

**MARLWOOD SCHOOL**

**YEAR 8**

**KS3**

**CURRICULUM HANDBOOK**

**FOR PARENTS**

*Working together for excellence*

## **Curriculum Handbook for Parents**

We aim to work in partnership with parents and we try our best to involve you in the vital business of educating your children; since you are the key influences on your children it would be very foolish of us if we did not. In particular, we aim to keep you **informed** - about school policies and procedures, for example, through the *Parents' Handbook*.

We hope you will find this curriculum information useful: it sets out subject by subject the content of courses throughout the year and indicates ways in which you might consider helping your child. We hope we have made the information "user-friendly" and avoided educational jargon.

You will see too that there is a general reading list on the back page, which is relevant to this particular school year.

**KEITH GEARY  
HEADTEACHER**

Human & Animal Form

Students will study Human and Animal Form in as many differing aspects as possible, for example;

- Self Portraiture / body image
- Representational images
- Working in the style of an Artist / movement



Students will realise their intentions  
through 2D / 3D / Craft / ICT / Art  
Research and Educational Visits.

**Recommended Resources:**

A set of colour pencils for using at home would be helpful.

**How you can help:**

Taking your child to visit a local art gallery/exhibition, eg Bristol City Art Gallery (Park Street - free admission with a Bristol leisure card), Arnolfini Gallery (a Modern Art gallery opposite the Watershed - free admission).

Relevant homework will be set regularly.

**SUBJECT**

**DRAMA**

**YEAR 8**

TERM 1	Big Brother/Little Sister	- Using the genre of reality TV students explore skills of character creation and structuring Drama
TERM 2	Pantomime	- Students examine a very specific style of performance
TERM 3	Physical Theatre	- Exploring communication with the emphasis on physicality over the spoken word
TERM 4	Titch Oldfield	- A script based unit that examines techniques of staging a play
TERM 5	Runaways	- A PSHE scheme looking at Runaway children
TERM 6	Putting on a Production	- A script based unit of work that looks at all the aspects needed to put on a performance

How you can help: Taking your child to the theatre  
Encouraging participation in extra curricular activities

**SUBJECT**

**ENGLISH**

**YEAR 8**

**The following topics will be covered over the year, in an order to be decided by the teacher:**

1. Poetry – the study of a specific form of poetry and its features, e.g ballads.
2. Narrative – the study of the specific genre of Gothic literature.
3. Non-fiction and Media – looking at the features of newspapers and comparing and contrasting the forms of tabloid and broadsheet and the differences between written news and spoken news.
4. Novel – the study of a novel from a different culture, allowing for the exploration of different cultures, themes and characters.
5. An Introduction to Shakespeare – a translation of a key scene from a Shakespeare play and a dramatic performance of the chosen scene.
6. Reality television – writing a persuasive audition for a reality television show

**Recommended resources:**

Pocket English Dictionary

A personal reading book (independent reading will take place in allocated library lessons).

**How you can help:**

Now and again, check your child's English book for accuracy.

Listen to your child read regularly and discuss his/her chosen reading material

# SUBJECT FRENCH

# YEAR 8

N.B: our aim is to develop their skills in Listening, Reading, Speaking and Writing as well as develop a cultural awareness of life in France and French speaking countries.

<b>Term 1</b>	<b>UNIT 5 - A la maison</b> <ul style="list-style-type: none"><li>• Describing your house and home</li></ul>	<ul style="list-style-type: none"><li>• Doing the housework, how often and opinion</li></ul>
<b>Term 2</b>	<b>UNIT 6 - En ville</b> <ul style="list-style-type: none"><li>• Describing your home town / region</li><li>• Talking about the pros and cons of your town / region</li></ul>	<ul style="list-style-type: none"><li>• Describing the ideal town</li><li>• Directions</li><li>• At the tourist office</li></ul>
<b>Term 3</b>	<b>UNIT 7 - Au restaurant</b> <ul style="list-style-type: none"><li>• Understand a detailed menu in a French restaurant</li></ul>	<ul style="list-style-type: none"><li>• Order a meal in French</li><li>• Ask about details on a menu and check comprehension</li></ul>
<b>Term 4</b>	<b>UNIT 8 - On sort?</b> <ul style="list-style-type: none"><li>• Making arrangements to go out</li><li>• Arranging a meeting place</li></ul>	<ul style="list-style-type: none"><li>• Adjectives and agreement</li><li>• cinema + films</li></ul>
<b>Term 5/6</b>	<b>UNIT 9 - le weekend dernier</b> <ul style="list-style-type: none"><li>• Hobbies</li><li>• Television</li></ul>	<ul style="list-style-type: none"><li>• Cinema film review</li><li>• Music</li><li>• Reading</li></ul>

### Recommended Resources:

“The Collins Easy Learning French dictionary” will be useful in Years 7 – 11. Pupil guides are given to all pupils.

### How you can help:

- Encourage pupils to learn vocabulary and test them at home.
- Encourage pupils to use the language learning websites to reinforce what has been learnt in class. Details and passwords can be found at the front of their pupil guides.
- Ensure that they complete all homework tasks.

**SUBJECT**

**GEOGRAPHY**

**YEAR 8**

<b>Term 1</b>	<b>MYSPLACE</b> - a personal Geography	Geography 2008
<b>Term 2</b>	<b>ATLAS SKILLS</b> – understanding basic world Geography	In Geography we have 7 KEY CONCEPTS <ul style="list-style-type: none"><li>- Physical/Human processes</li><li>- Scale</li><li>- Place</li><li>- Interdependence</li><li>- Cultural diversity and understanding</li><li>- Space</li><li>- Sustainability</li></ul>
<b>Term 3</b>	<b>RAGING RIVERS</b> – why are we having more floods?	
<b>Term 4</b>	<b>THE FOUR R's</b> – Reduce, re-use, recycle and repair	
<b>Term 5</b>	<b>RAINFORESTS</b> – the global importance of	
<b>Term 6</b>	<b>CONNECTIONS</b> – my place in the world	
Recommended resources		
<ul style="list-style-type: none"><li>• An atlas</li><li>• Access to geographical websites like Google earth, maps.live.com</li><li>• First news – children's newspaper</li></ul>		
How you can help		
<ul style="list-style-type: none"><li>• Discuss news stories about the environment, other countries or hazards</li></ul>		

# SUBJECT            GERMAN

# YEAR 8

**NB: Our aim is to develop skills in Listening, Speaking, Reading and Writing**

<b>Term 1</b>	<b>UNIT 1 - In der Stadt</b> Describing some towns in German-speaking countries, Asking for and giving directions.
<b>Term 2</b>	<b>UNIT 2 - Die Schule</b> Saying which is your favourite subject and why, Talking about your school day, Comparing German and British schools.
<b>Term 3</b>	<b>UNIT 3 - Gesundheit</b> Learning the words for parts of the body, Learning to say what is wrong, Describing symptoms of illness to a doctor, Understanding the doctor's advice, Describing simple accidents in the past.
<b>Term 4</b>	<b>UNIT 4 - Wie siehst du aus?</b> Describing people's appearance, Talking about clothes, Describing what you wear to school.
<b>Term 5</b>	<b>UNIT 5 - Die Ferien</b> Saying what you do in the summer, Talking about the weather, Saying where you went in the holidays and how you got there, Describing what your holiday was like.
<b>Term 6</b>	<b>UNIT 6 -Tagesroutine und das Wochenende</b> Talking about your daily routine, Saying what you did at the weekend, Talking about a party you have been to.

**Recommended Resources:** "The Collins Easy Learning German Dictionary" will be useful from Years 7 to 11. Pupil Guides are given to all pupils

**How you can help:**

- Encourage pupils to learn vocabulary and test them at home
- Encourage pupils to use the language learning websites to reinforce what has been learnt in class. Details and passwords can be found in the middle of their pupil guides.
- Ensure that they complete all homework tasks.

**SUBJECT**

**HISTORY**

**Year 8**

Each History teacher will plan a route through the following themes. Themes are likely to overlap between terms. Pupils will study at least one topic from each theme over the course of the year.

<b>Term 1/2</b>	<b><u>Theme 1- Power and The State</u></b> <ul style="list-style-type: none"><li>• Tudor Kings and Queens</li><li>• The English Civil War</li><li>• The Gunpowder Plot</li></ul>
<b>Term 3/4</b>	<b><u>Theme 2- Industry and Empire</u></b> <ul style="list-style-type: none"><li>• The Industrial Revolution</li><li>• The British Empire</li><li>• Technology and Innovation 1750-1900</li></ul>
<b>Term 5/6</b>	<b><u>Theme 3- Democracy and Representation</u></b> <ul style="list-style-type: none"><li>• The French Revolution</li><li>• The Chartists and reform</li><li>• Life in 'The Golden Age'</li></ul>

**How you can help:**

Talk to your child about **what** they are learning and **how** they are learning in History. Take your child to places of historical significance linked to their studies such as Bristol Industrial Museum.

On the few occasions that homework may not be set (due to staff absence etc) encourage your child conduct independent research on any of the above topics.

**SUBJECT**

**ICT**

**YEAR 8**

<b>Term 1</b>	<ul style="list-style-type: none"><li>• Creating Web Pages</li><li>• Data logging</li><li>• Handling information</li><li>• Models and Presenting Data</li><li>• Transition to Year 9 Units</li></ul>
<b>Term 2</b>	
<b>Term 3</b>	
<b>Recommended Resources:</b> If you are thinking of buying a family computer - the school uses PCs with Microsoft Office software. Pupils have access to school files and their school e-mail account through the internet. A faster connection increases the usability.	
<b>How you can help:</b> <i>Encourage your child to use the computer for purposes other than games. Perhaps some homeworks could be produced using ICT.</i>	
Year 8 is taught in discrete ICT lessons. A report is produced at the end of the academic year.	

**SUBJECT****MATHEMATICS****YEAR 8**

<b>Term 1/2</b>	Number & algebra 1 Shape, space & measures 1 Handling data 1 Number 2  Algebra 2 Shape, space & measure	Add, subtract, multiply and divide negative numbers. Generate sequences and find the $n^{\text{th}}$ term. Angles and parallel lines. Proof of the angle sum of a triangle. Standard constructions. Probability. Identify outcomes using mutually exclusive events Adding and subtracting fractions. Equivalence of fractions, decimals and percentages. Calculate percentages including increases and decreases. Simplifying expressions. Expanding brackets. Using formulae. Area of a triangle, parallelogram, trapezium and shapes made from them. Volume of cuboids and shapes made from them.
<b>Term 3/4</b>	Algebra 2 Number 3 Shape, space & measures 3 Algebra 4  Handling data 2	Plot graphs of linear functions given the rule. Recognise $y = mx + c$ . Rounding. Multiplying and dividing using decimals. Rotation, translation, reflection and enlargement. Congruence and symmetry.  Construct and solve linear equations (unknown on both sides and expanding brackets). Constructing and interpreting pie charts and scatter graphs.
<b>Term 5/6</b>	Number 4 Algebra 5 Solving problems Shape, space & measures 4 Handling data 3	Order of operations. Using approximations and calculations. Construct and interpret linear functions arising from real-life situations. Identifying necessary information. Representing and interpreting solutions. Know and use properties of cuboids. Begin to use plans and elevations. Loci. Bearings. A statistical investigation.

**Recommended Resources** - Key Stage 3 Revision books

**How you can help** - Mental arithmetic: games, shopping, testing tables. Number / logic games: encourage your child to plan strategies, keep scores.

**SUBJECT**

**MUSIC**

**YEAR 8**

<b>Term 1</b>	<ul style="list-style-type: none"><li>• Graphic notation</li></ul>
<b>Term 2</b>	<ul style="list-style-type: none"><li>• Indian</li></ul>
<b>Term 3</b>	<ul style="list-style-type: none"><li>• Arranging</li></ul>
<b>Term 4</b>	<ul style="list-style-type: none"><li>• Blues</li></ul>
<b>Term 5/6</b>	<ul style="list-style-type: none"><li>• Cubase</li></ul>
<b>Recommended Resources:</b> Access to a piano/keyboard Books/materials which reinforce topics	
<b>How you can help:</b> Ask your child what she/he is doing and show interest/encouragement. Encourage listening to <b>all</b> styles of music and attending concerts/performances of <b>all</b> sorts.	

**SUBJECT PE****YEAR 8**

	<b>BOYS</b>	<b>GIRLS</b>
<b>Term 1/2</b>	Rugby Gym Cross country running Fitness	Hockey Cross Country running Fitness Basketball
<b>Term 3/4</b>	Badminton Football  <b><i>Orienteering</i></b> Basketball	Gym Netball Football Orienteering
<b>Term 5/6</b>	Cricket Tennis Athletics	Striking / Fielding games Tennis Athletics

**Recommended Resources:**

As school uniform list. In addition you may wish to supply the following: cricket bat, tennis racquet, hockey stick. We also recommend **gum shields** and **shin pads** for contact sports.

**How you can help:**

By ensuring correct kit is available for each lesson and that transport is available after extra-curricular matches.

**NB: These are the main areas of activity and your child will take part in them. However, due to timetabling implications terms may change. Extra-curricular activities are also on offer.**

<p><b>Term 1/2</b></p>	<p><u>Questions about life and death</u></p> <ul style="list-style-type: none"> <li>Looking at intriguing questions, including “what is suffering?” and “what happens when we die?”. Can we find a way of respecting each other even if we disagree about things?</li> </ul> <p><u>Rites of passage</u></p> <ul style="list-style-type: none"> <li>The “seven ages of man”. Distinctive characteristics of each stage of life and what we can learn from ceremonies and traditions from different cultures and religions. Do we need rites of passage in the 21<sup>st</sup> century?</li> </ul>
<p><b>Term 3/4</b></p>	<p><b>Sacred and spiritual writings</b></p> <ul style="list-style-type: none"> <li>How can words and writings be sacred? Learning from the wisdom of sacred texts.</li> <li>Symbolic and religious language.- going beyond the words to a deeper meaning</li> <li>Reflecting on words of wisdom from different traditions and people.</li> </ul>
<p><b>Term 5/6</b></p>	<p><b>Worship</b></p> <ul style="list-style-type: none"> <li>What is worship? Can you worship if you are not religious?</li> <li>Is there a God? Exploring the big questions</li> <li>A study of Buddhism and Buddhist worship.</li> <li>Some practice of meditation and relaxation exercises.</li> </ul>
<p><b>Recommended Resources:</b>                  The internet has lots of useful sites (e.g. the BBC and Wikipedia) to download pictures and information. Selective use of film and TV programmes can also deepen and widen learning. Family photo album (rites of passage).</p>	
<p><b>How you can help:</b></p> <ul style="list-style-type: none"> <li>Check planners to see the set homework tasks and make sure they do at least one page of work (a quiet, undisturbed environment will help). A homework booklet should be kept at home to provide resources.</li> <li>Give guidance and help with work when necessary and discuss with your child the idea that REP is a valuable subject (see <a href="http://uk.youtube.com/watch?v=Cj1FF4CP5D4">http://uk.youtube.com/watch?v=Cj1FF4CP5D4</a> for ideas).</li> </ul>	

**SUBJECT**

**SCIENCE**

**YEAR 8**

**NB** The units are covered in the order decided by the KS3 Co-ordinator.

<b>Terms 1 to 6</b>	12 short topics covering the areas of: Food and Digestion, Respiration, Microbes and Disease, Ecological Relationships, Atoms and Elements, Compounds and Mixtures, Rocks and Weathering, The Rock Cycle, heating and Cooling, Magnets and Electromagnets, Light, Sound and Hearing.
<b>Recommended Resources:</b> In class we will be using: "Catalyst" (Heinemann) "Starting Science" (Oxford) "Spotlight Science 8" (Thornes) It may be useful to have a set of "Starting Science" for background reading at home.	
<b>How you can help:</b> <ul style="list-style-type: none"><li>• With the learning of scientific words</li><li>• With preparing for end-of-topic tests</li></ul>	

**SUBJECT**

**SPANISH**

**YEAR 8**

N.B: our aim is to develop their skills in Listening, Reading, Speaking and Writing as well as develop a cultural awareness of life in Spain and South America.

<b>Term 1/2</b>	<ul style="list-style-type: none"><li>• About you</li><li>• School</li><li>• Snacks</li><li>• Present tense</li></ul>
<b>Term 3/4</b>	<ul style="list-style-type: none"><li>• Family and home</li><li>• Animals</li><li>• Descriptions</li><li>• Daily routine</li></ul>
<b>Term 5/6</b>	<ul style="list-style-type: none"><li>• Free time</li><li>• Time</li><li>• Sports</li><li>• Your town</li><li>• Directions</li><li>• Weather</li></ul>

**Recommended resources :**

“The Collins Easy Learning Spanish dictionary” will be useful in Years 8 – 11.

Pupil guides are given to all pupils.

**How you can help:**

- Encourage pupils to learn vocabulary and test them at home.
- Encourage pupils to use the language learning websites to reinforce what has been learnt in class. Details and passwords can be found at the front of their pupil guides.
- Ensure that they complete all homework tasks.

<p><b>Terms 1, 2 &amp; 3</b></p>	<p style="text-align: center;"><b>Food Technology</b></p> <ul style="list-style-type: none"> <li>• Cooking for clients, producing dishes suitable for school meals promoting “5 a day”.</li> <li>• Making for production, scaling up, labelling.</li> </ul> <p><b>Textiles Technology</b></p> <ul style="list-style-type: none"> <li>• Colour application in fabric design through a series of focused practical tasks.</li> <li>• Favoured processes to be utilised in a design and make bag activity.</li> </ul> <p><b>Resistant Materials</b></p> <ul style="list-style-type: none"> <li>• Manufacturing processes in mild steel, wood and plastic. Finishes and appearance. Health and Safety.</li> </ul>
<p><b>Recommended Resources:</b></p> <p><b>Food</b> Robust container to transport ingredients and finished products; research materials such as books, recipes, etc.</p> <p><b>Textiles</b> Sewing equipment at home would be an advantage.</p> <p><b>Resistant Materials</b> Simple graphics equipment - pencils (2H, HB), rubber, ruler, compass and coloured pencils.</p> <p><b>Generally</b> There is a good range of textbooks aimed at the 11-14 age range, covering a range of technology areas. Good ones are Collins Design &amp; Technology Foundation Course, Textiles Foundation and Food Foundation Textbooks</p>	
<p><b>How you can help:</b>                  Allow your child to share his/her experiences with you at home - taste, try and enthuse about their work. Support theory by sharing your knowledge and expertise in making, being a consumer and designing. Remind him/her to bring in ingredients when required.</p>	

## List of 12 books recommended for Year 8 pupils

Noughts and Crosses

Artemis Fowl

Bully

The Ropemaker

Flour Babies

Goodnight Mr Tom

The Doomspell

The Wind Singer

Northern Lights

The Fellowship of the Ring

The Secret Diary of Adrian Mole

The Day of the Triffids

**Malorie Blackman**

**Eoin Colfer**

**Yvonne Coppard**

**Peter Dickinson**

**Anne Fine**

**Michelle Magorian**

**Cliff McNish**

**William Nicholson**

**Philip Pullman**

**J R Tolkien**

**Sue Townsend**

**John Wyndham**

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**Series:** Star Wars • Point Crime • Point Fantasy