Chemistry and Physics topics, including the following:

- Space
- Keeping healthy
- Studying diseases
- Separating mixtures
- Atoms, Elements & Compounds
- Magnetism
- Sound & Heat
- Life & Death
- Humans and the environment
- Geology.

HOMEWORK

1 x 20-30 minute homework per week. This may include research, revision or tasks designed to review lessons. Most of the tasks have level ladders to allow your child to achieve their target grades.

HOW PARENTS CAN HELP

- Ask your child to explain and investigate how things work.
- Encourage your child to read about and research scientific issues in the news.
- Ask your child about their Science lessons.
- Monitor their homework and sign tasks where indicated.

RECOMMENDED RESOURCES

- Collins Key Stage 3 Books 1 & 2
- www.bbc.co.uk/schools/ks3bitesize/
- www.learn.co.uk
- www.digitalbrain.com
- www.samlearning.com
- See school website for a further list

There may be Key Stage 3 Science clubs available. This will be confirmed in September 2009.

SPANISH – YEAR 8

AIMS OF THE SUBJECT

7. To provide a thorough grounding in Spanish based on both learning through understanding and acquiring new vocabulary and structures through practice.
8. To develop the four skills areas: listening, writing, reading and speaking through purposeful and enjoyable activities.
9. To encourage use of Spanish in the classroom.
10. To develop study skills and pupil's knowledge of different learning styles through individual, pairs and group work.
11. To develop awareness and appreciation of other cultures and customs.
12. To develop techniques and skills necessary to learn other languages.

CURRICULUM OUTLINE

Pupils follow the National Curriculum for Modern Foreign Languages. Students will use a textbook Miro and they will also have a vocabulary and a homework booklet.

HOMEWORK

2 x 20 minutes per week, consisting of one written/reading task and one vocabulary task.

HOW PARENTS CAN HELP

- Encourage your child to have a pen friend
- Encourage daily vocabulary learning – five minutes a day.
- Test vocabulary once a week.
 - Vocabulary learning
 - Step 1 - look at the Spanish and be able to say the English
 - Step 2 - look at the English and be able to say the Spanish
 - Step 3 - look at the English and write the Spanish
- Encourage your child to use a dictionary to check spellings.

RECOMMENDED RESOURCES

- A simple Spanish-English dictionary can be purchased through school – or any good bookshop.
- There are lots of good books and tapes on the market for extra practice.
- There is a lot of free language material available on the internet.