


SUBJECT SUPPORT INFORMATION
for Parents / Carers
of
Year 8 Students
2019-20





Welcome



Dear Year 8 Parents and Carers

Welcome to our Year 8 Curriculum Information Evening.

We hope that your child has made a successful start to Year 8, and that they are enjoying the many subjects that make up their curriculum.

The purpose of tonight's event is to provide you with details of the programmes of study that your child will be following in Year 8 and how you can best support their learning and progress.

Directors of Learning and Curriculum Leaders from English, Mathematics and Science will be in attendance this evening to deliver a short presentation each and to answer any specific questions you may have regarding their subject. Information about all of the other subjects on your child's timetable can be found within this booklet.

We hope you find the evening useful and informative. All of the presentations from this evening will be available on the school's website from tomorrow.

Please note that Year 8 Parents' Evening will be taking place on **Thursday 21st May 2020**. You will receive regular assessment updates prior to that date – details will be explained by Mr Clarey this evening.

If you still have any unanswered questions at the end of tonight's proceedings, please do not hesitate to approach myself or one of my colleagues and we will ensure that any issues are addressed.

Mr C Burns
Headteacher



English



In English, the students follow a comprehensive and exciting programme of study, which is based on both the National Literacy Strategy and the National Curriculum.

The National Curriculum for English centres around three Attainment Targets:

EN1 - Speaking and Listening

Students are taught to communicate effectively and become confident, articulate speakers. Listening skills are developed and refined.

EN2 - Reading

Students are encouraged to read widely, with enjoyment and understanding; they are given the opportunity to read a wide range of texts including pre and post 1914 literature, plays and poetry.

EN3 - Writing

Students are taught the skills necessary for both fiction and non-fiction writing; they are encouraged to craft and analyse their writing, establishing the effect on the reader. Students are taught to write accurately and a variety of skills are developed including spelling, punctuation and grammar.

Assessment is an integral part of all schemes of work; students are assessed in Speaking and Listening, Writing and Reading. Formative and summative assessments will be completed each half term and at the end of Year 7 a formal examination is taken.

Each lesson is directed towards a particular Assessment Focus for Reading or Writing. Programmes of study alternate between schemes of work that are predominantly reading and schemes that are predominantly writing. Within these schemes there are opportunities for speaking and listening activities such as role play, discussion and formal talks.

The course outline is as follows:

Term	Scheme of Work
Autumn 1	War Poetry EN2 EN1 Reading
Autumn 2	Grammar for Writing: Non-Fiction EN3 Writing
Spring 1	Macbeth EN2 Reading
Spring 2	Grammar for Writing: Dystopia EN3 Writing
Summer 1	Novel EN2 Reading
Summer 2	Complete the novel Reading Exam Preparation EN3 Writing

Once a fortnight students have a timetabled library lesson. This is to enable them to take books out of the library but also to extend their reading repertoire within a focused context. In addition, class teaching is supplemented by a range of extra-curricular opportunities including trips, visits and clubs.

Parental support is paramount and can be demonstrated through encouraging your child to read, reading with your child and discussing their reading choices or preferred genres. Having access to a Broadsheet newspaper at least once a week is beneficial in terms of being aware of current affairs and having access to good writing. Attending plays and productions is another enjoyable social event that can enhance English skills.



Mathematics



Students in Year 8 follow a course designed to reinforce the work done in Year 7 and to extend this in preparation for starting their GCSE in Year 9.

Students will take part in individual work, small group and whole class activities. The mathematics followed on the course can be classified under the National Curriculum targets:

- MA1** Using and Applying Mathematics
- MA2** Number & Algebra
- MA3** Shape and Space
- MA4** Data Handling

MA1 will be approached with activities during lessons and with extended tasks exploring mathematical concepts. These tasks will involve functional skills elements of the curriculum.

The other Attainment Targets will be assessed regularly, approximately every term, with school assessment levels provided twice yearly after formal assessments.

With the increased emphasis on the non-calculator skills, students will have the opportunity to improve their mental arithmetic skills to help them develop strategies for problem solving.

The Year 8 scheme of work has been recently reviewed and rewritten to incorporate some of the 'Mastery' approach which has proved to be highly successful in such countries as China and Singapore. Whilst there are significant cultural differences we feel that there are aspects of this approach that can be beneficial to our students and we have incorporated some of these methods into our curriculum.

Students are expected to be fully prepared for all lessons; ensuring they have all equipment and books. This will mean bringing the following: scientific calculator, angle measurer, protractor, compasses, pen, pencil and ruler.

Homework is an integral part of the course and students will be expected to complete this on a weekly basis, either by way of written assignments or using the Mathswatch on-line resource.

We aim to teach our students to take responsibility for their own learning and to have sufficient confidence and enjoyment of the subject to think independently.

Students will also be given access to The PiXL Maths App. This will enable them to improve their skills in a fun and engaging way that will challenge them at an individual appropriate level.

PiXL Maths App - <https://mathsapp.pixl.org.uk/>



Science



The KEY STAGE 3 Scheme of Learning (SoL) in Year 8 has been written “in-house” using Pearson Exploring Science resources which are the precursor to the Edexcel resources used to develop our SoL at KEY STAGE 4. The Key Stage 3 curriculum focuses on depth of scientific knowledge, numeracy and mathematical reasoning skills. Some GCSE concepts are now included at KEY STAGE 3. This will prepare students for the new Science GCSEs which are more rigorous.

Once every half term, students will complete an assessment based on scientific core skills/content. These have been designed to provide students with the opportunity to evaluate their own performance and to set targets in order to make progress. We will be using multiple choice questions to carry out some of our assessments, but we will also be including two, more traditional, written assessments to help students prepare for the style of GCSE exams. Written assessment results are recorded in our database to allow teachers to determine the overall level a student is working at. A formal, written exam will be taken by all Year 8 students at the end of the year.

YEAR 8 ASSESSMENT CALENDER

Topic	Style of Assessment
Food and Nutrition	Multiple Choice and Written Assessment (Both topics)
Combustion	
Half Term	
The Periodic Table	Multiple Choice Progress Test (Both Topics)
Fluids	
Christmas Holidays	
Plants and their Reproduction	Written Assessment (Both topics)
Light	
February Half Term	
Energy transfers	Multiple Choice Progress Test (Both Topics)
Breathing and Respiration	
Easter Holiday	
Metals and their Uses	Multiple Choice Progress Test
Sound	
May Half Term	
Revision	
End of Year 8 Written Examination	
Unicellular Organisms	

How you can help your child:

- The Priestnall Frog (www.priestnall.stockport.sch.uk) has revision resources for the units taught. There are also exam tips and many other helpful support areas. These can be found under All Subjects and Science
- Encourage the use of Active Learn to complete homework tasks. Students will be shown during lesson time how to access the website and log on in order to complete tasks at home.
- Encourage the use of revision websites such as <https://www.bbc.co.uk/bitesize/subjects/zng4d2p>
- Active Learn is a website for homework, revision & independent learning for Science www.pearsonactivelearn.com. It is matched to the Key Stage 3 specifications so all material is relevant to your child's Science course. It includes a range of guided, interactive learning activities that include short and extended answer questions. Activelearn provides instant automated marking and feedback as well as an online textbook for each school year (7, 8 and

9) which can be annotated. There is also a tracking screen to show your child's progress and attainment. Your child will require a username and password to access the website which has been given to them by their Science teacher. Your child has received training in how to use the website in order for him/her to maximise its potential. Please encourage your child to use this resource beyond activities that have been assigned by their Science teacher.

- Revision Guides are available from the school library at a cost of £5.50 each.
- Encourage your child to see his/her Science teacher for extra help and support if they need it during their teacher's "Office Hours" which are advertised on the school website.
- Encourage the creation of a revision timetable well before the exam date.
- Help students create individual revision materials (i.e. mind maps, flash cards, revision notes etc).

Ensure that all classwork and homework is complete and is of a good standard. Please use Frog to keep up to date on homework tasks that are set by your child's Science teacher.



Art & Design



Art and Design is taught in students' English groupings.

- In art, craft and design we explore the things that we see and feel to communicate ideas and meanings. Again we will revisit subjects from the genres of **people, places** and **objects**.
- We work with traditional and when possible new media, developing greater confidence, technical skills, and promoting imagination and creativity.
- We learn to appreciate and value images and artefacts across times and cultures and to understand the contexts in which they were made.
- In art, craft and design we assess our own and other people's work, judging quality, value and meaning.
- We learn to think and act as artists, craftspeople and designers, working creatively and intelligently.
- We develop an appreciation of art, craft and design, and its role in the creative and cultural industries that enrich our lives.

Assessment Programme: half termly assessments take account of students progress in the areas of:

- Recording and investigation
- Visual elements and media
- Reflection and understanding
- Independent learning and personalisation of outcomes.

Parents can support students' creative and skill-based development by encouraging the extension of drawing at home, visiting galleries in person and online, and through the refinement and completion of class work at home.

Students can develop their skills by working at home to extend and personalise their portfolio



Beliefs & Values



In Beliefs and Values we explore the contribution that Religion, Ethics, Philosophy and secular thinking makes in the world. Students are supported in exploring their own beliefs – whatever they may be - while reflecting on the beliefs and practices of others. Lessons are designed to give time and space to think, discuss and challenge. Students are encouraged to develop critical thinking to deepen their spiritual, social and moral views.

In Year 8 students have one Beliefs and Values lesson each week. In these lessons students build on prior learning by developing their knowledge and understanding of faiths and use this to explore Moral and ethical themes.

PSHE and Citizenship units are also completed in this curriculum time. Homework continues to be set according to the homework timetable (see website for details) and students are encouraged to share their learning at home.

The areas of study for Year 8 include:-

Science and Religion: Including the relationship between science and religion. We consider ideas around the creation of the universe and opinions on miracles and unexplained events.

Prejudice and Discrimination: Including investigating the impact of people of faith such as Martin Luther King and Mahatma Gandhi. We will also be exploring the Citizenship theme of human rights and civic responsibility.

PSHE/Citizenship – Includes covering the concepts of rights and responsibilities, social action, and sex and relationships.

Terror and Extremism – including the nature and impact of terror and extremism. Considering the motives for extremist views and terrorist acts, along with the response from British society and world organisations.

Sex and Relationships – Considering body language and sex, keeping safe, Youth Produced Sexual Imagery (Sexting) and keeping safe online.

What parents/carers can do at home to help:

- Encourage students to discuss their learning.
- Encourage students to complete the homework tasks that are set for them to the best of their ability using websites like BBC Religion and BBC Bitesize.
- Make use of the range materials available to help which are beginning to be available on the BV section of the Frog Learning Platform.



Computing



Sequencing

In Year 8 students are introduced to the concept of sequencing instructions as used by computer systems. We begin using Microsoft Logo software and investigate how to make our instructions more efficient. We then progress to using Flowcharting software to control and make safe a log flume ride; we investigate the use of subroutines, here, to make our instructions more efficient and easier to identify faults. We finish this unit using Scratch animation software to consolidate the idea of computer systems are controlled by a sequence of instructions, just like animation software.

Web Design

Students will be introduced to web design concepts and will also be introduced to HTML, a computing language used for tagging text files to achieve font, colour, graphic and hyperlink effect on World Wide Web pages.

Computing

In this unit of work, students will investigate how computers were developed and how they work . They will learn to convert decimal numbers & graphics into binary.

Flash animation

Students will be taught some basic “flash” animation skills, in preparation for Year 9, and the possibility of selecting Computer Science at GCSE.

How parents can help:

- Encouraging students to practise their skills at home
- Encouraging the use of touch typing software – there are free versions available online e.g. <http://www.bbc.co.uk/schools/typing/>
- Ensure you protect your children in the virtual world as well as you do in the physical world, visit <https://www.thinkuknow.co.uk/parents/> for more information



Design & Technology



In Year 8, students study the six areas of Design and Technology; Product Design, Graphic Communication, Electronics, Materials, Fashion & Textiles and Food & Nutrition. Students use a wide range of materials to design and make products. They develop their understanding of designing and making by investigating products and finding out about the work of professional designers and the manufacturing industry.

Students use computers, including Computer-Aided-Design software, as an integral part of designing and making. Design and Technology prepares students to participate in tomorrow's rapidly changing technologies. The subject calls for students to become autonomous and creative problem solvers, both as individuals and as members of a team. They combine practical skills with an understanding of aesthetics, social and environmental issues, function and industrial practices.

Students are taught aspects of:

- Developing, planning and communicating ideas
- Working with tools, equipment, materials and components to produce quality products
- Evaluating processes and products
- Knowledge and understanding of materials and components
- Knowledge and understanding of health & nutrition

These are taught through the following activities:

- Product Evaluation and Analysis
- Focused Practical Tasks
- Design and Make Assignments

Assessment of students designing and making capability is carried out by assessment of a designing and making projects. In Year 8 students are not in sets and are taught in five mixed ability groups.

Homework for Year 8 will be issued through the Priestnall Learning Platform Frog drive.



Drama



Key Dates and Information

During Year 8, students will have opportunity to:

1. Reflect on their participation in drama and identify areas for development
 2. Develop the dramatic techniques that enable them to create and sustain a variety of roles;
 3. Explore and develop ideas, issues and relationships through work in role; collaborate in, and evaluate, the presentation of dramatic performances, scripted and unscripted, which explore character, relationships and issues.
- Consolidate and deepen their understanding of how space, movement and voice communicate meaning, and evaluate that use
 - Work constructively and creatively alone and with all other members of the class, consolidating the ability to negotiate, make decisions, select and apply a range of techniques and structures as part of a group
 - Understand and apply the skills required for effective spontaneous improvisation,
 - Use a range of approaches to create credible characterisations, varying vocabulary and body language as appropriate
 - Develop the ability to use a range of skills and techniques to structure an effective performance
 - Understand and apply the common and discrete skills required in the process and the performance of drama
 - Discuss and analyse the issues and themes involved in their work, showing an awareness of their own experience and that of others
 - Demonstrate an understanding of the difference between spontaneous improvisation and prepared improvisation
 - Develop their ability to reflect upon and respond constructively and sensitivity to their own work and that of others in the class

Year 8 students should also be able to use and understand the following technical vocabulary: -

Teacher in role	Blocking	Empathy	Forum
Dramatic tension	Flashback	Hot-seating	Characterisation
Genre	Transformation	Facing out of drama	Performance Style
Still picture	Narration	Spoken thought	Mime
Body language	Facial expressions	Eye contact	Role-play
Staying in role	Soundscape	Teacher In role	Spontaneous improvisation
Audience Awareness	Gesture	Vocal skills	

Parents and carers can help support their child by enquiring about some of the topics explored and the practical and group skills that have been developed in Drama.

Attendance of plays, productions, shows and concerts also enhances students' awareness of drama related themes.



Geography



A high-quality Geography education aims to inspire in students a curiosity and fascination about the world and its. We aim to equip students with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

The big questions we will investigate in Year 8 are:

Enquiry Question	Content
How is globalisation changing the world?	The impact of globalisation on our lives and the lives of people in low income countries.
How should we protect ourselves from tectonic hazards?	Plate tectonics, the causes and effects of earthquakes, management of earthquakes in high and low income areas of the world.
Is fracking the way forward?	The use and impact of fossil fuels and renewable energy and how we can become more sustainable.
Can economic development ever be sustainable in Africa?	Ecosystems and resource exploitation in Africa, challenges and opportunities for development in Africa, changing relationships with Africa and the wider world
Can we cope with the growth of Asia?	Population change, development, resource availability and use and sustainability in Asia.

Assessment:

There are five aspects to being an outstanding Geographer therefore students will be assessed on their ability to:

- **Know information as a Geographer** - knowledge of locations, places, environments
- **Think as a Geographer** - understanding of the processes that lead to the specific characteristics of places
- **Study as a Geographer** - competence in a range of skills including fieldwork, mapping and GIS and in researching
- **Apply ideas as a Geographer** - apply geographical knowledge, understanding and skills to real world contexts
- **Communicate as a Geographer** - develop well-evidenced arguments drawing on their geographical knowledge and understanding

Students will be assessed by means of a baseline test and then there will be one main assessment for each of the units. Specific pieces of work in each unit will be assessed to provide students with feedback before their final assessment.

What parents/carers can do at home to help:

- Encourage pupils to read and use maps whenever possible when at home, on days out or on holiday.
- Encourage pupils to complete the homework tasks that are set for them. Homework will be assessed through either teacher assessment or students will use their homework within a lesson and will receive feedback on it within the lesson.
- Encourage pupils to take an interest in world events by looking for stories connected to Geography and the environment in the news.



History



In Year 8 students focus on the following topics.

Industry and empire: Britain, 1745-1901

In this study students learn about the British Empire combined with the impact of the Industrial Revolution on lives in Britain. This involves an in-depth study on India. Students will then focus on nineteenth century living and working conditions, before moving on to Britain's role in the Slave Trade. Starting with the civilised nature of African society students trace the large scale movement of people in the slave trade, the horrors of the middle passage, the culture developed by slaves and the fight for freedom and equality over 400 years.

Challenges for Britain, Europe and the wider world 1901 to the present day

Here students will focus on the First World War. Students will consider the causes of the Great War and will address such questions as 'What were the trenches really like?' and 'Why did some men refuse to fight?' The topic then extends further into an investigation into why women got the vote in 1918.

'The Rise of Hitler'

Students will carry out an in-depth study of Hitler's rise to power in Germany in 1933. They will consider the Treaty of Versailles, the development of the Nazi party in the 1920s, the Great Depression, how Hitler was able to become leader of Germany and ultimately the outbreak of World War Two .

In terms of supporting youngsters at home we always ask that parents/carers sign and discuss though the points raised on students assessments sheets following assessed pieces of work.

Civil Rights: 1920s and onwards

At the end of Year 8 students examine how far Civil Rights have been achieved for Black people in the modern day. This study will focus on issues such as lynching in the 1920s, the civil rights movement led by Martin Luther King in the 1960s and the extent of racism today.

How to support your child

Parents are able to support their child by accessing the 'Year 8' section which can be found on the History section of the Learning Platform. This contains a list of all topics covered in class, including supporting Power-points. All assessments can also be accessed here including mark schemes. This can be used as a stimulus for parents to extend their knowledge further in order to support their child at home. For the first time this year, our Year 8 students will be attempting GCSE style questions, in anticipation of them studying GCSE History in Year 10.



Modern Foreign Languages



Students in Year 8 continue their studies of French building on what they have covered in Year 7. All learners are embarking on a very important learning journey as they work towards the more challenging GCSE French qualification at the end of Year 11.

THE COURSE

This course builds on their studies of French in Year 7. Year 8 classwork and homework develops listening, reading, speaking and writing skills. The new GCSE assesses all four skills evenly (25% each) We have built in competences from the new GCSE into the Key Stage 3 assessments to prepare our learners as best as possible for what lies ahead. Preparation for and performance in all assessments is tracked thoroughly. Students are expected to prioritise accordingly and manage their time effectively in order to make the most of their language learning opportunity. Full focus and application is vital right from the start to ensure that the Key Stage 4 course is no more challenging than it already is.

During Year 8, students become more competent users of the language and will express themselves in conversation and writing more accurately and with more detail using more complex language and vocabulary. They will continue to improve their understanding of French by listening to a variety of recorded material such as songs and poems and reading a range of texts.

The Year 8 course will focus its learning objectives through the topics of Personal Information, Leisure and Food and Drink. All students must sit winter and summer listening and reading assessments in line with the new GCSE. Writing is assessed via mini writing exams throughout the year and a full writing exam in the summer term. Speaking is assessed in class and there is one formal speaking assessment towards the end of the year.

Year 8 French course outline

(Main focus on vocabulary building and listening/reading skills with an introduction to the new terminal written and spoken exam)

- Personal Information, Family and Friends
- Leisure
- Food and Drink

Year 8 students have access to French listening resources via the Learning Platform which include a variety of practice questions on all relevant topics.

We endeavour to provide as many opportunities as possible for students to learn about the cultural aspects of French life. We aim to make cultural links at appropriate times throughout the course. In fact, we have dedicated one full half term to project based learning where group work skills can be developed and students can focus on a topic of choice.

Assessment of learning is done through regular tests during the year. These cover skills of listening and reading, speaking and writing. Students will have regular vocabulary tests. These will form part of the on-going assessment of student progress and therefore it is essential that time and efforts are invested.

If students have not already purchased a bilingual dictionary it is necessary to do so since, when used properly and with lots of practice, it is an important tool to help improve the quality of work. Excellent effort in school and at home is crucial in order for students to achieve to their maximum potential.

YEAR 8 FRENCH ASSESSMENT SCHEDULE

YEAR 8	Topic	Style of Assessment
Half term 1	PERSONAL INFO/FAMILY/FRIENDS	<ul style="list-style-type: none">• Mini Vocabulary• Personal Info Vocabulary/Grammar
Half term 2	PERSONAL INFO/FAMILY/FRIENDS LEISURE	<ul style="list-style-type: none">• Mini Vocabulary• Winter Listening• Winter Reading• Picture Writing
Half term 3	LEISURE	<ul style="list-style-type: none">• Mini Vocabulary• Leisure Vocabulary/Grammar• Paragraph Writing
Half term 4	FOOD AND DRINK	<ul style="list-style-type: none">• Mini Vocabulary• Translation Writing
Half term 5	FOOD AND DRINK	<ul style="list-style-type: none">• Mini Vocabulary• Food & Drink Vocabulary/Grammar
Half term 6	PROJECT/FILM STUDIES	<ul style="list-style-type: none">• Mini Vocabulary• Summer Listening• Summer Reading• Summer Writing• Year 8 Speaking

REVISION ADVICE and USEFUL INFORMATION

What **students** should be focusing on:

Listening and reading:

Learning as much topic-related vocabulary as possible. Vocabulary building needs to be done at regular intervals and not just when learning is set for homework for a test. Students are expected to revise lesson content each evening after a Languages lesson has been delivered.

Practise finding and using synonyms.

Use reading and listening materials to practise exam questions. Their language teacher will be happy to help with any difficulties they encounter in completing the questions.

Speaking and Writing:

Ensure all class notes are up to date and thorough to be used to support revision for exams.

Examine the criteria sheets so they know what they need to do for the higher grades.

Make sure they include a range of tenses.

How **you** can help your child:

Test them at regular intervals. This does not mean that you should be spending hours learning it with them!

Encourage them to use the internet to practise vocabulary/grammar they have learnt:

www.linguascope.com
www.atantot.co.uk
www.languagesonline.co.uk

Encourage them to use the strategies on how to answer questions they have learnt in class. This will greatly increase their chances of a higher grade.

Encourage them to practise their exam prep and test them as they manage small chunks of it.

Encourage students to visit the LEARNING PLATFORM to advance listening skills using the practice activities.



Music



“One good thing about music, when it hits you, you feel no pain.” – Bob Marley

During Year 8, students study a wide range of musical genres, with many opportunities for practical learning.

All students are individuals and therefore have different learning styles and musical tastes, which is why our Year 8 curriculum values all music styles, skills and instruments and is designed to broaden minds and foster a love of all music that students of all abilities and backgrounds will enjoy. Instrumentalists are encouraged to perform on their instruments during their normal curriculum music lessons.

The students explore a different Scheme of Work each half term:

Term 1a – Variations

- During the Variations Scheme of Work students will develop their ability to recognise, explore and make creative use of musical devices found in variation form.
- They will explore and learn how musical ideas can be changed to create different moods and effects.
- Students will develop their performance and compositional skills by composing variations on the theme of Frère Jacques.

Term 1b – Ground Bass

- During the Ground Bass Scheme of Work students will explore and learn about the compositional device known as Ground Bass.
- Students will also explore and learn about the history and origins of Baroque music and prominent composers of the period.
- They will develop their performance and Listening and Appraising skills through Pachelbels Canon in D.

Term 2a – Rock ‘n’ Roll

- During the Rock ‘n’ Roll Scheme of Work students will explore the music and culture associated with the 1950’s and its influence on modern day music and fashion.
- Students will further develop their performance skills by learning to play individually and as part of an ensemble, music from the 1950’s such as Rock around the clock and ‘Let’s Dance’.

Term 2b – Opera

- Students will explore and learn about the key features and characteristics of operatic music.
- They also explore and learn about culture and history associated with this genre.
- Students will improve and develop their keyboard and performing skills through learning how to play Bohemian Rhapsody.

Term 3a – Composition

- In this Scheme of Work students will develop their compositional skills through basic melody writing activities based on simple scales such the pentatonic scale.
- The students will develop their knowledge and understanding of standard notation through the use of music specific software such as Sibelius.

Term 3b – Musicals

- Students will explore and learn about the key features and characteristics of Musicals.
- They will also analyse the history and plot lines of several famous/popular musicals.
- Students will improve and develop their keyboard and performing skills through learning how to play music from Chicago.



Physical Education



Students will have 5 lessons of PE over the two week timetable at Priestnall School. They will follow a rotation of activities throughout the year. They will spend 8 lessons on each activity before been assessed using the national curriculum Physical Education criteria. Students will be placed in ability groups at the start of the school year using assessment data from the end of Year 7.

Boys

Boys will participate in the following activities:

- Football
- Rugby
- Badminton
- Basketball
- Handball
- Fitness
- Orienteering
- Athletics
- Rounders
- Cricket
- Tennis
- Softball
- Table Tennis

Girls

Girls will participate in the following activities:

- Netball
- Dance
- Gymnastics
- Hockey
- Badminton
- Handball
- Fitness
- Athletics
- Rounders
- Tennis
- Rugby
- Softball

Extra-Curricular Activities

Students are also encouraged to attend one of the many clubs/teams during lunchtime and after school. Please refer the PE/Dance extra-curricular timetables. The nature of the sports/activities change in September and April.



Independent Learning



All homework is published via Frog

Using the Virtual Learning Environment

There is a need for students to work independently if they are going to achieve their true potential. In school staff will set work that increasingly relies on students working through problems and issues at their own pace; making decisions about what resources to use and which approaches to take. Students also need to work more independently at home.

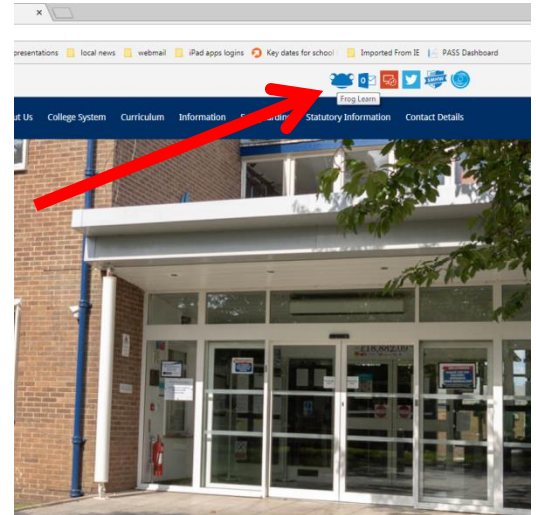
Students and parents can access resources from home via the School's Learning platform. The platform is called Frog and is accessible via the school website, by clicking on the blue frog at the top of the screen. Students have a login for the school network, and this is the same username and password that is required to access Frog when outside the school building. Parents should have a username and password issued. If you do not, then please contact the school office.

Within Frog there are a growing number of resources that are available to students and parents. A group of teachers are currently developing content and this will be used more widely during the course of this year. When a new page (known as a "site") is created and you are given access to it, you will receive a notification.

The Learning platform will become increasingly interactive, allowing students to access and submit work.

Parents can currently access the Priestnall post from their home page and access student reports that are issued each half term.

The aim of the platform is to improve communication, sharing information more effectively and ensuring that all students have the support needed to ensure they realise their true potential.



Priestnall
educating for life

Research by Cambridge University (2015)

During Year 11:
Each extra hour per day on the Internet, playing video games or watching TV resulted in:
Two grades lower at GCSE

Each extra hour per day doing homework or reading resulted in:
Four grades higher at GCSE

THE SCHOOL EXPECTATION IS THAT YEAR 9 STUDENTS COMPLETE ONE TO TWO HOURS HOMEWORK PER NIGHT



Glossary of Terms



CYPD	Children's & Young People's Directorate
DfE	Department of Education
DLD	Deep Learning Day
FSMQ	Free Standing Mathematics Qualification
GCSE	General Certificate of Secondary Education
NQF	National Qualification Framework
NVQ	National Vocational Qualifications
QCDA	Qualifications and Curriculum Development Agency
UCAS	Managing applications to higher education courses in the UK