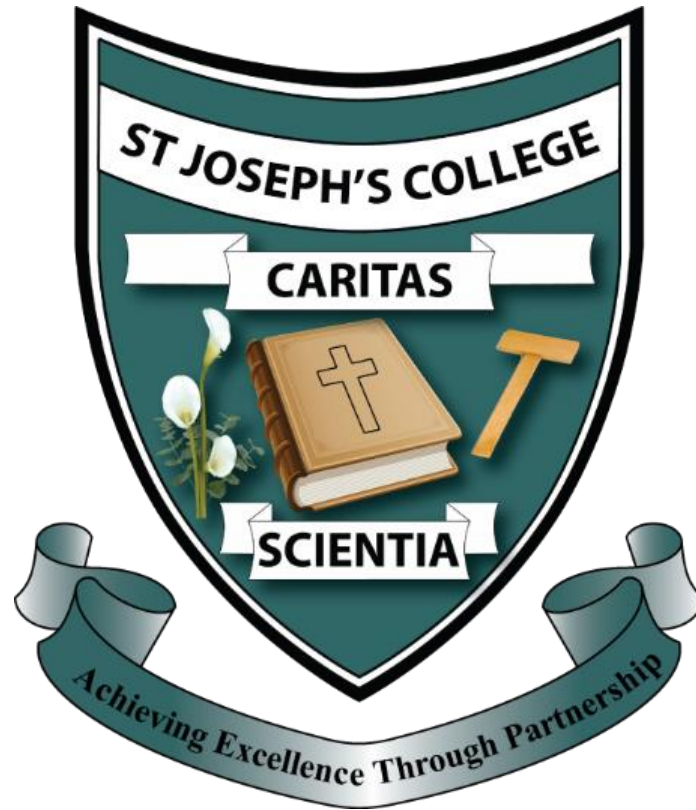


Achieving Excellence Through Partnership



Helping Your Child Learn Year 8

St Joseph's College is keen that parents become actively involved in their child's education to enable them to fulfil their full potential.

Research has shown that where parents are involved in their children's education the child will have a positive attitude to learning, achieve higher marks/grades and develop more confidence.

In St Joseph's College, we recognise the important role that parents play in helping their child to achieve their full potential. The purpose of this information booklet is to give parents/guardians information which will help them become more actively involved in helping their child to learn.

Curriculum

During Years 8, 9 and 10 pupils learn from subjects from the areas of study: Religious Education, English, Mathematics, Science, Technology & Design, History, Geography, Art & Design, PE, Home Economics, Learning for Life & Work, Spanish, Music, Drama and ICT. In this booklet you will find an overview of what your child is learning each month in each subject. We hope this information is useful to you in helping your child to learn.

Assessment Procedures

Assessments take place three times a year, as outlined in the leaflet on Assessment Arrangements you received in June and on page 18 in your child's Homework Diary.

Role of Parents/Guardians

We ask parents to offer support and encouragement to their child. Some areas where parents can provide support include:

1 Attendance

We ask you to send your child to school each day as *Full Attendance* is vital for success. In St Joseph's College we have an attendance target of at least 95% for each pupil.

2 Providing the essentials for a day in school

These are outlined on Page 27 of the Parent/Guardian Information Booklet you received on your initial visit to the school in June 2023.

3 Helping with homework

Homework is set to supplement learning in school. It is an opportunity for pupils to work independently and to practice what they have been taught in class. It is also a chance for parents to get involved with their child's education. Homework is not limited to written work. It includes all school-related work undertaken at home –

- independent learning
- research work using World Wide Web
- case studies
- extended writing/report writing
- learning
- consolidation of work done in class
- practice
- mind mapping, revision notes, chunking down.
- skills based (graphs etc.)
- interviews
- story board for design.

Key Stage 3 pupils will have an average of approximately 1 hour of homework each night. It is expected that the teachers of English and Mathematics at Key Stage 3 will set weekly homework(s) of approximately 50 minutes. The remaining subjects will set weekly homework(s) of –

- Science: 25 minutes
- History, Geography and Religious Studies: 20 minutes
- Art, Home Economics, TD, LLW, Spanish and ICT: 15 minutes
- Music, Drama and PE: as appropriate.

The responsibility of Parents with regard to Homework

We ask parents to reinforce the value of homework through positive feedback. This will give pupils the confidence to persevere, work hard and reach high standards of achievement.

Here are some ways parents/guardians can help with homework:

- being aware of and support the school in the implementation of its homework policy and procedures
- showing an interest in your child's homework and providing suitable facilities and resources for studying at home. Pupils should have a quiet space at home where they can study effectively.
- encouraging your child to work towards reaching his/her full potential
- negotiating with your child when homework is to be done as a pupil's free play is important too. We ask parents to agree a time for MSN, Facebook, phoning friends, etc – after your child has finished his/her homework. It is a good idea if your child has

a break and something to eat before starting homework. Going too long without food hinders concentration.

- checking the time spent on individual tasks
- checking your child's Homework Diary daily and ensuring your child completes the homework set to the best of his/her ability
- checking presentation and content of homework
- signing the Homework Diary each week and acting on information requests from college staff
- providing the school with information about any problems through the Homework Diary or by contacting the school directly

As a parent it is difficult to know how to help your child with homework and how much help should be given. However, please do not be tempted to do their homework for them. If your child is to progress we need to know how much your child understands and can do independently. Help your child to become an independent learner. Explain how to look up information rather than simply giving an answer in order to get the task finished. Discourage your child from copying without editing when he/she is asked to do research tasks. However, you may need to help your child to rephrase and revise their written work.

Be positive about your child's attempts. Read carefully any comments that your child's teacher makes about his/her work. If you have concerns about his/her progress, make an appointment to see your child's Year Head, Mrs McGuirk.

Suggest doing homeworks on the day they are received, even if they are not due for a couple of days or even the following week. By doing this your child will have time to speak to their teacher in school about any difficulties they may be having before the work is due. If your child is having difficulty they should try their best to complete as much of the homework task as possible. The teacher needs to see that your child has made an effort to attempt the homework, even if they were unable to complete all parts of it. Encourage your child to ask the teacher, or write him/her a note to give to the teacher, about anything that they don't understand. The teachers are there to help and will explain it again or show your child what to do.

If your child is working on the computer make sure that they save their work. If there is a problem with paper or ink for printing out then make sure your child either saves their work on a memory stick/flash pen or emails a copy to their school email account. Google Classroom has become a valuable tool for pupils completing homeworks, receiving feedback and asking questions in relation to their learning.

Guidance on presentation of work

Try to ensure that your child:

- Dates each page
- Gives each piece of work a title
- Underlines all titles and headings using a red pen and ruler
- Keeps all work neat and tidy
- Draws all straight lines with a ruler
- Writes in blue or black ink only
- Draws diagrams and graphs in pencil
- Takes the time to re-read and checks all written work for mistakes in spelling, grammar and punctuation.

Helping with Effective Revision

- Plan a revision timetable so that your child knows what to do and when.
- Encourage your child to alternate learning and written homeworks. Your child should revisit the learning homeworks after they have done a piece of written work to ensure that they have understood and absorbed it.
- Encourage your child to take short breaks from learning as concentration levels dip after 40 minutes.

Making revision notes

- The best revision notes are usually short.
- Use key words and phrases.
- Your child should lay out their notes clearly, highlighting important points and facts.
- Diagrams such as learning trails, mind maps, flow and web diagrams are easier to memorise and show relationships between topics, events and ideas.
- Your child should maintain neat notes. It is much easier to study from an organised file.
- Keep notes made for an assessment as these could be used over again in another assessment and it will save your child time having to do them a second time.

Memorising and Learning

- Each day your child should read over what they have studied in their lessons, this should be part of their home study and will reinforce what they have learnt in school.
- Summarising is an effective memory aid.
- Try to help your child to devise mnemonics to help them remember certain facts.
- Revision should take place on a regular basis; daily, weekly, monthly rather than waiting to Assessment week.

In St Joseph's College all matters of pupil progress and welfare are overseen by the Year Head. Please do not hesitate to contact Mrs McGuirk (Year Head) if you have a query or concern about your child.

Y8 SOW Mathematics Overview

	<u>Mathematics</u>
<u>Sept</u>	<u>Week 1 Logic</u>
	<u>Week 2 Place value</u>
	<u>Week 3 Graphs</u>
	<u>Week 4 Addition and subtraction of decimals</u>
<u>Oct</u>	<u>Week 5 Angles</u>
	<u>Week 6 Multiplication of decimals</u>
	<u>Week 7 Number patterns and sequences</u>
	<u>Half Term</u>
<u>Nov</u>	<u>Week 8 Division of decimals</u>
	<u>Week 9 Area and perimeter</u>
	<u>Week 10 Revision AC1</u>

	<u>Week 11 AC1 and Feedback</u>
<u>Dec</u>	<u>Week 12 Fractions</u>
	<u>Week 13 Data collection and presentation</u>
	<u>Week 14 Have some FUN!</u>
	<u>Christmas</u>
<u>Jan</u>	<u>Week 15 Arithmetic revision</u>
	<u>Week 16 Searching for pattern</u>
	<u>Week 17 Time and timetables</u>
<u>Feb</u>	<u>Week 18 Negative numbers</u>
	<u>Week 19 Linear equations</u>
	<u>Half Term</u>
	<u>Week 20 Exam revision</u>
<u>Mar</u>	<u>Week 21 AC2 and Feedback</u>
	<u>Week 22 Decimals, fractions, and percentages</u>

	<u>Week 23 Decimals, fractions, and percentages</u>
	<u>Week 24 Quantitative data</u>
Apr	<u>Easter</u>
	<u>Week 25 Scale drawing</u>
	<u>Week 26 Fractions</u>
	<u>Week 27 Fractions</u>
May	<u>Week 28 Probability of one event</u>
	<u>Week 29 Volume</u>
	<u>Week 30 Revision</u>
	<u>Week 31 Revision</u>
Jun	<u>Week 32 AC3 and Feedback</u>
	<u>Week 33 Have some Fun!!</u>

Year 8 Course Outline

English

Each month students will have opportunities to engage in:

- **Reading for Pleasure. Target:** Achieve *at least* one book a month to achieve a Bronze Award for Reading (5 books). **Reading Awards:** January and June. Students also read in registration, in Literacy class and at home.
- Whole class and individual review of Building Block Skills (Writing skills).
- Whole class and individual review of **monthly** performance in **The Star Scheme**.

MONTH	CONTENT	TIME
September (Induction)	<ul style="list-style-type: none"> ● Year 8 'All About Me' Induction Book provides a structure for getting to know students: aptitudes, feelings, ideas. ● Introduction to the English Department merit scheme The Star Scheme. Explain each star and how to earn it ● Word Star (word target announced at the start of each month, game at the end of each month) ● Baseline assessment of Building Block Skills. ● <i>Each student to demonstrate three core Building Block Skills in Writing tasks in ALL subjects across the curriculum.</i> ● Star Reading test: reading age. ● Introduction to 'The English Lesson,' lesson structure. ● Introduction to the class novel, <i>There's A Boy in the Girls' Bathroom</i> by Louis Sachar. 	<p>1 week</p> <p>monthly</p> <p>1 hour</p> <p>continual</p> <p>1 week</p> <p>1 week</p>

<p>October - November</p>	<ul style="list-style-type: none"> ● Lessons in line with the class novel, <i>There's A Boy in the Girls' Bathroom</i>, Louis Sachar. ● Reading focus: Selection of precise and relevant quotations. Use of sentence starters to write effective Points. Introduction to Point-Quotation format leading to Point-Quotation-Comment. ● Writing focus: Writing a letter in character from one character in the novel <i>There's A Boy in the Girls' Bathroom</i> to another. 	<p>2 months</p>
<p>November AC1</p>	<p>Assessment Cycle 1:</p> <ul style="list-style-type: none"> ● Pupils read unseen text extract (This extract will not be from the novel <i>There's A Boy in the Girls' Bathroom</i>). ● Reading section: Understanding how the writer shows the character's feelings. Use of Point-Quotation format. ● Writing section: Writing an informal letter in character, describing a character's feelings. ● Assessment 1 Review 	
<p>December</p>	<ul style="list-style-type: none"> ● Lessons in line with the class novel, <i>There's A Boy in the Girls' Bathroom</i>, Louis Sachar. ● Talking and listening activities, including, whole class discussion, hot seating, small group discussion, role play, presentation. 	<p>1 month</p>
<p>January-February</p>	<ul style="list-style-type: none"> ● Lessons in line with the class novel, <i>There's A Boy in the Girls' Bathroom</i>, Louis Sachar. ● Reading focus: Selection of precise and relevant quotations. Use of sentence starters to write effective Points. Use of Point-Quotation-Comment format. ● Writing focus: Writing a diary in character – tasks based on the novel <i>There's A Boy in the Girls' Bathroom</i>. 	<p>2 months</p>

<p>March</p>	<ul style="list-style-type: none"> ● Focus: Development of reading preferences – reading for pleasure. ● World Book Day – exploration of characters. ● Writing section focus: Writing a diary in character – tasks based on the novel <i>There's A Boy in the Girls' Bathroom</i>. <p>Assessment Cycle 2:</p> <ul style="list-style-type: none"> ● Pupils read unseen text extract. ● Reading section: Understanding how the writer presents the relationship between characters. Use of Point-Quotation-Comment format. ● Writing section: Writing a diary entry in character, describing a character's feelings. ● Assessment Cycle 2 Review. 	<p>1 month</p>
<p>April</p>	<ul style="list-style-type: none"> ● Reading focus: Reading a range of non-fiction texts, for example, advertisements, brochures, online news ● Reading focus: use of fact and opinion, selection of precise and relevant quotations, analysis of the writer's use of language and presentational devices. ● Writing focus: Creating a brochure text (non-fiction). 	<p>1 month</p>
<p>May</p>	<ul style="list-style-type: none"> ● Lessons in line with Assessment Week 3 focus: Non-fiction texts: brochure texts. ● Reading focus: use of fact and opinion, selection of precise and relevant quotations, analysis of the writer's use of language and presentational devices. ● Writing focus: Creating a brochure text (non-fiction). <p>Assessment 3:</p> <p>Pupils read unseen text extract.</p> <ul style="list-style-type: none"> ● Reading section: Understanding how the writer presents the relationship between characters. Use of Point-Quotation-Comment format. ● Writing section: Creating a brochure text. 	<p>1 month</p>

June

- Assessment 3 Review.
- Use of ICT to redraft and edit for publishing.

1 month

Introduction to Poetry: exploring a range of poetry through development of creative writing, critical interpretation and ability to analyse poetic techniques.

LITERACY

MONTH	CONTENT	TIME
September	<ul style="list-style-type: none"> ● Introduction, 'What is Literacy?' ● Welcome to our school library. ● Introduction to the range of fiction and non-fiction texts. ● Promotion of the practice of Reading for Pleasure and explanation of targets to achieve. Minimum expectation: each student to read one book each month; each student to achieve a Bronze Reading Award for reading five books in Term 1 (ends Jan.) ● Talking and listening: share reading preferences and reading recommendations within the class. ● Students select the first novel to read for pleasure. ● Teacher guides students to use Accelerated Reader quizzes – one quiz for each book. 	1 month
October-December	<ul style="list-style-type: none"> ● Reading for Pleasure sessions once each week to establish reading routines. ● Students continue to read texts at home. ● Accelerated Reader quizzes can be completed in school or at home. 	3 months
January	<ul style="list-style-type: none"> ● Reading Awards: Students who have achieved a Bronze Award (5 books read) celebrated in the Reading Awards ceremony. ● Students continue to read texts at home and during Literacy. ● Accelerated Reader quizzes can also be completed at home and during Literacy. ● Teacher communicates with English teacher to maintain accurate record of the number of Reading Stars each child has earned. 	1 month
February - May	<ul style="list-style-type: none"> ● Reading for Pleasure sessions once each week. ● Students continue to read texts at home. ● Accelerated Reader quizzes continue to be completed. ● Teacher communicates with English teacher to maintain accurate record of the number of Reading Stars each child has earned. 	3 months
June	<ul style="list-style-type: none"> ● Reading Awards: Students who have achieved a Bronze Award (5 book read) celebrated in the Reading Awards ceremony. ● Students continue to read texts at home and during Literacy. 	1 month

	<ul style="list-style-type: none">● Accelerated Reader quizzes can also be completed at home and during Literacy.● Teacher communicates with English teacher to maintain accurate record of the number of Reading Stars each child has earned.	
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RELIGIOUS STUDIES

Month	Content	Time
September	- New Beginnings, school badge, life of St. Joseph and College Prayer.	2 weeks
	- An introduction to the study of both the Old and New Testaments.	2/3 weeks
October	- The Dead Sea Scrolls, Story of Solomon's Wisdom, - Study Skills Booster Session.	3 weeks
November	- Baptism and Confirmation, symbols, meanings, relevance for us today. - The launch of the Advent 'Acts of kindness' calendar and SVP Appeal.	4 weeks
December	- The significance of Advent and the Christmas Narrative for Christians today.	3 weeks
January	- Judaism, an exploration of the religious and political background to the life of Jesus - Importance of Jewish sacred writings, beliefs and practices for Jewish people today.	3 weeks
February	- The life and work of John the Baptist and Jesus' Baptism and Testing.	2 weeks
	- Preparation for the Lenten Season.	1 week
	- Launch of Trocaire Lenten Appeal.	1 week
March	- Jesus calls his disciples.	1 week
	- Mother Teresa, Oscar Romero, Fr Peter Mc Verry and Maria Garvery	3 weeks
	- Jesus' teachings; the parable of the Sower and parable of the Lost Son, Lost Sheep and Lost Coin.	

	- The Feast of St Patrick.	
April	- Preparation for Easter through the Sacrament of Reconciliation.	1- 2 weeks
	- Stories of Holy Week.	2 weeks
May	- The Feast of St Joseph the Worker	1 weeks
	- The Empty Tomb Story and Pentecost.	1 week
	- Our Faith Journey	2 weeks
June	- Our conscience, the Ten Commandments and responding to moral dilemmas.	3 weeks

Science

September

Safety in the Science Laboratory

Parts and use of Bunsen burner

Science Apparatus

Safety Symbols

The importance of observation skills in Science.

Measurements in Science (length, mass, volume, time, temperature)

Reading Scales

Reporting Science Practical work

October

Reporting Science Practical work (contd)

Characteristics of living things

Parts and function of light microscope

Research into Robert Hooke

Preparation of microscope slides

Structure of plant and animal cell

November

Making of plant cells

Differences between plant and animal cells

Simple role of chromosomes in genetics

Specialised Cells

Organisation within an organism

Position and function of main organs of body

December

Function of main organ systems of the body

Main plant organs

Research of a condition that can damage an organ system

January

Classification of natural and man-made materials

Different types of synthetic materials

Different types of plastics

Testing the strength of plastic bags (tables, averages and graph drawing required)

Classification of solids, liquids and gases

Properties of solids, liquids and gases.

Arrangement of particles in solids, liquids and gases

Changes of state.

February

Identification of soluble materials

understanding of the terms - solute, solvent, solution

Changes in volume and mass when dissolving occurs

Saturated solutions

Investigating factors that speed up dissolving.

Structure of a plant

Structure of a flower

March

Main parts of a seed

Definition of mixtures

Separation techniques to incorporate

- filtration
- separating funnel
- evaporation

Investigation of mass of salt dissolved in 2 samples of water

April

Separation Techniques to incorporate

- distillation
- chromatography

Definition of energy

Definition of a fuel

Formation of coal and oil

Why fuels are so important

Products of fossil fuel combustion

May

Investigation of which fuel produces the most energy

Problems with fossil fuels

Green house gas and Global Warming

Fossil fuels as non-renewable energy sources

Need and ways to conserve fossil fuels

Renewable energy sources advantages and disadvantages

June

Solar Cells practical investigation

Waste Management

Reduce, Re-use and Recycle

GEOGRAPHY

MONTH	CONTENT	TIME
September	<ul style="list-style-type: none"> ● Introduction to Yr 8 Geography. Expected standards and the ability to think is stressed 	1 week
	<ul style="list-style-type: none"> ● Ireland – Counties of Ireland and their location on a map. Provinces and their counties 	2 weeks
	<ul style="list-style-type: none"> ● Introduction to geographical location and places of different sizes – city, country, continent, oceans 	1 week
October	<ul style="list-style-type: none"> ● World Map – Location of continents and oceans 	2 weeks
	<ul style="list-style-type: none"> ● Europe – Countries of Europe and their location on a map 	1 week
	<ul style="list-style-type: none"> ● Direction – 4 and 8 point compass 	1½ weeks
	<ul style="list-style-type: none"> ● Map Symbols 	
November	<ul style="list-style-type: none"> ● Grid references – 4 and 6 figure grid references 	2½ weeks
	<ul style="list-style-type: none"> ● Height On a Map 	1 week
	<ul style="list-style-type: none"> ● Scale – Using scale to measure straight line distances 	1 week
December	<ul style="list-style-type: none"> ● Scale – Using Scale to measure curved line distances 	1½ weeks
	<ul style="list-style-type: none"> ● Plan – To understand what a plan is and how to follow and construct one 	1½ weeks
January	<ul style="list-style-type: none"> ● Weather – Elements and instruments used to measure the weather 	1½ weeks
	<ul style="list-style-type: none"> ● Climate graphs – Pupils draw and analyse graphs 	2 weeks
	<ul style="list-style-type: none"> ● The water cycle 	1½ weeks
February	<ul style="list-style-type: none"> ● The water cycle continued 	2 weeks
	<ul style="list-style-type: none"> ● Types of rainfall – formation of convectional, relief and frontal rainfall 	2 weeks
	<ul style="list-style-type: none"> ● Weather systems – Anticyclones and Depressions 	
March	<ul style="list-style-type: none"> ● Climates in different countries 	1 week
	<ul style="list-style-type: none"> ● Microclimates 	1 week
	<ul style="list-style-type: none"> ● Settlements and their functions 	1 week
	<ul style="list-style-type: none"> ● Reasons for choosing the site of a settlement 	1½ weeks
April	<ul style="list-style-type: none"> ● Settlement Patterns 	1 week
	<ul style="list-style-type: none"> ● Land Use patterns and Model 	1½ weeks
	<ul style="list-style-type: none"> ● Settlement Change over time 	1½ weeks
May	<ul style="list-style-type: none"> ● Settlement Hierarchy 	1½ weeks
	<ul style="list-style-type: none"> ● Problems and benefits of living in a city 	1½ weeks
June	<ul style="list-style-type: none"> ● The above timeframe will run into June when the assessment cycles are taken into account 	

HISTORY

MONTH	CONTENT	TIME
September	An introduction to the study of History, its relevance in terms of values it can instill and skills that it helps develop. An introduction to concepts such as chronology, cause, consequence, change, continuity and the importance of gathering evidence.	4 weeks
October	An introduction to types of evidence and written source material. Pupils will be given opportunities to develop their source handling skills. The focus will be on assessing the utility and reliability of sources. Pupils will be encouraged to seek evidence before accepting a source's version of events.	4 weeks
November	As an introduction to the Normans coming to Ireland and to put the Norman invasion of Ireland into context pupils will undertake a relatively brief study of who the Normans were, why they invaded England and how they took and kept control of England.	3 weeks
December	To understand the dramatic impact the Norman invasion had on Ireland, it is essential that pupils have a sound understanding of Gaelic society pre 1169. This Unit aims to introduce pupils to aspects of Pre-Norman Gaelic society such as government, the economy, religion and connections to the rest of the world. What was it like to live in Ireland before the Normans came? The reasons why the Normans came to Ireland and the roles played by Dermot MacMurrough, Richard de Clare, Pope Adrian IV and Henry II King of England.	4 weeks
January	Pupils will undertake a study of Ireland in the Middle Ages and will be given opportunities to assess the impact of the Norman invasion in terms of Irish government, society, economy, religion and connections to the rest of the world.	4 weeks
February	The focus will be on the central role played by the church in the lives of all during the middle ages. It then examines the causes and consequences of the Reformation and evaluates its impact on the world today	3 weeks
March	Pupils will be given the opportunity to examine the causes and consequences of the Black Death and will be encouraged to compare health and medicine in the 14 th century with today.	4 weeks
April	Pupils will undertake a study of the slave trade past and present. They will focus on the abolition of slavery in Britain before examining slavery in the world today. Emphasis will be placed on the power and influence of citizens to bring about change, the methods used by pressure groups and the responsibility of individuals to stand up for what is right.	3 weeks
May	A project on the theme of Belfast will be carried out.	3 weeks
June	Pupil evaluations of the course and how it has been delivered will be facilitated. Individual progress and performance will be evaluated also. Pupils will be given opportunities to suggest topics of their choice to be studied in the final 2 weeks of the term.	4 weeks

LEARNING FOR LIFE AND WORK

Month	Topic	Course Outline
September	Employability skills	<p>What is employability? Career aspirations and ambitions Skills and qualities. Work and employment in the local community.</p>
October	Being Enterprising	<p>Enterprising skills and qualities My Town, local business and global trading, new technologies and opportunities</p>
November	Personal Career Planning Assessment Cycle One	<p>Explore goal setting , steps to achieving goals, factors which might help or hinder careers goals</p>
December	What is an effective citizen? Human Rights	<p>To identify the knowledge and skills that are needed to become a more effective citizen To investigate human rights, why they are important, what human rights are, particularly UNCRC, infringement of human rights (child labour)</p>
January	Cultural Identity Conflict Key words	<p>To explore what is meant by cultural identity, factors that influence cultural identity, the ways people express their cultural identity To gain an understanding of a multi-cultural society, to evaluate living in a multi-cultural society and conflict which can arise as a result To gain an understanding of the keywords: prejudice, stereotyping, sectarianism, racism, discrimination</p>
February	Racism Sectarianism Discrimination	<p>Causes and consequences, Legislation and Non governmental organizations working to combat racism in society Causes and Consequences in NI and globally, legislation: including Section 75</p>
March	Managing change Health and the whole person Feelings and Emotions Self Concept Assessment Cycle Two	<p>Identifying change in their lives and exploring coping strategies for change What does it mean to be healthy – 5 aspects of health, examining their own health Describing feelings, exploring the intensity of feelings</p>

		Exploring being unique, coming to terms with being different, who am I?
April	Morals, Values and Beliefs Managing Influences Keeping Safe	Where does our behaviour come from? What are my values? Who influences my decisions? Consequences of decisions. Review of learning through identifying 7 steps to making a decision Identify risks and strategies to prevent Why do we need rules? Safe Internet usage
May	Drugs Awareness Relationships Assessment Cycle Three	Define what drugs are, categories of drugs, effects of drugs, who influences me? Why do people take drugs?
June	Making a Difference project	Pupils must investigate an issue from a range of viewpoints and suggest action that might be taken to improve or resolve the situation e.g. environmental issue, fair trade, local issues

SPANISH

September	Why do we learn a language? Greetings, saying how you feel, classroom objects, masculine and feminine, numbers 1-10, I have, I don't have, forming plurals	4 weeks
October	Ages, months of the year, numbers 1-31, classroom commands, classroom furniture, Spanish alphabet	4 weeks
November	Age, months, numbers 1-30, classroom vocabulary	3 weeks
December	Alphabet, classroom commands and classroom language, revision	3 weeks
January	Naming countries, talking about where you are from adjectives, talking about languages	3 weeks
February	Describing your family, giving basic information Pets, colours, revision of age, adjectives	2 weeks
March	Describing eyes and hair, height, physical characteristics and personality traits.	3 weeks
April	School subjects and opinions, present tense verbs. Opinions of teachers	4 weeks
May	Telling the time, saying what your school day is like, saying what you eat for lunch	3 weeks
June	Describing your school building and naming types of transport.	3 weeks

TECHNOLOGY

Month	Content	Time
September	<u>Induction program</u> Health and Safety checks	2 Weeks
	Workshop and machinery tour PP equipment review	2 Weeks
October	<u>Project 1 – Mini Torch</u> Manufacture a handy torch for emergencies.	2 Weeks
	Assembling the electronic circuit and other parts. Using specialist machinery for shaping.	2 Weeks
November	Testing and evaluating the torch. Redesign and modifications.	2 Weeks
December	<u>Project 2 – Key Tag</u> Use a range of metals to manufacture a personalised key tab for identification of keys/possessions. This will give an insight into the properties and uses of metals. <u>Assessment Cycle 1</u>	2 Weeks
January	Creating templates Selecting the appropriate cutting tools Using machinery and equipment,	4 Weeks
February	Applying suitable finishes, Manufacturing and completion of portfolio. Testing and evaluation Redesign and modifications.	2 Weeks 1 Week 1 Week
March	<u>Assessment Cycle 2</u> <u>Project 3 – Charger Mate</u> Research, design and manufacture a plastic phone / device charging port. Developing ideas, manufacturing with vacuum forming, testing and evaluation	4 Weeks
April	<u>Project 4 – ICT</u> Pupils use a basic ICT drawing / electronics package.	2 Weeks
		2 Weeks
May	Preparation for assessment cycle.	1 Week
	<u>Assessment cycle 3 – Summer Tests</u>	2 Weeks
	Subject Mentoring	1 Week

June	Completion of all outstanding coursework and practical work.	2 Week
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ICT

	Content
Topic 1	<p>Getting started with IT</p> <p>This unit has been designed to ensure that learners are given sufficient time to familiarise themselves with the school network. It also allows the teacher to discuss appropriate use of the school network including the storing and retrieval of their files. Learners will become more familiar with different types of software and their uses. Learners will become familiar with Windows and Microsoft Icons. Learners will gain further knowledge on the use of Google Classroom and how they hand in work for assignments. This unit will also introduce e-mail and the benefits and limitations of using it. Learners will also be introduced to computer components including input and output devices.</p>
Topic 2	<p>Microsoft Word</p> <p>This unit has been designed to ensure that learners are given sufficient time to familiarise themselves with the basic and some advanced skills of using Microsoft Word. They will investigate the tools which are most commonly used in Word, and have adequate time to practice these skills. Whilst completing this unit, learners will also learn how to effectively print their work on school network printers including the follow me printer.</p>
Topic 3	<p>Microsoft PowerPoint</p> <p>This unit has been designed to ensure that learners are given sufficient time to familiarise themselves with using the tools and advanced functionality of PowerPoint. It will also encourage learners to discuss the appropriate use of colours and themes, and how to ensure an appropriate and professional layout in products. This project will encourage learners to think about the audience of the product which will influence their designs. Learners will have the opportunity to showcase their work to the class.</p>
Homework	<p>Pupils will be given revision tasks/activities around the topics that they have completed during lesson time. Learners may need access to a device to complete these tasks. Where a device is not available at home, pupils can attend Homework Club Monday - Thursday, 3.30 pm to 4.30 pm to use a computer.</p> <p>Pupils will also complete online activities through iDEA.</p>

HOME ECONOMICS

Month	Course Content - covered through theory and practical sessions Pupils are Learning about.....	Practical Cookery Sessions
September	<ul style="list-style-type: none"> ● What is Home Economics ● The link Between HE and LLW ● The standards of work that are expected in this subject ● How to reflect on their own work. ● Understand the importance of personal Hygiene ● Recognise good personal hygiene when handling food. Identify that Germs can be spread via – Hands, cloths. utensils, equipment and surfaces ● To follow correct washing Hands and ‘washing up’ routines. ● Follow Safety Rules in the Kitchen 	Milkshake Healthy wrap
October	<ul style="list-style-type: none"> ● Identify Hazards in the Kitchen and how to reduce risks ● What to do if an accident occurs in Home Economics. ● How to use equipment safely ● How to take care of equipment ● Weighing /Measuring: How to measure a range of liquids and dry, fresh ingredients in Home Economics ● Know how to read scales ● How to store food correctly 	Witches Crunch/ Apple Crumble Victoria Scones
November	<ul style="list-style-type: none"> ● How to prevent contamination during preparation, cooking and serving of food. ● Equipment / utensils used in food preparation. The Appliances used in food preparation; ● Gas Cookers ● Electric Cookers ● Parts of the cooker Hob, Oven, Grill ● Switching Cookers ON/ Off Safely 	Bacon Risotto Scone based pizza
December	<ul style="list-style-type: none"> ● Food preparation methods 	Snowballs
January	<ul style="list-style-type: none"> ● What it means to be healthy ● What is meant by a healthy diet ● Taking responsibility for our health 	Sausage Rolls
February	<ul style="list-style-type: none"> ● The purpose of the Eatwell Guide ● The sections of the Eatwell Guide ● The food groups within each section 	Cornish Pasties

	<ul style="list-style-type: none"> • The contribution each food group makes to our diet • How we can follow the Healthy Eating Guidelines in our diets • The value and examples of composite foods 	
March	<ul style="list-style-type: none"> • The name and sources of each of the main nutrients • Protein • Fat • Carbohydrates • Vitamins • Minerals • The function of each nutrient in the diet. 	<p>Pizza Pinwheels</p> <p>Potato wedges</p>
April	<ul style="list-style-type: none"> • The role of sugar in the body • Foods that are High in Sugar • Different Types of Sugar 	Easter nests
May	<ul style="list-style-type: none"> • Tooth Decay and Diabetes • How to Reduce sugar in the Diet to discuss what makes each family different • To identify and describe the main family structures • To define the role of the family 	<p>Fresh Fruit Salad</p> <p>Vegetable Soup or Potato and Leek Soup</p>
June	<ul style="list-style-type: none"> • The responsibilities people may have within their family unit. • The roles people play in their family. • How to become more involved in family life. 	<p>Pasta Salad</p> <p>Quesadillas</p>

P.E.

Month	Course Outline Boys	Course Outline Girls	Time
5th Sept - 28th Oct	Gaelic/Rugby	Netball	6 weeks
7th Nov - 22nd Dec	Basketball	Football	6 weeks
5th Jan - 10th Feb	OAA/Couch 2 3k	Gymnastics	6 weeks
20th Feb - 6th April	Athletics	Athletics	6 weeks
18th April - 30th June	Rounders/Cricket/ Olympic handball	Rounders/Cricket/ Olympic handball	8 weeks

ART

MONTH	CONTENT	TIME
September	Introduction to course/expectations/rules and regulations Colour theory and practice Name tags/composition/formal elements Introduction to Unit 1/Still Life	3/4 weeks
October	Key elements - tone, line, form, texture Analysing a Still Life Basic drawing skills - observation, basic shapes, project development Begin contextual references (artist research) Cubism	4 weeks
November	Using observational drawing to create original Art work - Still Life Artist influence on own work Experiments with mixed media	4 weeks
December	Still Life experiments and final piece Line/form/tonne/composition Christmas mark making activities	3 weeks
January	Exotic Flora - Unit 2 Introductory activities and Stimulus Observational drawing	4 weeks
February	Mark making/collage Experimenting with themes Activities aimed at creating individual and original work	4 weeks
March	William Morris contextual reference, repeated patterns, experimental drawing Coloured pencil mixing Using viewfinders	3/4 weeks
April	Native American Totems - Unit 3 Introduction an Stimuli Looking at Art from other cultures Initial responses/drawing activities	4 weeks
May	Relief/free standing sculpture - high and low relief Mood boards Animal masks Stylising symbols	4 weeks
June	Final piece for Native American Totems project Summer activities	4 weeks

Drama

MONTH	TOPIC	TIME
September	<ul style="list-style-type: none"> ● Introduction to Drama ● Skills in Drama/ Getting to know you ● Staging and performance space ● Basic Skills- Movement- Facial Expressions ● Basic Skills- Movement Use of Gestures 	1 week 1 week 2 week
October	<ul style="list-style-type: none"> ● Basic Skills- Movement- Use of Proxemics ● Basic Skills-Movement- use of posture and poise to create character ● Basic skills- Voice- Clarity and Projection 	1 week 1 week 1 week
November	<ul style="list-style-type: none"> ● Use of movement to create context and character ● understanding of tableaux ● application of skills developed to create a series of tableaux for presentation as AC1 practical assessment 	1 week 2 weeks 1 weeks
December	<ul style="list-style-type: none"> ● Devising Drama ● Working from a Stimulus ● Understanding and creating stage directions ● Structure and convention of script writing 	4 weeks
January	<ul style="list-style-type: none"> ● Script writing – Based on Fairy Tales ● Creating Characters ● working with others ● use of vocal skills- tone, pace, volume and pause and there use to create emotion and meaning 	4 weeks

February	<ul style="list-style-type: none"> ● Time Management- rehearsal ● self and peer evaluation ● Target setting for improvement ● development of acting skills working towards a presentation/ performance of the devised work ● AC2- practical performance of devised 'Fairy Tale' 	3 weeks
March	<ul style="list-style-type: none"> ● Introduction to Musical Theatre- style, forms. conventions, skills required. ● Review of live performance- production elements introduced and skills of an actor ● Individual research project of Musical Theatre, understanding context, style and genre, set and costume 	1 week 1 week 2 week
April	<ul style="list-style-type: none"> ● Introduction to Dance ● Warm up and cool downs- Health and Safety regulations ● Learning how dance can communicate to an audience ● Verbal and non-verbal communication ● Using non-verbal communication to create a scene ● Analysis of choreography of various Musical Theatre songs 	4 weeks
May	<ul style="list-style-type: none"> ● Developing dance skills- students are introduced to a series of motifs to learn. ● Working with others and time management- choosing a Musical Theatre song and developing choreography and characterisation for performance ● Practical assessment of learnt motif and skills developed for AC3 	4 weeks
June	<ul style="list-style-type: none"> ● Self evaluation of practical work- vocal and movement skills ● target setting for future work ● Introduction of style and genre in Theatre- recognising differences 	1 week 1 week 1 week

Music

<u>Topic</u>	<u>Teaching and Learning Activities</u>
<p><u>Elements of Music</u></p> <p><u>September/ October</u></p>	<p>An introduction to the theory of music. Students shall discover the Elements of Music through note values, treble clef and dynamics. Students shall also learn the skill of basic score reading and how to add basic analysis whilst listening to a piece of music. Students will have the opportunity to learn basic skills on the violin.</p>
<p><u>The Orchestra & Carnival of the Animals</u></p> <p><u>November/ December</u></p>	<p>In this unit students will listen to and discuss music representing different characters or themes by studying Programme Music. Students will use their knowledge and understanding of how instruments/ rhythms etc. can be used effectively. Students will study the compositions of French Composer Saint Saens through the Carnival of the Animals Suite. Students will continue to work practically on the violins and build a skill set on stringed instruments.</p>
<p><u>Irish Traditional Music</u></p> <p><u>January/ February</u></p>	<p>Students will be listening/ performing and composing music within the Irish traditional genre. They will look at different tune types, how Irish music has evolved and spread throughout the world and how it has fused with other genres. A focus will be spent on looking at the Irish song and Dance element of the culture. Students will learn how to play Irish tunes on the Tin Whistle.</p>
<p><u>Samba/ Brazilian Music</u></p> <p><u>March/ April</u></p>	<p>Students will study the music of Brazil and the musical history of Samba music. They will learn about the instrumentation used in a samba band and the areas where the music comes from. Students will learn how to play Samba music as a class band using a wide range of percussion instruments.</p>
<p><u>Mood Music</u></p> <p><u>Music</u></p> <p><u>May/June</u></p>	<p>Students will study Mood Music and learn how composers use a variety of compositional techniques to create music to make us feel certain emotions. Students will then study Graphic Scores and will create their own graphic score which will be set to their own sounds/ music.</p>