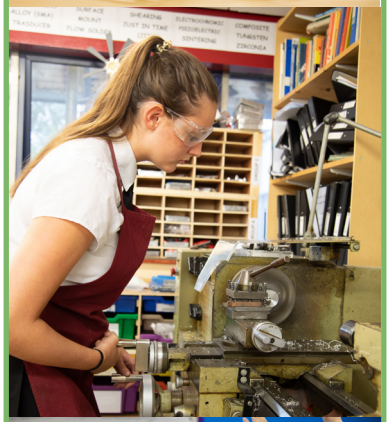
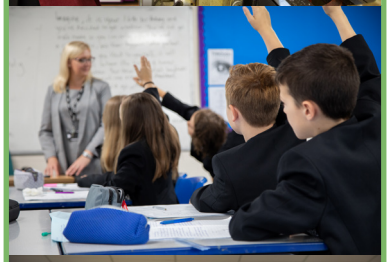
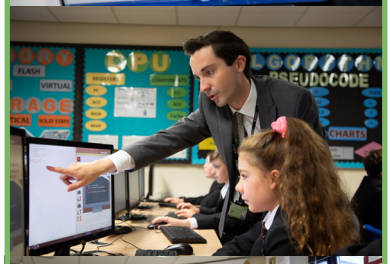






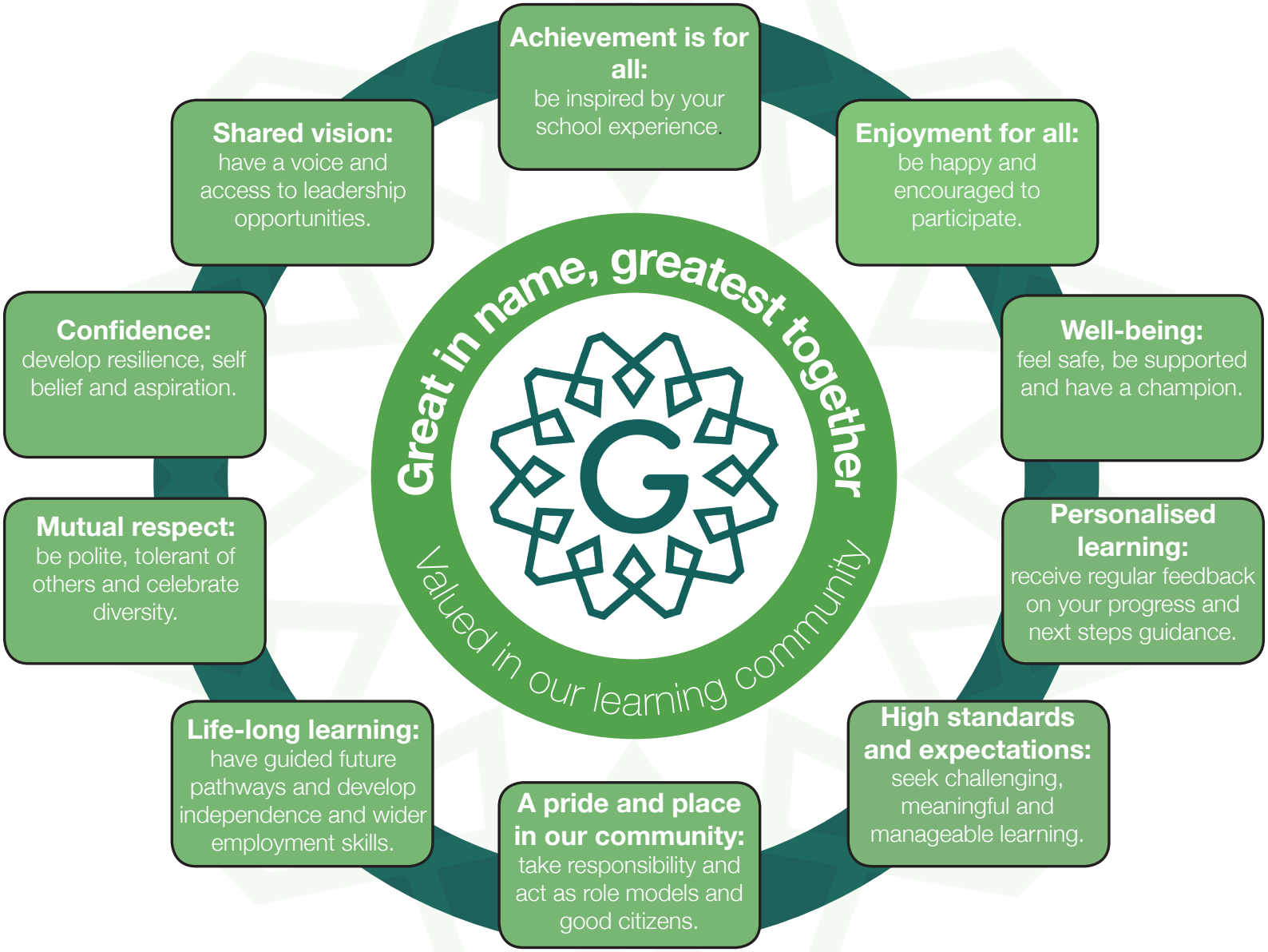
Great in name, greatest together

Great Sankey High School

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, a language, 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 actives 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	Key Knowledge
Term 1	Working safely with the practical space. Last Chance to Paint exhibition project.	Pupils begin with Last Chance to Paint. LCTP it is an online exhibition started by the artist John Dyer, pupils will take inspiration from the Amazon Rainforest and research the dangers it faces. They will watch a series on on-line blog produced by John Dyer and his team, researching, designing and experimenting with paint which will lead towards their final outcomes for the on-line exhibition.
Term 2	Completing LCTP final exhibition piece. Researching and designing taking inspiration from culture number 2.	This term will begin with producing their final outcomes from the LCTP project. Pupils will consolidate their learning and showcase their skills, evaluating the piece against the assessment objects and discussing their progress. Personalised targets will then be set to ensure greater progress as we start to research another culture.
Term 3	Final outcome for second culture. Cultural pattern based design and exam preparation.	Pupils will complete their final 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 showcase 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://wmag.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	Key Knowledge
Term 1	HTML, Web awareness, Python Project Life Cycle Cyber Security	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. Students will also explore the importance of online security and threats that are posed to a system such as phishing, ransomware and viruses.
Term 2	Scratch Networks Spreadsheets Databases	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. Building on from the previous terms unit of cyber security the networking unit give the pupils the opportunity to run a simulation of a network they have created looking at the components needed and the protocols and standards behind setting up their own network. 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.
Term 3	Pop Art MIT app inventor HTML and CSS	The pop art unit is a unique unit where the pupils who are more creative have the opportunity to use Adobe package software to create images of their role models using a range of tools. This unit takes inspiration from Andy Warhol and is fantastic way of linking in the Arts. To year 8 pupils will be back on to developing their coding skills, this time using CSS to improve the appearance and layout of the websites looking at the most efficient way to code in HTML. Alongside this, pupils will be using the online platform of MIT App Inventor where they will follow tutorials in app development which they can test on their android phone or table.

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.bbcbitesize.com

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-j277-from-2020/

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 one 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 produce two projects a Key Fob and a Clock both made from acrylic. 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	Key Knowledge
Term 1	Recap Health and Safety and routines within the department. Re-introduce polymers/acrylic. Repeat the use of hand tools accurately, safely and independently Repeat the use of the pillar drill. Research different design styles and use these influences to create your clock designs and final design. Pupils will understand how to accurately make a card template of their clock.	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 to make a Key Fob. Introduction to polymers FPT Pupils use a template to cut draw on the acrylic and cut it out, file sand, wet & dry it Drill holes in and polish, evaluate against template. Pupils will investigate design movements and existing products to help influence their design ideas.
Term 2	Pupils use prior learning to help select appropriate hand tools and equipment and identify the stages in "finishing" Acrylic. They further develop skills in the use of the Coping Saw, Junior hacksaw, different file profiles and the buffing machine.	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.
Term 3	Adhesives and safety Re-introduce the Pillar drill and how to change drill sizes. Evaluation methods	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. An end of year exam is given to test the knowledge gained in this area.

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
julie.attwood@greatsankey.org

English Curriculum Vision:

A 'Great Sankey English student' will have 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. Students will be able to use their knowledge of literary and dramatic conventions to craft their own creative texts, developing imaginative extended pieces of writing whilst refining their technical accuracy with spelling, grammar and punctuation. Students will explore a plethora of poetry from across the ages, ranging from 16th century Shakespearean sonnets to the most recent work of our poet laureate. They will also have an appreciation of non-fiction texts, understanding their function in society. They will develop their expertise in constructing transactional pieces, such as articles and letters, for a range of purposes and audiences. 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. When presenting, students will adapt their register, tone and vocabulary choices accordingly for the audience and purpose. They will understand the value of effective communication through reading, writing and oracy as an integral part to success in any future career.

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**	**Key Knowledge**
Term 1	21st century novel War and Conflict Poetry	Students will be introduced to literature from other cultures focusing on the American contemporary novel. Students will analyse how writers create meaning for effect looking at characters, themes and settings. Students will begin to engage with a range of complex subject terminology and analyse the writers' overall intentions. Students will continue to develop their previous learning and understanding of poetic techniques focusing on more complex terms such as meter and form. Students will study a range of poems a range of poem from pre-1914 to post 2001. The sequencing of the poems will support students prior learning and contextual knowledge.
Term 2	19th, 20th and 21st century non-fiction Shakespeare's *The Merchant of Venice*	Using the KS3 transition materials and Rollercoaster texts, Students will explore a range of modern non-fiction and analyse features of language, structure and bias. Students will analyse language to identify and interpret explicit information and ideas from 19th century texts. They will critically evaluate the writers' methods and investigate the links between the texts and their literary context. Students will study in-depth The Merchant of Venice developing their prior knowledge of tragic heroes and the origins of tragedy. They will focus on identifying the conventions of Aristotelian drama, analyse setting, character, and study the writers' craft – specifically the study of meter.
Term 3	Transactional Writing	Students will analyse language to identify and interpret explicit information and ideas from a range of texts. They will critically evaluate the writers' methods and investigate the links between the texts and their literary context. Students will then continue to develop their understanding of crafting and editing of non-fiction texts for meaning and purpose.

	Romantic Poetry	Pupils will study a range of Romantic poetry, looking at aspects of the writers' craft and poetic form. Students will also be introduced to the romantic movement and the influence this movement had on the development of English literature.

What resources can my child access for support?

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

www.bbcbitesize.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. There are a multitude of reading and writing competitions running each term in the LRC to encourage students to actively read widely. The English department offer a website club for students with an interest in journalism and the media, and there is a popular Dungeons and Dragons club providing an excellent for students of all year groups to escape to a fantasy world once a week.

Head of Department:
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KS3 Leader:
Helen Crowder
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Curriculum Leader 7-11:
Nicki Fellows
Nicki.Fellows@greatsankey.org

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 single lesson every two weeks in Food Technology. The format is 1 theory lesson followed by two linked practical lessons. 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	Key Knowledge
Term 1	Nutrients and their role in the body Developing knife skills Handling high risk foods Producing consistent products Functional properties of ingredients	To start the year, students will retrieve knowledge about the Eatwell Guide and relate nutrients and their role in the body. This will be linked closely to the production of one savoury and one sweet dish. Pupils will be challenged to suggest adaptations to make a healthier or more balanced option. During practicals, students will be expected to cut a larger range of ingredients, demonstrating good use of the bridge and claw. Convenience products will also feature linked to today's busy lifestyles. Pupils will use these as a base and be encouraged to develop a basic recipe into something more interesting and tasty. Cake making will be revisited and students will now be introduced to the function of the different ingredients using technical terms.
Term 2	Cake making methods Adapting recipes for different needs International cuisine Sensory appeal	Effective time management is an area for development in Term 2. Recipes become more challenging so organisational skills play a much larger part in producing quality products. Two different varieties of cakes will be made using the melting method before we look at adapting recipes for different needs. It is important that students are aware of cheaper, healthier and more sustainable options in today's climate. Handling high risk products will be revisited and students will also make a reduced sauce, with an international influence.
Term 3	Finishing techniques Achieving consistency Functional and chemical properties of ingredients Bread making	After studying the role of the different senses to create a perfect product, students will create a well finished dessert product. They 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. To complete the year students will have the opportunity to work in teams and demonstrate the skills they have learnt to produce an original dish using a range of leftovers provided!

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 throughout the year. If pupils lose this cookbook it can be printed using the following attachment.
Y:\Food Tech\Year 8\Year 8 2019\Year 8 Recipe Book 2019.pdf
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
vicky.knight@greatsankey.org

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 a Geographer with the 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 is a branch of geography that 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 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 8 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, environmental opportunities and challenges, as well as, looking at the development of different countries.
Local – National – Global scale aspects of human and physical geography.

Year 8 Geography Curriculum	**Topics**	**Key Knowledge**
Term 1	Tectonic and Weather hazards. Asia	We start the year with weather and tectonic hazards looking at a range of case studies from earthquakes, volcanoes, tsunamis and hurricanes. We also focus on the most recent extreme weather experienced in the UK. We then observe Asia and how Japan is saving space in Tokyo (Most populated City).
Term 2	Rivers Tourism and Glaciation	The start of term two focuses on River processes in the UK covering case studies on flooding, rocks and weathering. Moving onto Glaciation in Europe and the effect of tourism on our ski resorts under the influence of climate change.
Term 3	Development/South America Extreme Planet	The final term, we compare the rich and poor Cities of Brazil focusing on development indicators. We then move to the Middle East looking at Hot Deserts and their effect on plants and wildlife. Our comparison is Antarctica where we look for evidence of climate change at the Antarctic Scientific research stations.

What resources can my child access for support?

www.bbcbitesize.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 word 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	Key Knowledge
Term 1	Why did Henry VIII make changes to the church and what were the consequences? Why did Elizabeth face challenges to her crown and what were the consequences?	Students start year 8 with a depth study of the Tudors. They look at the formation of the Tudor dynasty under Henry VII, the break from Rome under Henry VIII and the religious rollercoaster under Edward I and Mary. In the 2nd half term study look at the Catholic threat faced by Elizabeth I and how she was able to establish her rule through a combination of politics, war and Royal authority. Again the core of our skills focuses on change and continuity, causation, source and analysis and interpretations
Term 2	Why did the English fight each other? Why did life change under Charles II?	In the spring term students look at the cause, events and consequence of the English Civil War. Start with James I and ending with Oliver Cromwell students study the war through the prism of another example of how royal authority was challenged. In the second half we look at how the monarchy was restored and what this meant for British society and the growth of democracy. The core of our skills focuses on change and continuity, causation, source and analysis and interpretations
Term 3	Why did Britain become the richest and most powerful country in the world? Why did people's lives change towards the end of the 19th Century?	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 begin to look at social history in the late 1800s and early 1900s. We look at the rise of Women's suffrage, the sinking of the Titanic. The core of our skills focuses on change and continuity, causation, source and analysis and interpretations

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?

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

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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.

Year 8 Mathematics Curriculum	**Topics**	**Key Knowledge**
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	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. 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. 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. 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.
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	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. 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 or 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.

		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. 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. 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.
Term 3	Area and perimeter of 2D shapes including parts of circles and compound shapes. Volume and surface area including spheres, pyramids and prisms Loci and Constructions.	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. 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.

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

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MFL Curriculum Vision:

A 'Great Sankey Linguist' will have a strong desire to be able to communicate in another language. They will appreciate the concept that 'English is not enough' and they will have a deep interest in broadening their knowledge of the cultures of the people who speak the language they study. They will be open-minded and have a desire to learn about the customs, traditions and daily routines in countries around the world. They will be risk-takers and be willing to take on the challenge of communicating in a language other than their own native tongue. They will develop the ability to express themselves in a different language through an increasingly growing vocabulary and a deepening knowledge of grammar. They will become more confident as their fluency and spontaneity increase and will develop the linguistic skills which could enable them to pursue the study of further foreign languages. In our global society, where there is a strong likelihood that future employment will transport today's young people to distant horizons, the ability to speak a foreign language is and will continue to be, a much sought-after skill.

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	Key Knowledge
Term 1	Holidays, Sport, parts of the body and illness. **Grammar:** Re-visit 'aller' in the present, use of prepositions + places, re-visit 'je voudrais + infinitive', perfect tense of 'er' verbs, jouer and faire	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	Media: TV, music, books, cinema, technology and social networks **Grammar:** Extend opinions using 'faire' and 'rendre', object pronouns, re-visit perfect tense	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 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	Healthy eating and lifestyles, organising an event **Grammar:** Adjectival agreement, immediate future **All MFL students in year 8 study a cultural topic at the end of the year.**	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 1st 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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Year 8 German 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 German Curriculum	What will pupils study?	Key Knowledge
Term 1	Daily routine and parties and festivals **Grammar:** Reflexive verbs, past tense, opinions in the past	In addition to consolidating their use of verbs in the present 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. They will re-inforce skills required to translate to and from the target language which are required at GCSE. They will be introduced to reflexive verbs.
Term 2	TV, new technology and hobbies, parts of the body and health **Grammar:** Extend opinions, 'wenn' + subordinate clauses	Pupils 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 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 be introduced to subordinate clauses.
Term 3	Local environment and transport **Grammar:** Word order with 'weil', dative case **All students will study a cultural topic at the end of the year.**	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 1st 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. Students will now have some understanding of the concept of word order. 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?

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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	Key Knowledge
Term 1	Time, food and mealtimes, healthy eating, parts of the body, illness and remedies, holidays **Grammar:** 'ser', descriptions, adjectival agreements, doler, 'soler' + infinitive, 'ir' , preterit tense	In addition to consolidating their use of verbs in the present 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. They will re-inforce skills required to translate to and from the target language which are required at GCSE. They will re-visit and re-inforce their knowledge of the rules applied to impersonal verbs ('doler' follows the same pattern as 'gustar').
Term 2	Internet, social media, TV, clothes, uniform **Grammar:** Comparatives, adjectival agreements, 'soler' + infinitive	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 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.
Term 3	Daily routine, re-visit family, relationships **Grammar:** Reflexive verbs, 'llevarse' **All students will study a cultural topic at the end of the year.**	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 1st 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?

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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 key listening tasks delivered as starter activities, in addition to the main assessment task of either performance or composition; these are the three areas of skill for GCSE Music. In addition, 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 8, students will cover the following topics, but not necessarily in this order:

Year 8 Music Curriculum	Topics	Key Knowledge
Unit 1 (HT1)	Keyboard Performance	Students will prepare a performance of Beethoven's "Fur 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. Student are also inspired by one of "the greats" (Beethoven) developing their cultural capital.
Unit 2 (e.g. HT2)	Music Technology	Students will create a song using the Bandlab Education website, developing it from loops and samples. This allows them to learn how to structure a piece of music in clear sections, and how to use features of music technology such as looping and effects. This is a development of the music technology skills learnt in Year 7 and consequently helps to prepare for the KS4 music technology course.
Unit 3 (e.g. HT3)	Ensemble Performance	Students will put together a performance of Jason Mraz's song "I'm Yours" in small groups. This teaches them valuable team/ensemble skills, as they learn to fit different musical parts together and keep in time with each other. 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 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)	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.
Unit 6 (e.g. HT6)	Solo Performance	Students will prepare a solo performance on either the keyboard, an instrument of their choice, or vocals. This builds on performance and keyboard skills they have developed earlier in the year, and gives them the chance to showcase their building confidence as performers. This also links to AoS2 for GCSE Music Component 1.

What resources can my child access for support?

Your child will have access to online resources through Moodle and the Great Sankey Music website:- www.sankeymusic.com or check out our showcase of performances YouTube Channel ***Sankey Music***

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

We offer an extensive programme with at least two ensembles rehearsing after school each night and a concert every half term. Our ensembles include:- Sankey Singers, Bellas & Fellas A capella, Theory Club, The Hit Men, Y7 Drum Ensemble, Ukulele Ensemble, String Ensemble, Young Musicians, Rock Bands & Junior Ensemble. Our programme of concerts include:- Christmas Concert, GCSE Music Concert, Great S Factor, MAT Collaborative Concert, Young Musicians Concert & Summer Concert.

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KS3 Curriculum Lead:
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Exam board AQA

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 key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities**.**

Year 8 Curriculum Plan:

Activities are taught on a rotation depending on the availability of facilities. 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 Handball is introduced in year 8 as this is proving to be a popular activity for KS4 practical examinations. Striking and fielding games and athletics are again taught in the summer months.

	Year 8 Boys	**Year 8 Girls**
Term 1 + 2	Rugby, Set 3- ABCs- through Rugby	Creative Movement
	Football	Games (to include netball/football/rugby)
	Handball	Games (to include netball/football/rugby)
	Fitness	Fitness
	Badminton	Badminton
	Tennis	Tennis
Term 3	Athletics	Athletics
	Striking and fielding games	Striking and fielding games

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 inter-house competition, giving all students the opportunity to represent their house in an organised competition.

Head of Department: Andrew Gee andrew.gee@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	Key Knowledge
Term 1	First aid and personal safety, focusing on road safety Alcohol and drug misuse and managing peer influence Rights and responsibilities in the community Tackling age and disability discrimination	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. 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.
Term 2	Tackling **racism and religious discrimination**, promoting human rights **Online safety** and digital literacy **Mental health** and emotional wellbeing, including **body image**	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. 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

	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.

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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	Key Knowledge
Term 1	Students investigate the key practices of the two biggest religions of Christianity and Islam.	Christianity and Islam are the two biggest religions not only in the world and the UK but also Warrington. This term allows students to explore what the key **practices** of these two **living religious traditions** are e.g. the five pillars, festivals and rites of passages. Students are given the opportunity to **search for personal meaning**- how has what they have learnt developed their own beliefs, values and attitudes.
Term 2	Students investigate the question 'How do we make moral decisions?' Students also explore the key beliefs of Hinduism.	Students explore the theme of **shared human experience** by investigating the different ways people make moral decisions, students then apply these methods to a wide range of controversial issues such as animal testing, war and forgiveness considering their own view on these issues. The last census shows Hinduism is the third most followed religion in the UK. Students explore the **beliefs and values** of Hindus and are given the opportunity to explore some of the deeper questions connected to **our shared human experience.** Students explore what it **means to be a part of this religious traditions** and are given the opportunity to **search for personal meaning**- how has what they have learnt developed their own beliefs, values and attitudes?
Term 3	Students investigate the key beliefs and practices of Buddhism and some of the religions outside of the main six e.g. Amish, Scientology and Rastafarianism.	With over 535 million Buddhist in the world and a rise in the number of people following religions outside of the main six students are given the opportunity to explore the **beliefs and values** of Buddhists and alternative religions and are given the opportunity to explore some of the deeper questions connected to **our shared human experience.** Students explore what it **means to be a part of these religious traditions** and are given the opportunity to **search for personal meaning**- how has what they have learnt developed their own beliefs, values and attitudes?

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 offers a range of learning opportunities outside of the classroom including trips to Auschwitz, Rome and places of worship. The department also holds 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 and 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 have the ability to 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 effect everybody and also it enhances life where problems aren't 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 a number of 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	Key Knowledge
Term 1	Health and lifestyle, Periodic table 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. Heath and lifestyle looks at how lifestyle choices can effect body systems. Periodic table looks at the properties of elements and electricity and magnetism builds on 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, Separating techniques, Motion and pressure and The Earth 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. Separating techniques builds on elements and compounds covered in the periodic table and metals and acids. 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.bbcbitesize.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**