

INTRODUCTORY PAGE

Welcome to Wilmslow High School.

In 2009-2010, the curriculum at Wilmslow High School is organised in the following way:

| Curriculum Organiser | Subjects | Periods (30 x 50 minutes) |
|-------------------------------|---|--|
| Individual Development | P.E. Art Music Drama R.E. PHSCE | 3 2 1 1 1 Theme Days and Tutorial Programme |
| Multiliteracies | English Mathematics ICT Modern Foreign Languages | 4 4 1 (taught through Science) 3 |
| Global Communities | Geography History Business Studies and Enterprise | 2 2 Across the Curriculum |
| Empiric Enquiry | Science Design and Technology | 4 (inc ICT) 3 |

Subjects are grouped together in these Curriculum Organisers so that students develop an understanding of the knowledge and skills in the four main areas of learning.

Although many courses link the knowledge and similar skills within an area of learning we encourage students through ‘Organiser Events’ to see that there are links between the four areas.

In Year 8 all students have the opportunity to study all subjects within the ‘Organisers’. As students develop we increasingly personalise their courses aiming to meet the needs, ability and interests of the students.

As a Sports College we believe all students should be healthy, safe and enjoy their education at Wilmslow High School. Although sport is very important to us it is also a catalyst to quality and success across the curriculum. We intend, with you, to ensure your child achieves and makes significant progress whilst at Wilmslow High School. Further details about each curriculum area are available on our website.

This booklet contains a description of the courses your son or daughter will be following this Year. It should be a guide to you in terms of courses, how the work will be assessed and the homework requirements. Please discuss the contents of this booklet with your son or daughter. Together we should encourage them to aim high, achieve and gain success in

all their subjects. It is through the partnership of student, school and home that success can be achieved. All students should try to get the most out of this school Year by participating fully in the wide range of opportunities and activities school has to offer and working hard in all lessons to achieve their full potential.

If at any time you wish to discuss your son or daughter's progress please contact the appropriate Head of House.

Bollin House : Mr I Tatlock

Harefield House : Mr S Fox

Thorngrove House : Mrs A Harris

Norcliffe House : Mrs P George

Alternatively, if you wish to discuss the present contents of the curriculum and share ideas for its future development, then please contact me.

Dr J. Pullé

Deputy Headteacher (Curriculum Development)

Physical Education - Year 8

A Sports College Perspective

What are we aiming to achieve?

The Sports College Team at Wilmslow works to a programme that aims to enable students to:

- become physically competent and confident young people
- develop a wide range of physical skills that become secure
- perform and appreciate performances as individuals, in groups and teams
- make links between different types of physical activity
- develop their capacity to engage in physical activity.
- express and communicate ideas, solve problems and overcome challenges in imaginative ways
- include regular, safe and enjoyable physical activity
- experience a broad and diverse curriculum in which they develop, select and apply transferable skills appropriately in sport and a wider context
- encourage the development of personal attributes – interest and enthusiasm, cooperation and competition, responsibility, initiative, organisation and presentation, determination, self-confidence, and to enhance good social and sporting attitudes.
- promote awareness and understanding of physical fitness and its contribution to general health through participation in physical activity.

What is the programme of learning?

The new curriculum is split into key processes and range and content.

What are the key processes?

During Key Stage 3 students follow a programme of study that embraces the flexibility of the new Key Stage 3 curriculum. Students are given opportunities to produce complete pieces of work involving the key processes of:

- developing skills in physical activity
- making and applying decisions
- developing physical and mental capacity
- evaluating and improving performance
- making informed choices about healthy, active lifestyles

What is the range and content?

Physical Education is moving away from teaching discrete sporting activities and towards developing core skills in young people that can be applied in a variety of contexts. In Year 8 students will still enjoy a diverse and varied curriculum ranging from invasion games to gymnastics to outdoor and adventurous activities but they will learn to transfer their skills across activity areas and in a wider context. For example students will practice and secure physical skills by taking part in hockey and then cricket so that students develop their

striking skills. They will learn and compare different concepts so that they become thinking performers, for example, by taking part in gymnastic and then dance activities, and learning to adapt the style and quality of their movements to suit each context. They will learn to solve problems creatively, make decisions quickly and appropriately and to evaluate and improve performance as well as appreciate the benefits of physical activity for mental and physical well being.

The range and content of the new Key Stage 3 PE curriculum includes:

- outwitting opponents, as in games activities
- accurate replication of actions, phrases and sequences, as in gymnastic activities
- exploring and communicating ideas, concepts and emotions, as in dance activities
- performing at maximum levels in relation to speed, height, distance, strength or accuracy, as in athletic activities and swimming
- identifying and solving problems to overcome challenges of an adventurous nature, as in outdoor activities
- exercising safely and effectively to improve health and wellbeing, as in fitness and health activities.

In Year 8 students will have three 50 minute PE lessons per week. Teaching is conducted in single sex groups. Students will experience all of the range and content listed above through a variety of activities including invasion / net/wall / striking and fielding games, athletics, aesthetics, outdoor and adventurous activities and health related fitness activities.

How can homework support this learning?

In Year 8 it is very rare that students will be set homework in PE. They will be encouraged to work on their personal health related fitness targets throughout the Year and will be expected to attend at least one extra curricular club of their choice each week. From time to time students will be asked to carry out mini investigations.

What resources can support this learning?

Students are required to wear the full PE kit for their safety and to allow them to perform to their best. Appropriate footwear is also very important with 'sports' trainers with laces preferential to fashion or velcro fastening trainers. Where possible students are encouraged to wear football/rugby boots for the respective sports and to wear astro turf trainers and shin pads for hockey. No jewellery is permitted to be worn for PE lessons and therefore students are encouraged not to wear their jewellery on PE days.

To make sure no student is encouraged to take part in PE when they are not fit to do so parents/guardians are requested to write a note in the child's planner and sign and date it with detail of the reason that their son/daughter is not fit to take part in PE. Students are still expected to bring their PE kit to school with them and get changed when possible to allow them to take an active part in the lesson without performing and to protect their uniform during outdoor lessons.

What extra opportunities to learn are available?

Students' learning in PE is supported by a wide range of out-of-hours school sport. The school sport programme is designed alongside the curriculum so that the two are

complementary. All abilities are welcome and students are encouraged to attend practices and clubs irrespective of ability or previous experience. For our more competitive students we host inter school and intra school competitions and students play representative fixtures in hockey, netball, rugby, football, rounders, tennis, athletics, badminton and trampolining and cross country. In addition there are Inter-House tournaments and opportunities to take part in clubs such as gymnastics, outdoor pursuits, boxercise, street dancing and cheerleading. The main aim for students of all abilities is to find an activity that they can gain satisfaction from and enjoy participating in.

In a wider context Wilmslow High School is a hub for community sport and many sporting opportunities exist outside of school hours for students to develop their skills further and play at club level.

How are students grouped?

Students are taught in ability set, single sex groups.

How do we assess progress?

Students are assessed according to National Curriculum Levels which are displayed in the sport areas of school and can be provided on request. Students complete core tasks at the start and end of each unit of work to monitor progress and to allow personalised target setting. Assessment is internally standardised and moderated within the PE team. Our aim is for all students to know what level they are working at in different areas and know what they need to do to improve. Students also have many opportunities to assess themselves and others through self and peer assessment, developing skills of analysis and improvement and sensitive communication.

What websites do we recommend?

For more detailed information about the new PE curriculum please visit Curriculum in Action website at

<http://curriculum.qca.org.uk/key-stages-3-and-4/subjects/physical-education/index.aspx>

Art - Year 8

What are we aiming to achieve?

Confident and independent students who enjoy making connections between their own work and art in the world around them.

What is the programme of learning?

Students will build upon prior knowledge of techniques and media. They will learn new applications and variations of technique related to the three main projects undertaken in class. Typical areas of study are 'Water' and 'Ethnic Design'. Each project incorporates the study of artists, designers and craftspeople to extend students' knowledge of world art and how it can enrich their own work. Most work will be contained in a student's folder.

How can homework support this learning?

This is done in the students' sketchbooks once fortnightly. Homework takes a variety of different forms, including practical skill developing tasks, collection of materials or researching an aspect of art, craft or design. Opportunities to develop ICT skills and independent learning will be included. All homeworks are designed to relate directly to work done in class. The sketchbook provides an essential, visual record of student's attainment and progress through the Key Stage.

What resources can support this learning?

Students are expected to have a sketchbook, pencil and pencil crayons. Access to a computer is desirable.

What extra opportunities to learn are available?

The Art area is made available most lunchtimes per week to enable students to do extension work, homework or catch up on work missed for any reason. Staff are available to offer help and advice. There are also numerous activities provided through the Arts Xtra programme.

How are students grouped?

Students are taught in mixed ability groups.

How do we assess progress?

Student progress is assessed against the National Curriculum Levels of Attainment. Assessment is ongoing and a review takes place at the end of each topic. Students' progress is recorded in their assessment booklet.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate, enrich or extend their knowledge and understanding might start at www.artcyclopedia.com

Music - Year 8

What are we aiming to achieve?

In music, we aim to provide students with the opportunity to develop performance on both musical instruments and voice, develop listening and aural perception skills through practical activities such as composition & performance and to develop their creative skills through composition. Through these activities we hope to give students a means of self-expression, develop self-esteem and give students an understanding of other cultures (both past and present).

What is the programme of learning?

Students will follow a syllabus in accordance with the demands of the National Curriculum. Each student will actively participate within the main components of the curriculum for music – Performing, Listening & Appraising and Composing (PLC).

The schemes of work, which are planned as half termly projects including:

- The Blues – historical study of the genre culminating in students recording their own blues song
- Theme and variations
- Arranging and remixing
- Hip-Hop – cultural study of the genre culminating in students recording their own rap

A wide variety of teaching techniques will be employed as students work individually, in pairs, small ensembles and as whole class activities, and careful attention will be given to differentiation to allow for all levels of ability and musical experience.

How can homework support this learning?

Homework will be issued in support of classroom work and will be in a variety of forms, for example, research, simple composition, learning of notation. This Year the music team will begin trialling the use of the schools virtual learning environment (VLE) that students can access from home computers to complete homework

What resources can support this learning?

Use the school's website to access a range of resources to support the teaching and learning of music: www.wilmslowhigh.com.

What extra opportunities to learn are available?

The music team offers a wide range of extra-curricular opportunities through the Arts Xtra programme. These include the junior orchestra and choir where opportunities will be made to perform at school concerts throughout the Year.

Students looking to consolidate, enrich or extend their knowledge and understanding should be encouraged to play musical instruments and gain opportunities to perform through either the school's ensembles or through forming their own groups. We would also encourage all students to broaden their musical horizons through listening to a range of musical styles (not just their favourite!).

How are students grouped?

Students are taught in mixed ability classes

How do we assess progress?

Continual assessment will take place throughout the half termly project using the curriculum team's 'PLC' assessment for learning programme.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Drama - Year 8

What are we aiming to achieve?

The Year 8 Drama curriculum is based upon developing student's imagination, communication and creativity whilst assessing their progress in the three essential areas of making, performing and evaluating in Drama. It is created in such a way that it acts as spiral curriculum, whereby skills and techniques learnt in Year 7 are re-visited and explored further.

What is the programme of learning?

Students will be able to explore and interpret ideas, issues and relationships in their Drama work, and structure it using appropriate dramatic forms, e.g. documentary Drama and conventions such as the use of the aside.

Specifically, the Year 8 Drama curriculum will require students to

- combine their skills and knowledge of Drama to devise plays of different types for different purposes
- sustain a defined character for a reasonable amount of time
- select and use a range of available technical resources for dramatic effects, e.g. a CD player, an overhead or data projector/LCD and lights
- interpret and rehearse extracts from a range of scripted plays
- write scripts or short plays based on devised work, using appropriate Theatre conventions

Students will build on and further develop their drama techniques through the practical work experienced in Year 7. As well as being involved in skills lessons students will undertake practical projects which will be theme based. These will include topics such as 'Truancy' and 'Identification'.

How can homework support this learning?

Due to the practical nature of the course homework will be issued, when appropriate, in support of the practical work and may be research or performance based.

What resources can support this learning?

Students explore a varied curriculum that is supported by a diverse range of stimuli including, projections, film footage, scripts and music / sound effects. Due to the very practical nature of the subjects the students will require access to writing implements and paper but not on a weekly basis.

What extra opportunities to learn are available?

Students will be given the opportunity to take part in school productions. They are also encouraged to join the lower school club 'Pulse' which takes place every Tuesday after school.

How are students grouped?

Students in Year 8 are presently taught in mixed ability groups.

How do we assess progress?

Whilst Making, Performing and Responding in Drama all Year 8 Students will be encouraged to reflect upon their own work and evaluate their progress through the Drama Levels of Attainment produced by the Arts Council. Students will have an understanding of their own attainment and level in Drama and are encouraged, with guidance, to actively involve themselves in individual target setting and the setting of realistic but challenging personal goals.

The target attainment level on completion of Year 8 is Level 6.

What websites do we recommend?

Initial Teacher Education: English – Topic: Drama in Secondary School www.ite.org.uk

Religious Education - Year 8

What are we aiming to achieve?

Through Religious Studies, students are encouraged to:

- v analyse, interpret and evaluate both religious and non-religious world views, questioning their own views and those of others
- v understand and respond critically to the moral issues that permeate everyday life, contributing to students' spiritual and moral development and to their growing confidence, sense of freedom and responsibility
- v philosophically consider, discuss and reflect upon issues of difference, similarity and meaning, strengthening their independence and helping them to develop a healthy sense of identity

We aim to develop the skills of reflection, debate and analysis, through the objective, open and systematic study of religious, philosophical and ethical issues.

Religious Studies is a compulsory subject in the curriculum and all schools are legally obliged to teach it. Instead of a nationally agreed syllabus, local schools agree a syllabus to follow between themselves. Wilmslow High School follows the Cheshire Agreed Syllabus.

What is the programme of learning?

In Year 8 the following key questions are studied:

- a. Why do people believe in God? Students examine different attitudes towards the existence of God.
- b. How do people become religious? This involves the study of conversion and the story of Nicky Cruz.
- c. Who and what influences me? Students look at the different sources of inspiration and influence.
- d. Why do we need rights? The study of the concept of rights and responsibilities and the role religion can play in these concepts with reference to the case study of the civil rights movement in America.
- e. Where do I belong? This is an examination of national and international identity.

All of the above involve

- A personal response from students
- Exploration of the responses of world religions
- Key religious and philosophical concepts building on those covered in Year 7 in preparation for following the GCSE Short Course in Year 9.

How can homework support this learning?

Homework will be set fortnightly. Tasks will range from internet research to extended writing.

What resources can support this learning?

We actively encourage students to read around the subject and to conduct their own research into different aspects of the major world religions. Additionally, we suggest that students follow the news and current affairs to broaden their knowledge of topical moral and ethical issues.

What extra opportunities to learn are available?

There is a debating society for students in Years 7, 8 and 9, offering the opportunity for students to develop their skills of critical analysis, as well as their public speaking and confidence.

How are students grouped?

Students in Year 8 are presently taught in mixed ability groups.

How do we assess progress?

Half termly and termly assessment will take place for all students, including self and peer assessment as well as teacher assessment, providing students with a chance to reflect on their progress and generate meaningful targets for improvement and development, building on targets and progress made in Year 7.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate, enrich or extend their knowledge and understanding might start at:

<http://www.whodowethinkweare.org.uk/>

<http://www.bbc.co.uk/schools/gcsebitesize/rs/>

<http://www.reonline.org.uk/>

Personal Health Social and Citizenship Education - Year 8

What are we aiming to achieve?

PHSCE teaching at Wilmslow High School pulls together three separate National Curriculum subjects and areas of learning which aim to achieve the following:

1. PSHE Personal Wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. It covers the topics of identity, healthy lifestyles, sex and relationships education and drugs education.
2. PSHE Economic Wellbeing aims to equip students with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Young people will develop their knowledge of careers, enterprise and personal finance.
3. Citizenship equips students with the knowledge, skills and understanding to play a role in public life. They will develop their knowledge of their rights, responsibilities, duties and freedoms and about laws, justice and democracy. They learn to take part in decision-making and different forms of action.

What is the programme of learning?

Students will learn PHSCE in two discreet ways:

1. Within their form, twice a week during morning registration time.
2. During the four PHSCE days which will take place during the year

The year's learning is structured as follows

| Term | Form tutor topic | PHSCE Day Topic |
|-------------|-------------------------------------|---|
| Autumn | The economy and personal finance | The economy – Fair Trade |
| Spring | An introduction to Citizenship | Day 1 – the role of the media in society Day 2 – Sex and relationships education |
| Summer | Ethical approaches to global issues | Law and order |

How can homework support this learning?

PHSCE does not have a formal allocation of homework. Nevertheless, at times students will be asked to complete certain pieces of work or research topics away from the classroom. This ability to self manage and carry out independent research and thought is extremely important for the students individual development, especially since much of the in-school PHSCE work is team and discussion based.

What extra opportunities to learn are available?

At school students will have numerous opportunities to build on their understanding of the topics and skills delivered as part of the PHSCE curriculum.

- PSHE and Citizenship themes are part of the teaching and learning of a number of other subject areas.
- Students will develop their knowledge and skills through involvement in a wide range of the school's Xtra activities.

How are students grouped?

Students are taught in form groups.

How do we assess progress?

Students progress is self-assessed at the end of each unit of work and at the end of the year, form tutors will report students progress based on their work in form tutor sessions and on PHSCE days.

What websites do we recommend?

The relevant pages of QCA's secondary curriculum websites pages can be found at:

PLTS: <http://curriculum.qca.org.uk/key-stages-3-and-4/skills/plts/index.aspx>

PSHE Personal Wellbeing: <http://curriculum.qca.org.uk/key-stages-3-and-4/subjects/pshe/personal-wellbeing/keystage3/index.aspx?return=/key-stages-3-and-4/subjects/pshe/personal-wellbeing/index.aspx%3Freturn%3D/key-stages-3-and-4/subjects/pshe/index.aspx%253Freturn%253D/key-stages-3-and-4/subjects/index.aspx>

PSHE Economic Wellbeing: <http://curriculum.qca.org.uk/key-stages-3-and-4/subjects/pshe/ewfc/keystage3/index.aspx?return=/key-stages-3-and-4/subjects/pshe/ewfc/index.aspx>

Citizenship: <http://curriculum.qca.org.uk/key-stages-3-and-4/subjects/citizenship/keystage3/index.aspx?return=/key-stages-3-and-4/subjects/citizenship/index.aspx>

Students looking to consolidate, enrich or extend their knowledge and understanding might start at:

<http://www.channel4learning.com/support/websites/pshe.html>

http://www.bbc.co.uk/schools/websites/11_16/site/pshe.shtml

English - Year 8

What are we aiming to achieve?

The English course develops from and builds on the experiences and skills acquired during Year 7. The basic aim is to enrich and extend the student's understanding and accurate and effective use of language, both spoken and written in a context where good quality literature is made available to all. During the Year students are provided with an expanding variety of opportunities to use spoken and written English in real and imagined situations.

What is the programme of learning?

The core of the Year's work is organised into six areas of study, each of which has a different focus. Guided reading activities and lessons on spelling, punctuation and grammar are also built into the course at regular intervals. Also, students are required to produce at least two pieces of work using ICT.

AUTUMN TERM (Not all groups will complete these Units in the order given here)

Unit 1: Prose Text

Students participate in a variety of spoken and written activities. They are assessed on a piece of extended writing which gives a critical response to the characters, themes and style of the text.

Unit 2: Writing: Fiction, drama and poetry

This unit provides students with the skills needed to write with increasing confidence and authority to create fiction, drama and poetry that also considers the needs of the reader. A crucial aspect of this unit is writing for pleasure. Students will create a portfolio of writing as part of their assessment.

SPRING TERM

Unit 3: Drama text

This unit provides students with an opportunity to use a range of dramatic approaches to explore a contemporary play as well as use dramatic techniques in their own short performance. Students will engage with the play

Unit 4: Talking poetry

The aim of this unit is to develop Students' ability to speculate, hypothesise and explore ideas through talk with each other. Students are encouraged to develop their speaking and listening skills that will be pivotal in developing their thinking across the curriculum. A range of poems about animals are used to engage student's thinking. Students will also become more confident in developing a personal response to poetry.

SUMMER TERM

Unit 5: Multimodality: the rise of social networking

As the media expands at an ever-increasing space, our understanding of the cultural landscape has changed. This unit aims to deepen students understanding of media texts and

adopt a critical stance in exploring the public and media perceptions of social networking in order to develop their own viewpoint. Students consider the structure, purpose and intended audience of a range of networking sites before creating their own.

Unit 6: Writing: non-fiction – Sports Writing

Students are encouraged to become critical readers of non-fiction and media texts and to develop their understanding of the language and structural choices writers make, thereby developing their own ability to choose and adapt what they say and write in different situations. A range of different sporting based texts are studied and produced including match reports, magazine articles, newspapers and websites.

How can homework support this learning?

Homework is set twice a week and will include a range of activities involving writing, reading, speaking and researching.

What resources can support this learning?

Reading a wide range of fiction and non fiction texts is the best way to improve English ability. In addition, a dictionary and thesaurus will help students to become confident at spelling and in broadening their vocabulary.

What extra opportunities to learn are available?

Students attend the LRC on a fortnightly basis and are encouraged to collect their reading miles as part of the *Reading Passport* scheme. In addition, there are a variety of extra-curricular opportunities available to students including *Highlife*, the school podcast club. We have also run theatre trips and organised author workshops and will continue to offer exciting activities designed to extend students' experience of English outside of the classroom.

How are students grouped?

Students are organised into mixed ability groups. Students needing extra support with their literacy skills are able to join a literacy 'catch-up' class.

How do we assess progress?

Continuous assessment operates for all students through comments given by the teacher for spoken and written work and reading skills. The student's progress in relation to National Curriculum attainment targets is recorded and monitored at the end of each of the six units. The marks are recorded onto target cards which are accessed at the back of students' books. Work produced under examination conditions is assessed during whole school examination week.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate, enrich or extend their knowledge and understanding might start at:

www.bbc.co.uk

www.fun-with-words.com/

<http://www.funbrain.com/grammar/index.html>

<http://www.eastoftheweb.com/games/>

<http://www.literacytrust.org.uk/>

Mathematics - Year 8

What are we aiming to achieve?

- To enable students to develop a positive attitude to Mathematics.
- To promote students' confidence in their mathematical ability, allowing them to experience enjoyment and pleasure through their achievements at their own ability level.
- To help develop students' imagination and initiative through problem solving.
- For all students to reach as many of the Key Stage 3 strategy key objectives for Year 8 as possible
- To encourage students to be self-motivated whether working independently or in a group.

What is the programme of learning?

All students follow a course based on the Key Stage 3 National Strategy – more details at

<http://nationalstrategies.standards.dcsf.gov.uk/secondary/mathematics>

- The syllabus is structured on the National Curriculum and the National Strategy Framework for Mathematics and supported by textbooks and other resources matched to ability.
- The subject is taught through teacher-led discussions, with individual and group activities occurring on a regular basis.
- Students are placed in sets according to their attainment in Year 7. There are six sets in each half-Year group.
- We are currently investigating new textbooks and resources for Year 8 and Year 9
- Teachers use interactive whiteboards in their lessons.
- Students in top sets will participate in the Junior Mathematics Challenge, others may take part by request.

How can homework support this learning?

- Homework is set twice a week for 30 minutes in line with the school's homework timetable.
- Homework can either be a continuation of work started in class, new work to consolidate ideas discussed in class, or revision for a test. Often teachers will go through homework in class to highlight the key learning points and to help students who found it difficult. Because of time pressure this is not always possible and students who need additional help should feel free to ask to see their teacher after school or during lunchtime support sessions.

What resources can support this learning?

Students are expected to have the following equipment:

- Pen, pencil, ruler, rubber, compass and protractor/angle measurer, all of which can be purchased from 'The Printworks' in school.

- A calculator is essential and students must bring one to every lesson. We recommend students purchase the Scientific calculator available from 'The Printworks'. Students who are unable to afford a calculator can be provided with one free of charge.

What extra opportunities to learn are available?

- Students in extension groups will participate in the Junior Mathematics Challenge; others may take part by request.
- The department subscribes to an online service called MyMaths. All students are issued with a general login and password for this site as well as a unique login and password so that they are able to complete tasks outside of the classroom either as homework, as revision or to supplement the work being studied at the time. Teachers are then able to monitor the work that has been completed.

How are students grouped?

- Students are placed in sets according to their attainment in Year 7. There are six sets in each half-Year group. The team's programme of study is designed to carefully match the level of the work to the core ability of the students in each group, whilst providing support and extension where relevant. Groupings of students are formally reviewed on a twice-Yearly basis.

How do we assess progress?

- For Year 8 students we are currently developing short unit tests to be set at the end of fortnightly units.
- The team also has a twice Yearly assessment that is done formally. The QCA optional test for Year 8 is used at the end of the Year to check each student's progress since the end of Y7. A similar assessment is used part way through the Year to measure interim progress. These assessments often form the basis for setting reviews, along with teacher assessment.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate, enrich or extend their knowledge and understanding might start at the Mymaths website which is www.mymaths.com

Presently the login for this site is **wilmslow** and the password is **ellipse**. The password will change annually from September 2009.

Information and Communication Technology - Year 8

What are we aiming to achieve?

ICT is an essential skill for all of us in the 21st century. As such, the use of ICT to support and empower learning has become increasingly important over recent years. The aim of the Year 8 ICT programme of study is to build on the skills taught in Year 7 to which will not only be useful in later life but also key to their academic success during their education at Wilmslow High School and beyond.

What is the programme of learning?

ICT capability is characterised by an ability to make effective use of ICT tools to search, analyse, refine, process and present information as well as to model, measure and control events.

Students in Year 8 will have one ICT lesson per week. In addition, all curriculum teams make use of ICT and therefore many aspects taught during the course will be used and developed throughout the curriculum.

Students will build on the skills taught in Year 7, using a wide variety of ICT applications from traditional office based tools such as spreadsheets and databases to modern multimedia based tools such as video editing software and website design. The skills will be taught following a range of activities based on a number of science related topics. Where possible, the lessons will be taught jointly by an ICT and a Science teacher.

How can homework support this learning?

Homework will be set as necessary. Homework will usually be based on simple research or planning tasks in preparation for computer work which will be completed in lessons. Where possible, students will be encouraged to send and receive their homework via the school VLE.

What resources can support this learning?

Students will be expected to arrive at ICT lessons with their usual classroom equipment (pen, pencil, ruler etc.). Access to a computer at home is not essential as the school provides access to computer facilities before and after school, as well as during lunchtimes. From time to time, students may find it useful to have a USB memory stick. These can be purchased from the school resources shop ('The Printworks')

What extra opportunities to learn are available?

During the Year, the ICT Curriculum Team runs a number of after school activities to provide students with the opportunity to learn and develop additional skills which are not taught as part of the curriculum. These include; computer animation, webpage design and computer programming.

How are students grouped?

Students in Year 8 are presently taught in mixed ability groups

How do we assess progress?

Students are continually assessed throughout the Year, working to the criteria of the levels appropriate to their progress. Clear targets are set for each half term so the individuals can monitor their own progression and those of others.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate, enrich or extend their knowledge and understanding might start at the Teach ICT website: <http://www.teach-ict.com/>.

During the course, students will be introduced to a number of different software tools. One of these is a games programming package called Scratch, which can currently be downloaded free from <http://scratch.mit.edu/>.

German and French - Year 8

What are we aiming to achieve?

We hope that all students are confident learners of a Modern Foreign Language and have the opportunity to study Spanish in addition to their first language.

What is the programme of learning?

All students will continue to follow the 'Expo' or 'Logo' course and will move onto Stage 2 of the course midway through the Year. All sets will have 3 lessons per week. Topics visited during the Year will include house and home, the weather and descriptions of the local area.

Students will continue to improve their skills in listening, speaking, reading, and writing in the foreign language, with the emphasis being on effective communication. By the end of the Year, most students will be working between National Curriculum levels 3 - 6 and will be able to use different tenses and express opinions.

A knowledge of the language and culture of the country studied will be developed based on the principles of the Key Stage 3 strategy.

How can homework support this learning?

Homework will be set twice a week and will involve a variety of tasks, for example, preparing a short presentation or practising grammatical points. A crucial part will involve the learning of vocabulary. Test marks for this are recorded on a chart in exercise books.

What resources can support this learning?

Students appreciate help from parents especially with learning which can be done even if parents have no previous knowledge. Using the websites listed below as extra practice will also be useful

What extra opportunities to learn are available?

The opportunity to study Spanish as a Modern Foreign Language during either pre- or post-school day lessons is available as an option. Students were invited to take up this opportunity at the end of Year 7.

How are students grouped?

Students are grouped in sets 1 – 5 according to the ability they have demonstrated during their language studies in Year 7.

How do we assess progress?

Students will be continually assessed throughout the year completing a series of tasks to compare and measure individual progress. At the end of the school year there will be a formal examination to assess all skill areas.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate, enrich or extend their knowledge and understanding might start at:

www.klar.co.uk

www.atantot.com

www.atantot-extra.co.uk

www.zut.org.uk

www.gut.languageskills.co.uk

www.languagesonline.org.uk

www.linguascope.com

Some sites are password protected but are available from the MFL team

Geography - Year 8

What are we aiming to achieve?

The Year 8 course aims to continue the development of various geographical skills, and enhance students' understanding of the world around us, different cultures, places and issues.

What is the programme of learning?

Students will continue to develop skills, knowledge and understanding introduced in Year 7.

Unit 5 - Economic Activities

Students study Primary, Secondary and Tertiary industries, in particular farming in Britain, its distribution, effects and changes over time. Case studies of farming in other countries are also undertaken.

Unit 6 - Environmental Geography

This unit looks at resources and resource management. Environmental issues such as electricity generation, wildlife and pollution are studied. A case study of Antarctica, the last unspoilt continent, highlights the importance of the choices we make.

Unit 7 - Population

Students are to study population distribution change and migration. The pressure exerted on resources by population are also studied.

Unit 8 - Development

In this unit students are introduced to the concept of development with examples from the developed as well as the developing world. Case studies are used to illustrate traditional and modern life styles in developing countries. Major global issues, such as, Global Warming are studied.

How can homework support this learning?

Quality and varied homework tasks are set including, for example, some of the following: worksheets, learning for short tests, newspaper reports, research, 3D models. Homework is strictly as per the school's current policy.

What resources can support this learning?

Geography at the Movies Clips (<http://www.gatm.org.uk/>), text books available from the LRC.

What extra opportunities to learn are available?

Blackburn Rovers trip in July 2010 (approx. £15)

How are students grouped?

Students in Year 8 are taught in mixed ability groups.

How do we assess progress?

Regular assessment of class work and homework takes place throughout the year. There is an examination in the autumn term on the work covered so far and an end of year examination in the summer term on all the work covered throughout the year.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate, enrich or extend their knowledge and understanding might start at: <http://mapzone.ordnancesurvey.co.uk/mapzone/>

History - Year 8

What are we aiming to achieve?

Students will build on the skills they have learned in Year 7, as far as using evidence and writing essays are concerned and to develop their understanding of cause and effect and change and continuity, as well as the ability to argue confidently and objectively.

What is the programme of learning?

September - February The Making of the United Kingdom : Britain 1485 - 1688

Students study the Tudors and Stuarts from the Battle of Bosworth in 1485 to the Glorious Revolution in 1688. The predominant themes of this period are Kings and Queens and their relationships with the Church and Parliament.

The main concept is causation. Students will find out about topics such as Why did Henry VIII fall out with the Pope and close down the monasteries? Why did the Spanish Armada fail? Why did the English Civil War break out in 1645? They will also use the evidence to decide whether or not the Gunpowder Plotters were set up in 1605.

February - July Britain 1750 – 1900 : The Industrial Revolution

The main concept is change and students will use a lot of historical evidence from the time to find out how and why so many changes took place in population, housing, work and transport as well as in power.

The topics focus on the common people not Kings and Queens. They will also debate, argue and write essays on topics such as child labour, (including evidence from a visit to Quarry Bank Mill), transport and public health. The aim is to build on the skills they have learned in Year 7, as far as using evidence and writing essays are concerned and to develop their understanding of cause and effect and change and continuity, as well as the ability to argue confidently and objectively.

How can homework support this learning?

Students have one homework each week which is based on the work they have done in lessons in order to reinforce their understanding.

What resources can support this learning?

A full range of resources to support the Year 8 history course is available in the Learning Resource Centre.

What extra opportunities to learn are available?

Students will be provided with a list of historical fiction to complement the topics followed in class. A visit to Quarry Bank Mill is scheduled for the summer term.

How are students grouped?

Students are taught in mixed ability classes.

How do we assess progress?

There are a number of common assessments throughout the Year which target particular skills and concepts. These focus on the Dissolution of the Monasteries in Tudor England, the causes of the Civil War, the impact of the Industrial Revolution and conditions in factories.

There is an examination on both courses in June.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate, enrich or extend their knowledge and understanding might start at:

www.schoolhistory.co.uk

www.bbc.co.uk/history

www.historylearningsite.co.uk

www.historyonthenet.com

Science - Year 8

What are we aiming to achieve?

In science we want to encourage independent enquirers who are able to reflect on the work that they complete, who are able to work effectively in teams and become self managers and who are able to balance the demands of the school curriculum whilst developing their creative thinking skills. We want all students to become effective participants in all aspects of science: most of all, we aim to provide an experience of learning about science that fosters happy, fulfilled students who enjoy lessons.

What is the programme of learning?

Key Stage 3 science now has the following range and content that unfolds throughout Years 7, 8 and 9. The course includes the following:

Energy, electricity and forces

- energy can be transferred usefully, stored, or dissipated, but cannot be created or destroyed
- forces are interactions between objects and can affect their shape and motion
- electric current in circuits can produce a variety of effects.

Chemical and material behaviour

- the particle model provides explanations for the different physical properties and behaviour of matter
- elements consist of atoms that combine together in chemical reactions to form compounds
- elements and compounds show characteristic chemical properties and patterns in their behaviour.

Organisms, behaviour and health

- life processes are supported by the organisation of cells into tissues, organs and body systems
- the human reproductive cycle includes adolescence, fertilisation and foetal development
- conception, growth, development, behaviour and health can be affected by diet, drugs and disease
- all living things show variation, can be classified and are interdependent, interacting with each other and their environment
- behaviour is influenced by internal and external factors and can be investigated and measured.

The environment, Earth and universe

- geological activity is caused by chemical and physical processes
- astronomy and space science provide insight into the nature and observed motions of the sun, moon, stars, planets and other celestial bodies
- human activity and natural processes can lead to changes in the environment.

During Year 8 students are taught a variety of topics in grouped themes following the Longman Programme of Study. An example of how they are themed is shown below.

| Group | Units to be covered in Term 1 | | | |
|--------------|--------------------------------------|------------------------|------------------------|-------------------|
| 1 | Food, glorious food 8A | Going for gold 8B | Water 8E | Heat transfers 8I |
| 2 | Water 8E | Food, glorious food 8A | Going for gold 8B | Heat transfers 8I |
| 3 | Heat transfers 8I | Water 8E | Food, glorious food 8A | Going for gold 8B |
| 4 | Food, glorious food 8A | Heat transfers 8I | Going for gold 8B | Water 8E |
| 5 | Water 8E | Food, glorious food 8A | Heat transfers 8I | Going for gold 8B |

| Group | Units to be covered in Term 2 | | | |
|--------------|--------------------------------------|--------------------------|--------------------------|--------------------------|
| 1 | Doctors & Disease 8C | Materials & recycling 8F | Forces & Transport 8J | All that Glitters 8G |
| 2 | All that Glitters 8G | Doctors & Disease 8C | Materials & recycling 8F | Forces & Transport 8J |
| 3 | Forces & Transport 8J | All that Glitters 8G | Doctors & Disease 8C | Materials & recycling 8F |
| 4 | Materials & recycling 8F | Forces & Transport 8J | All that Glitters 8G | Doctors & Disease 8C |
| 5 | Doctors & Disease 8C | Materials & recycling 8F | Forces & Transport 8J | All that Glitters 8G |

| Group | Units to be covered in Term 3 | | | |
|--------------|--------------------------------------|-------------------------|-------------------------|-------------------------|
| 1 | The way of the dodo 8D | Explaining the Earth 8H | Light 8K | Sound & Hearing 8L |
| 2 | Sound & Hearing 8L | The way of the dodo 8D | Explaining the Earth 8H | Light 8K |
| 3 | Light 8K | Sound & Hearing 8L | The way of the dodo 8D | Explaining the Earth 8H |
| 4 | Explaining the Earth 8H | Light 8K | Sound & Hearing 8L | The way of the dodo 8D |
| 5 | The way of the dodo 8D | Explaining the Earth 8H | Light 8K | Sound & Hearing 8L |

The order of these units may be subject to change, depending on the position of school holidays and end of Year examinations.

As part of the course, students will develop their practical skills by carrying out experiments, develop their research ability and extended writing. The National Curriculum requires that students have the opportunity to:

- use scientific ideas and models to explain phenomena and developing them creatively to generate and test theories;
- critically analyse and evaluate evidence from observations and experiments;
- explore how the creative application of scientific ideas can bring about technological developments and consequent changes in the way people think and behave;
- examine the ethical and moral implications of using and applying science;
- recognise that modern science has its roots in many different societies and cultures, and draws on a variety of valid approaches to scientific practice;
- share developments and common understanding across disciplines and boundaries.

How can homework support this learning?

Homework is set twice a week. The homework is varied and will include revision, writing up experiments, research, answering questions, producing posters and making models.

What resources can support this learning?

The majority of lessons are carried out in fully equipped laboratories supported by experienced technical support staff. The course is underpinned by the Longman Exploring Science package which provides both electronic activities and visual aids, often produced by the BBC. Students are equipped with a text book that matches exactly the electronic material providing support for students of all abilities. Dedicated science support staff, with an excellent appreciation and understanding of science, provide personal support for students with a variety of learning needs.

What extra opportunities to learn are available?

A Science Club, “Science Extra”, provides an opportunity for students to pursue their interest further in science. Competitions are arranged for these students where they complete projects in school and compete with other students, of similar age, from both the state and independent sector. Gifted and Talented students are provided with an assignment organised by the Empiric Enquiry Organiser, which consists of science and technology teams. Students spend a day creating, developing and assessing a task from everyday science situations which hopefully challenges and stimulates their understanding of current issues. Students who have a particular interest in science are encouraged to apply for the Salter’s Chemistry Festival that takes place in the summer term. Students compete with other schools in a series of chemistry experiments where they have to design and demonstrate their abilities to manipulate a variety of techniques.

How are students grouped?

Year 8 students are taught in ability groups from September 2009 by a dedicated science teacher. They are taught the topics highlighted above on a rota basis throughout the Year.

How do we assess progress?

At the end of each unit students take a levelled test based on the previously studied topic which includes questions assessing their understanding of science National Curriculum Test questions and How Science Works; science in everyday life. Students are moved when necessary based on end of topic test results, teacher assessment and prior achievement data along with homework and classwork. If a student is clearly misplaced then changes will occur at other times.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

Students looking to consolidate enrich or extend their knowledge and understanding might start by seeking the advice and guidance from their science teacher. Their science teacher should provide appropriate support so that a student's needs may be completely catered for.

Design Technology - Resistant Materials - Year 8

What are we aiming to achieve?

During Year 8 students use a wider range of materials to design and make with, including textiles, electronics and modelling techniques. The students are expected to work out their own ideas with some precision, taking into account how products will be used, who will use them, how much they cost and their appearance. They will be competent in the use of computers and control software, as an integral part of design and making. They will draw on knowledge and understanding from other areas of the curriculum such as music.

What is the programme of learning?

Students will continue to develop skills, knowledge and understanding through designing and making assignments and focused practical tasks. The students will have 3 x 50min lessons per week covering the following subject specialisms.

Resistant Materials

The students produce a range of quality products in either wood, metal or plastic, which have been designed by themselves. Through the making they will develop their understanding of material properties, function, equipment and good health and safety practices.

During the course of Year 8 students will have the opportunity to study a range of topics:

1. Making a Skill Tester - a steady hand game

A design and make assignment that gives students the opportunity to:

- develop their own ideas to fit the design brief
- develop and refine their craft skills
- further develop knowledge of control through electronics
- further develop skills, knowledge and use of tools
- produce a music score which can be integrated within their product

2. Making a Novelty Pen

A design and make assignment that gives students the opportunity to:

- develop knowledge and understanding of a range of plastics and plastic manufacturing processes
- understand how to carry out a product analysis
- further develop their ability to work with acrylic
- use a variety of media to produce professional packaging

3. Making a Battery Tester

A focused practical task that introduces students to a range of SMART materials. Students have the opportunity to:

- develop an understanding of SMART materials and to use thermo colour film
- enhance their work using appropriate graphic techniques and C.A.D. (Computer Aided Design)

4. Structures

This is a focused practical task that introduces students to structures. Students have the opportunity to:

- develop a knowledge and understanding of the forces of compression, tension, torsion and shear
- work in teams to produce a tower structure as part of a class competition

Graphic Products

In Years 8 all students will develop their graphic and communication skills through integrated tasks within the resistant material projects. This will help students to understand the importance of skills such as drawing, modelling and computer aided design both in their own right and as a means of communication and problem solving throughout design and technology.

Food Technology

During the course of Year 8 students will use and build on the basic practical skills developed in Year 7. They will be encouraged to work independently and apply their research skills and basic understanding of food to the development of new and individual products. The students will also continue to participate in the *Licence to Cook* initiative and complete several online tests and practical assessments, which compliment the units of work outlined below.

1. Staple foods

Students are introduced to the topic of staple foods and revise the dietary requirements for healthy eating. Focused tasks target cereal foods in turn e.g. rice, maize and wheat. The knowledge of individual nutrient groups and cooking methods are used to develop products to achieve a healthier lifestyle. Examples of practical activities are chilli-con-carne, pasta bake and popcorn.

2. Multi-cultural foods

Students will then design, make and develop further a multi-cultural food product. They will have a choice of dishes based on various sauces or they can research and develop their own. This will enable independent work considering the properties of food. The final product will be tested against specific design criteria.

Textile Technology

In Year 8 students will have the opportunity to develop their confidence and practical ability in the use of specialist equipment such as sewing machines and ICT. They will also follow the design process when producing a functional textile product.

1. Safe and independent use of equipment

Focused tasks are carried out to help students understand and use the sewing machines and various pieces of equipment safely and constructively. Students will have the opportunity to:

- Become competent in the use and operation of a sewing machine
- Explore creative decorative applications

2. Design and make a decorative folder cover

A design and make assignment that involves the students creating a product for a specific need. They are encouraged to produce innovative ideas and be creative with a range of materials and components. Students have the opportunity to:

- consider the properties of fabrics and relate these to the way material is worked
- develop their own design ideas to fit their design brief
- work with interesting materials
- develop and refine their making skills
- become confident when using the sewing machine
- match joining, construction and finishing techniques to the characteristics of the material
- evaluate their work
- use decorative embroidery techniques

How can homework support this learning?

Homework is set on a regular basis when appropriate. It may involve research, designing, preparation of ingredients, completion of testing panels with parents or evaluation.

What resources can support this learning?

Students are required to bring their Design and Technology folder to every lesson and to meet all homework deadlines. Providing ingredients for the food technology element of the course is the students responsibility and they are given one weeks notice. Any problems concerning ingredients must be discussed with their class teacher prior to the lesson. Students do need to be properly equipped with basic drawing and colouring equipment brought to every technology lesson.

What extra opportunities to learn are available?

There is an opportunity for students to attend an after school Food Technology club, the focus being on multi-cultural foods and Christmas cake making. There is also a Textile Master Class for those students who want to learn the basic principals of garment construction; this class also does a creative recycling project in conjunction with the art department

How are students grouped?

All students are taught in mixed ability groups.

How do we assess progress?

All work is marked A - G. At the end of a design and make project an overall mark is given for:

folder work (designing)

final product (making)

These marks together with an effort grade and written feedback are recorded on each project design brief sheet. A student comment is also included on this sheet together with an agreed target for improvement.

What websites do we recommend?

For detailed information about the National Curriculum you should explore the following QCA website: <http://curriculum.qca.org.uk/>

For further information on *Licence to Cook* go to the following website:

www.licencetocook.org.uk

Students looking to consolidate, enrich or extend their knowledge and understanding might start at:

www.food.gov.uk

www.nutrition.org.uk

www.data.org.uk

www.style.co.uk