



Goffs-Churchgate Academy

Year 8

**How to support your
child**

Year 8 Contents

Art
Character Charter
Computing
Design and Technology
Drama
English
Geography
German
History
Maths
Music
Physical Education
Religion, Philosophy and Ethics
Respect: Yourself, your mind and each other
Science

If there are any concerns or queries regarding a subject, please speak to the named contact for the subject or directly with your child's teacher.

If your concerns persist or issues are unresolved please speak to your Childs director of learning

Year 8 Director of Learning:

Name: Lucy Taylor

Email: l.taylor@goffschurchgate.herts.sch.uk

Year 8 Senior Leadership Link

Name:

Email:

Your Guide to Year 8 Art

Assessment Criteria:

KS3 Art Curriculum

Expectations of Students: Students are expected to come equipped with appropriate art materials and sketchbooks			
Term	Topic, title and unit	What students will be learning	How can you specifically help your child
Autumn 1	Impressionist Landscape	Observation drawings of landscape, using variety of media.	Encouraging observational drawing and experimenting with art and design materials at home.
Autumn 2	Impressionist Landscape	Analysis of Impressionist paintings and students' painted interpretations. Consolidation of understanding of the colour wheel and colour mixing.	Access to materials such as paint to refine their understanding of colour mixing and the importance refining brushwork skills.
Spring 1	Creativity Connection	We will explore the life and work of Henri Rousseau, in particular his techniques and use of imagination.	Visiting galleries and museums on a regular basis will also develop your child's awareness and understanding of art and design in context.
Spring 2	Set Your Mind Free	Students will produce their own composition inspired by contemporary and historic artists.	Visiting galleries and museums on a regular basis will also develop your child's awareness and understanding of art and design in context.
Summer 1	Expressive Portrait	Further exploration of the structure and proportion of the face. Investigation of the portrait as expression of identity, emotions and feelings. Special reference to Picasso's Blue Period.	Visiting galleries and museums on a regular basis will also develop your child's awareness and understanding of art and design in context.
Summer 2	Expressive Portrait	Developing ideas into outcomes through technical developments and control of media Making links to the work of practitioners and exploring new techniques/methods.	Access to a camera on a regular basis and opportunities to photograph a variety of subjects is a brilliant way to get your child to see and reflect on a wide range of visual ideas.

Useful information:

Each half term the students have 7-8 lessons where they learn the techniques or topic, then near the end of the half term they begin their 3 week test - this includes creating their piece of art work using the artist technique.

Contact Details:

Name: Mr S Keever - Art Teacher

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Your guide to Year 8 Character Charter

Assessment Criteria:

Students will have a one-hour lesson once a fortnight. Outside of lesson times, students will be required to work on elements of the character charter independently and keep a record of evidence.

Expectations of Students:

Students are expected to come equipped with appropriate stationary. All independent learning must be completed on time and brought to the next lesson.

Term	Topic Title and unit	What students will be learning	How you can specifically help your child
Autumn	Parliament and Democracy	<ul style="list-style-type: none"> • The development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch. • The operation of Parliament, including voting and elections, and the role of political parties • The roles played by public institutions and voluntary groups in society and the ways in which citizens work together to improve their communities, including opportunities to participate in school based activities. 	<p>Encourage your child to talk about political stories in the news.</p> <p style="text-align: center;">Watch the News together, particularly about political topics.</p>
Spring	Basic First Aid	<ul style="list-style-type: none"> • Basic treatment for common injuries. • Life-saving skills, including how to administer CPR. • The purpose of defibrillators and when one might be needed. 	<p>Encourage your child to practise the skills they learn, and to teach it to someone else in the household.</p>
Summer	Health and Fitness	<ul style="list-style-type: none"> • The importance of maintaining a healthy lifestyle • Nutrition and wellbeing • Mental Health benefits of exercise • Devising your own workout routine. 	<p>Encourage your child to complete the list of challenges set out on the summer fitness list.</p>

Contact Details:

Name: Mr D Emmott – Teacher of History (Associate Assistant Principal)

Email: d.emmott@goffschurchgate.herts.sch.uk

Your Guide to Year 8 Computing

Assessment Criteria:

Pupils will submit an Assessment Portfolio of the unit for assessment where they can include details of their planning and testing, and screenshots. Final lessons include tests on the contents of a unit. All based off the KS3 National Curriculum.

Expectations of students :

Students are expected to attend all lessons throughout the year and complete all homework tasks to the best of their ability.

Term	Topic Title and unit	What students will be learning	How you can specifically help your child
Autumn 1	Understanding Computers	In this half term, students will look at the hardware and software components that make up a computer.	You can help your child to research and find out about binary and algorithms. You can discuss with your child some key terms related to computing such as algorithm, abstraction, etc.
Autumn 2		They will learn about binary representation, logic gates and algorithms for sorting and searching.	
Spring 1	Computational Thinking	In this unit, students will look the world of computational thinking.	You can help your child by encouraging them to approach problems with a degree of optimism and enthusiasm. Consider games like “ Guess Who” where they can articulate requests and investigate common trends.
Spring 2		They will learn the four stages computer scientists use to overcome problems: Decomposition, Abstraction Pattern Recognition and Algorithm Design.	
Summer 1	Database Development	This a practical unit covering the basic theory, creation and use of a single-table database and a simple relational database involving two tables in a one to many relationship	Support you child by exploring the history of various paper-based databases especially old school examples such as yellow pages or a business rolodex. Discuss the different types of information we can retrieve from it.
Summer 2			

Assessment:

At the end of each unit (end of every term) there will be an assessment lesson in which students must complete a one hour assessment task related to the unit they have just covered. It will cover all the skills and knowledge they have learnt over the term.

Contact Details:

Name: Mr P Ebanks – ICT & Business Teacher

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Your Guide to Year 8 Design and Technology

Assessment Criteria:

DT National Curriculum KS3.

Expectations of Students: Students are expected to come equipped with appropriate DT materials and equipment. Long hair must be tied back for practical sessions			
Term	Topic, title and unit	What students will be learning	How can you specifically help your child
Autumn	Textiles—cushioned patterns + Graphics – art deco vs rest of the world + Product A– nature’s blocks	TEXTILES - Students will analyse and research the design brief then carry out extensive research into patterns, which will inform their ideas later. GRAPHICS—Students will continue to develop and generate ideas from their research and to use specialist tools, techniques, processes, such as 2D Design to make their pendent. PRODUCT A—Students will analyse and research the design brief then carry out extensive research. They will carry out extensive research into biomimicry, which will inform ideas later in the project.	Watching programs such as ‘how it’s made’. Visit the V&A museum. https://www.vam.ac.uk/info/make-and-do .
Spring	Product B – nature’s blocks + Graphics – art deco vs rest of the world Product B– nature’s blocks + Product A – nature’s blocks	PRODUCT—Students will use specialist tools, techniques, processes create block bot design and then evaluate the final product. GRAPHICS—Students will continue to develop and generate ideas from their research and to use specialist tools, techniques, processes, such as 2D Design to make their pendent. PRODUCT B—Students will analyse and research the design brief then carry out extensive research. They will carry out extensive research into biomimicry, which will inform	Watching programs such as ‘how it’s made’ and ‘Great British sewing bee’. Visit the V&A museum. https://www.vam.ac.uk/info/make-and-do .

	Food – A mixed bag of food	<p>ideas later in the project.</p> <p>PRODUCT A—Students will use research and develop a specification to inform the design ideas. Students will use technical drawings and annotated sketches to communicate block bot ideas.</p> <p>FOOD—Students will understand and apply the principles of nutrition and health via food nutrition.</p>	
Summer	<p>Food Skills</p> <p>Graphic – Graphic inspired poster</p>	<p>Students will explore creative ways to prepare, cook and present food. Students will make reference to cooking methods and techniques when planning optional practical's in a bid to showcase their food skills.</p> <p>GRAPHICS- Students will learn about key graphic components that are needed to create an inspired poster.</p>	<p>If possible take your child to visit the Design Museum https://designmuseum.org/</p> <p>Encourage students to be creative, for example, making things from recycled products or building lego, practice drawing, etc. Display and use the product when it comes home.</p> <p>Allowing your child to experiment with different tastes (herbs and spices). Encouraging your child to cook at home and help with food preparation and well as cleaning up after.</p>

Useful information:

Students will learn a wide variety of Design and Technology skills, which should be used at home. Groups will work on rotation within the various Design & Technology disciplines, the order above may change.
 Students will be assessed at the end of each unit.

Contact Details:

Name: Mrs C Kamara - Design and Technology Teacher

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Your Guide to Year 8 Drama

Assessment Criteria:

Creating, Performing and Evaluating. KS3 National Curriculum

Expectations of Students: Excellent attendance. Full commitment to rehearsals in and out of lessons.			
Term	Topic, title and unit	What students will be learning	How can you specifically help your child
Autumn 1	Everything Begins with an Idea.	Learners will understand different stimuli and how drama is created around it. Exploring stimuli through scripts also.	Write a story about something meaningful to them. Put lots of different objects in front of them and they have to write a story that involves all of them.
Autumn 2	Style, Smile, Worthwhile	Learners will understand different genres and stylistic methods and created styles. Soap opera, melodrama, pantomime, naturalism etc...	To use the Digital Theatre platform and evaluate a performance you observe and watch. To create a show poster on x3 different styles and realise their differences.
Spring 1	The Great British Murder Mystery	From studying styles, the students will now zoom in on a famous style on our screens, live shows and playscripts- they will follow a journey based on the great British bake off.	To write your own murder mystery screen play involving a storyboard, character analysis and clue cards- encourage your families to re read your created script and find whom the murderer is.
Spring 2	The Tony award goes to...	Understanding musical theatre and the techniques combined in a world-wide famous style involving diversity and community.	To use the digital theatre platform, attend safely your local community theatre performances with the amateur circuit. Travel to our local west end to see a West End show!
Summer 1	Lights, Camera, Action	Understanding drama mediums in the studio and theatre.	Create a PPT on all the different types of stage lanterns and their job roles on the west end stage. To design their own stage lighting for their own chosen atmosphere, whether angry, sad, happy, jealous.

Summer 2	To be a caricature, there has to be a pastiche.	Understanding TV drama.	Watch Britain's Got Talent. Caricature research. Watch a pastiche actor in a film. E.g.- The Kings speech
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Useful information:

The students have around 7-8 lessons per half term to be taught the techniques or topic, then near the end of the half term begin their 3 week test. This includes being recorded during the 'creating' stage and recorded during the 'performing' stage- but either outside at this stage, at 2 metres or through written form. Then we watch it as a class and students write strengths and improvements in their 'evaluating' stage.

Contact Details:

Name: Miss G Joyce - Head of Creative Arts

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Your Guide to Year 8 English

Assessment Criteria: Students will be assessed on the development of their reading and writing based on skills from the KS3 national curriculum through fortnightly “Learning Checks” and an “End of Unit Skills Test”.

Expectations of Students			
Students are expected to come equipped with appropriate stationery. They also need to read their teachers’ comments in their books and act on the feedback given. Students are expected to complete their progress tracking in the front of their books after every assessment.			
Term	Topic Title and unit	What students will be learning	How you can specifically help your child
Autumn 1	“Bone Sparrow”	<p>Students will study the narrative story of a Rohingya refugee child born in a detention camp in Australia and will have considered the challenges faced by immigrants and asylum seekers.</p> <p>They will be assessed on:</p> <ol style="list-style-type: none"> 1. Creative writing 2. Retrieving information, language analysis, structure analysis. 	<p style="text-align: center;"><u>Reading</u></p> <p style="text-align: center;">“Bone Sparrow” Author: Zana Fraillon Publisher: Hodder and Stoughton ISBN: 978-1510101555</p> <p style="text-align: center;"><u>Further reading to enjoy</u></p> <p style="text-align: center;">“The Boy At the Back of the Class” by Onjali Q. Raúf. “The Quiet at the End of the World” by Lauren James.</p> <p style="text-align: center;"><u>Useful websites</u></p> <p style="text-align: center;">https://www.hachette.com.au/content/resources/9780734417138-teachers-notes.pdf</p> <p style="text-align: center;">https://www.amnesty.org.uk/files/2017-06/Exploring%20the%20Bone%20Sparrow%20Together%20-%20Activity%20Pack.pdf?YsFrkpp7Matf3y3LQ3ASOqMHJNLASeAT=</p>
Autumn 2	“Tell Tale Heart”, “The Monkey’s Paw”, and “Yellow Wallpaper”.	<p>Students will read a range of Victorian literature short stories including “The Monkey’s Paw”, “Tell Tale Heart” and “Yellow Wallpaper”, exploring the mental anguish caused by oppression and paranoia.</p> <p>They will be marked on:</p> <ol style="list-style-type: none"> 1. Analysis of an extract from 	<p style="text-align: center;"><u>Reading</u></p> <p>The stories from this unit can be found online copyright free:</p> <p style="text-align: center;">“Tell Tale Heart” https://americanenglish.state.gov/files/ae/resource_files/the_tell_tale_heart_0.pdf</p> <p style="text-align: center;">“The Monkey’s Paw” https://www.kyrene.org/cms/lib/AZ</p>

		<p>the novel.</p> <p>2. Non-fiction report writing.</p> <p>3. Essay writing skills.</p>	<p>01001083/Centricity/Domain/2259/The%20Monkeys%20Paw%20-%20text.pdf</p> <p>“Yellow Wallpaper” https://www.nlm.nih.gov/exhibition/theliteratureofprescription/exhibitionAssets/digitalDocs/The-Yellow-Wall-Paper.pdf</p> <p>Further reading to enjoy Other 19th century gothic stories to enjoy: “The Cask of Amontillado” by Edgar Allan Poe “An Occurrence at Owl Creek Bridge” by Ambrose Bierce</p> <p>Useful websites https://www.bl.uk/romantics-and-victorians/themes/the-gothic</p>
Spring 1	"Luna"	<p>Students will read “Luna”, a novel about a transgender teen and their struggle for self-identity and acceptance in society.</p> <p>Students will be marked on:</p> <ol style="list-style-type: none"> 1. Analysis of an extract from the novel. 2. Non-fiction report writing. 3. Essay writing skills. 	<p>Reading “Luna” Author: Julie Anne Peters Publisher: Little, Brown Books ASIN: B00FORAGDU</p> <p>Further reading to enjoy “Shadowhunter Chronicles Series” by Cassandra Clare</p> <p>Useful websites https://www.shmoop.com/study-guides/literature/luna-book</p>
Spring 2	“Romeo and Juliet”	<p>Students will study explore and enriched my cultural appreciation for Shakespeare, and studied the tragic love story of “Romeo and Juliet” with a particular focus on Juliet’s strength of character in the face of a patriarchal society.</p> <p>Students will be marked on:</p> <ol style="list-style-type: none"> 1. Extract based analysis 	<p>Reading “Romeo and Juliet” Author: William Shakespeare Publisher: Wordsworth Classics ISBN: 978-1840224337</p> <p>Further reading to enjoy “A Midsummer Night’s Dream”, “Much Ado About Nothing” by William Shakespeare.</p> <p>Useful websites</p>

		2 Non-fiction article writing 3. Whole text analysis	https://www.shakespeare.org.uk/
Summer 1	"I Am Malala"	Students will study an autobiographical piece about a Malala Yousafzai, who stood up for women's education rights in Pakistan and as a result was shot by the Taliban. They will be marked on: 1. Comparing and summarising texts. 2. Analysing language 3. Write and deliver a speech	Reading "I Am Malala" Author: Malala Yousafzai Publisher: Hachette ISBN: 1780622163 Further reading to enjoy "No One is Too Small to Make a Difference" by Greta Thunberg "Anne Frank: The Diary of a Young Girl" by Anne Frank Useful websites https://malala.org/malalas-story https://www.biography.com/activist/malala-yousafzai
Summer 2	"And Still I Rise" and Preparation for End of Year Exam	Students will read a collection of poems by one of the world's most important activists, dealing with a variety of issues in society ranging from poverty and segregation, to discrimination and racism. They will be assessed on: 1. Analysing an unseen poem. 2. Comparing two studied poems. 3. End of year exam: Language reading and writing non-fiction	Reading "And Still I Rise" Author: Maya Angelou Publisher: Little, Brown Book ISBN: 9780860687573 Further reading to enjoy "I Know Why the Caged Bird Sings" by Maya Angelou (autobiography). "I Have Crossed an Ocean" by Grace Nichols. Useful websites https://poemanalysis.com/maya-angelou/
Useful information:			
<ul style="list-style-type: none"> • Students will be required to do weekly homework lessons using the online "Bedrock Vocabulary" platform. • Students will also independently produce creative writing and poetry pieces during the year through competitions. 			

Contact Details:

Name: Mr A Nichola – Head of English

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Your Guide to Year 8 Geography

Assessment Criteria

Students will be assessed using big questions that require students to use a range of knowledge and information to draw conclusions. These are assessed against age related expectations. Students will also complete short knowledge check for topics along with regular recall quizzes.

Expectations of Students

Students are expected to come equipped with appropriate stationary. They also need to read their teacher's comments in their books and respond to the feedback given.

All independent learning must be completed on time and brought to the next lesson.

Year 8	Topic Title and unit	What students will be learning	How you can specifically help your child
Half term 1a	How do rivers shape the land?	<ul style="list-style-type: none"> • How large scale cycles (water cycle) and systems (drainage basin) link to rivers. • The river processes that occur with a focus on erosion and transportation. • Explain how rivers shape the land by creating distinctive landforms/landscapes. 	<p>Talk to your child about the world around them be it a visit to a city or a trip to coast.</p> <p>By encouraging students to watch the news and think critically about what they read.</p> <p>There are a number of television programmes that cover geographical issues.</p>
Half Term 1b	Africa a place of challenge or opportunity?	<ul style="list-style-type: none"> • Challenge misconceptions of Africa by looking at the human and physical geography of the region. • Compare two contrasting areas of physical and human geography in Africa (Egypt/Uganda). • Explain the issues that faced Africa (e.g. Shanty Towns) and the opportunities (e.g. Ethiopia GERD) 	<p>You could visit the Royal Geographical Society or Geographical association website that have geographical news and resources.</p> <p>You could subscribe to monthly geographical magazines such as "Geographical" and "National Geographic"</p>
Half term 2a	How dangerous are tectonic plates?	<ul style="list-style-type: none"> • Plate tectonic theory Pangea, Plate Movement/Boundaries • Causes, effects and responses to volcanic eruptions in two contrasting location (Mt. St. Helen/Montserrat) • Causes, effects and responses to the Japan Earthquake and Tsunami. • How we can respond to natural 	<p>Students could also visit Paradise Wildlife Park, Natural History Museum, Science Museum, Museum of London and London Zoo as all offer opportunities to develop</p>

		hazards by reducing risk.	geographical knowledge and understanding.
Half term 2b	How connected is the world?	<ul style="list-style-type: none"> • What globalisation is and how this is shown through everyday items. • How container ships are vital for international trade. • Reasons for location of factories for international trade • Decision Making Exercise on locating a factory. • How globalisation has helped create a global cities. 	<p>Useful websites: http://www.geography.org.uk/resources https://www.rgs.org/</p>
Half term 3	Is Asia home to the world's new superpower?	<ul style="list-style-type: none"> • Challenge misconceptions of Asia by looking at the human and physical geography of the region. • Look at why Russia was once a world superpower and why its geography is an issue. • Compare the two rising superpowers India and China studying the population and economy of both countries. • Explain how globalisation has allowed for the growth of these two superpowers. 	

Contact Details:

Name: Mr. L. Hinchliffe – Teacher of Geography

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Your Guide to Year 8 MFL (French and German)

Assessment Criteria:

Students are assessed in four key skill areas: Listening, Reading, Speaking and Writing

Expectations of Students:

Students are expected to come equipped with appropriate stationery. They also need to read their teacher's comments in their books and respond to the feedback given.

All independent learning must be completed on time and brought to the next lesson.

Students are also expected to complete ongoing revision of content and key vocabulary.

Term	Topic Title and unit	What students will be learning	How you can specifically help your child
Autumn 1	"New species at the zoo"	<p>An introduction and development of..</p> <ul style="list-style-type: none"> - vocabulary and grammatical structures to describe animals (pets and endangered zoo animals), preferences with justifications and basic tenses - cultural celebrations and festivals (Oktoberfest– German only, & Halloween) 	<p>You can assist your child by supporting them with learning key vocabulary, phrases and grammatical points.</p> <p>Please ensure that your child completes all independent learning tasks</p> <p>Online resources: http://www.bbc.co.uk/education/subjects/zci2tfr</p>
Autumn 2	"What's up doc?"	<p>An introduction and development of..</p> <ul style="list-style-type: none"> - vocabulary and grammatical structures to describe health issues at the doctors (body parts, illnesses, symptoms, medication & health advice) and basic tenses (modal verbs- to convey the future tense). - cultural celebrations and festivals (Christmas). 	<p>- vocabulary practice, listening, reading, writing, speaking practice and grammar/exam support</p> <p>http://www.memrise.com vocabulary practice</p> <p>http://www.duolingo.com vocabulary learning</p>
Spring 1	"Sport and fitness"	<p>An introduction and development of..</p> <ul style="list-style-type: none"> - vocabulary and grammatical structures to describe fitness and sporting habits, preferences & justifications, accepting and declining invitations, describing sporting events & future fitness plans, using a variety of tenses. - cultural celebrations, traditions & festivals (Valentines day, Fasching - German, Mardi Gras – French) 	<p>http://www.linguascope.com (Student log in details required)</p>

Spring 2	"Food, drink and culture"	<p><i>An introduction and development of ...</i></p> <ul style="list-style-type: none"> - vocabulary and grammatical structures to describe food & drink (cultural dishes, meals & quantities), preferences with justifications, restaurant reviews, & future plans for a healthy diet, using a variety of tenses - use transactional language to make a booking/order at the restaurant/snack bar, shopping for food - cultural celebrations, traditions & festivals (Easter)
Summer 1	"Educating 'Herts' and minds"	<p><i>An introduction and development of ...</i></p> <ul style="list-style-type: none"> - vocabulary and grammatical structures to describe school (subjects, school day, timetables, uniform), preferences with justifications, using a variety of basic tenses
Summer 2	"How aspirational are you"	<p><i>An introduction and development of ...</i></p> <ul style="list-style-type: none"> - vocabulary and grammatical structures to describe future educational plans and aspirations/ambitions beyond school using a variety of tenses. - cultural celebrations, traditions and festivals (Bastille day – French only)

Contact Details:

Name: Mrs E Powell - Head of Humanities and MFL

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Your Guide to Year 8 History

Assessment Criteria

At the end of every unit students are assessed using GCSE style assessments.

Expectations of Students:

Students are expected to come equipped with appropriate stationery. They also need to read their teacher's comments in their books and respond to the feedback given, as well as ensuring any Spelling, Punctuation, and Grammar (SPaG) mistakes are corrected in accordance with the marking.

All independent home learning and 'flipped' learning must be completed on time and brought to the lesson as requested.

Students are also expected to complete ongoing revision of content and key vocabulary. Websites such as BBC bitesize can be a helpful resource to challenge and extend students' understanding.

Term	Topic Title and unit	What students will be learning	How you can specifically help your child
Autumn 1	Cheshunt Through Time	Analysing the History of Cheshunt from Romans to modern day, evaluating the structure of the town and looking to what lies in store for the area's future. This sequence of lessons starts includes learning about Roman Cheshunt, Cheshunt in war, and the myths and legends of Hertfordshire.	<p>Day trip to Waltham Abbey Church, Royal Gunpowder Mills, Hatfield House, where you will find information about the local area.</p> <p>For a day trip into London, the Water and steam museum provides a fantastic look into the beginners of the industrial revolution and how England was supplied and powered by the creation of machinery. https://waterandsteam.org.uk/</p> <p>Autumn 2: There are a number of films and documentaries available to complement your child's learning, which are mainly quite mature or graphic in presentation and would require adult supervision. This includes '12 Years a Slave', 'Roots' and 'Glory'. These films are likely available to rent or to watch online. The book '12 Years a Slave' is also an excellent account of the life of a slave.</p> <p>Spring 1:</p>
Autumn 2	Why was the Trans-Atlantic Slave Trade allowed to happen?	Students will be learning about the process and causation of African slavery, the slave auctions and life on a plantation, and the abolition of slavery in Britain and America. This includes slave resistance, the American Civil War and the impact of abolition on African-Americans.	
Spring 1	The Journey to Equality—the Civil	Students will be learning about the beginning of the	

	Rights Movement	Civil Rights Movement up to its current situation in America. This will be taught through the roles of individuals such as Jesse Owens, Rosa Parks, Martin Luther King and Malcolm X. This will include debate on the current US political climate as well as comparisons with equal rights in the UK.	This topic is often in the news and your child would benefit from discussions on the current political condition in America, so that they can establish their own beliefs and opinions. There are many documentaries about the individuals in the Civil Rights Movement, usually available on YouTube. Spring 2: Featuring three thousand objects and covering an area equivalent to 1,500 hospital beds, Medicine: The Wellcome Galleries in the Science Museum is the magnificent new home for the most significant medical collections in the world. https://www.sciencemuseum.org.uk/see-and-do/medicine-wellcome-galleries
Spring 2	The History of Health—Medicine Through Time	This topic will take us through the history of modern medicine and how these new discoveries and inventions have changed the world. This will include topics on Florence Nightingale, Pasteur, Surgey, and the creation of the NHS.	
Summer 1	Personality and Power—Individuals in History	The topic focuses on individuals throughout History who have made an impact on our world, especially in regards to fairness and equality. We will be looking at individuals such as Emmeline Pankhurst, John Lesson and Greta Thunberg.	Summer 1: This website provides excellent primary information about the Suffragette movement and key individuals which helped women have rights. You can view objects online, read exhibits about the most important elements of the Suffragette cause. https://www.museumoflondon.org.uk/discover/road-equality-google-partners-museum-london
Summer 2	How did the Holocaust happen, and what was its global impact?	Students will be learning about the rise of Hitler, the key events leading up to 1939 and the conditions in concentration camps. This will also include impact on International Relations and the creation of Israel, a study on Anne Frank and discussion on genocide. This is a graphic and potentially upsetting topic and students will need to be aware of the particularly mature themes being taught	Summer 2: Any film or documentary should be watched with an adult, and age ratings noted – the majority of these are very graphic. This includes ‘Schindler’s List’, ‘The Pianist’ and ‘Holocaust: Night will Fall’. The Jewish Museum in London has a section on the Holocaust http://www.jewishmuseum.org.uk and the Imperial War

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Museum often has exhibitions on the Holocaust and World War 2

<https://www.iwm.org.uk/>

Visits to camps such as Auschwitz, Bergen-Belsen and Sachsenhausen as part of a European trip would offer a truly unique experience. Please email for more information should you wish to include this in an upcoming trip.

Contact Details:

Name: Mr D Emmott – History Teacher

Email: d.emmott@goffschurchgate.herts.sch.uk

Your guide to Year 8 Mathematics

Assessment criteria

The mathematics curriculum is categorised under the following content domains: Number, Ratio, Rates & Proportion, Algebra, Statistics & Probability, Geometry & Measures. These areas are assessed using three assessment objectives.

The table below gives an overview of the three assessment objectives, every strand and element will be assessed in every assessment series.

Assessment Objectives	Weighting
AO1 is about using and applying standard mathematical techniques	50% Foundation paper, 40% Higher.
AO2 is about reasoning, interpreting and communicating mathematically	25% Foundation and 30% Higher.
AO3 is about solving problems in mathematics and in other contexts.	25% Foundation, 30% Higher'

Students will be starting the national KS3 programme of study over two years, which will be completed at by the end of the summer term in year 8. Each set will be following a differentiated curriculum.

Students will sit formal assessments at the end of each half term, which will usually consist of components from SATs papers. All tests are an hour long and will inform decisions about setting going into Year 9.

How to support your child at home?

- Ensure your child completes all of the assignments and homework on Classcharts.
- Ensure your child is fully equipped for all lessons; the preferred calculator is a Casio (VPAM) scientific calculator.
- Encourage your child to use the internet to find instructional videos and resources from websites such as YouTube, BBC GCSE Bitesize , www.hegartymaths.com, <https://corbettmaths.com/>, <https://www.mathsgenie.co.uk/gcse.html>, on the topics listed in the course content below, to develop their independent learning skills.
- Encourage your child to start revising from the beginning of the school year and seek extra support from their teacher in areas of difficulty.
- When given feedback on how to improve, encourage your child to act on the suggested ways of improving their learning and understanding.

Higher

Term	Topic Title and unit	What students will be learning (Higher)
AUTUMN 1	1 Number, Factors and powers	
	1.1 Calculations	Use written methods to add and subtract with decimals. Calculate mentally. Calculate with money. Estimate answers to calculations.
	1.2 Calculating with negative integers	Add, subtract, multiply and divide positive and negative numbers.
	1.3 Powers and roots	Calculate using squares, square roots, cubes and cube roots. Use index notation for powers of numbers. Estimate the square root of a number.
	1.4 Powers, roots and brackets	Use mental methods to calculate combinations of powers roots and brackets. Use a calculator to check answers. Substitute numbers into formulas involving power, roots and brackets.
	1.5 Multiples and factors & Prime factor decomposition	Use index notation. Write a number as a product of its prime factors. Write the prime factor decomposition of a number. Use prime factor decomposition to find the HCF or LCM of two numbers.
	1.6 Laws of indices	Work out the laws of indices for positive powers. Show that any number to the power of zero is 1. Use the laws of indices for multiplying and dividing.
	1.7 STEM: Powers of 10	Use and understand powers of 10. Use the prefixes associated with powers of 10. Understand the effect of multiplying and dividing by any integer power of 10.
	1.8 Calculating and estimating	Calculate with powers. Round to a number of significant figures.
	2. Expressions, functions and formulae	
	2.1 Expressions	Understand the meaning of an identity, expression, equation, formula etc. Write expressions and formulae. Simplify expressions involving brackets, use rules for indices and factorise expressions. Simplify expressions involving powers and brackets.
	2.2 More simplifying	Use the index laws in algebraic calculations and expressions. Simplify expressions with powers.
	2.3 Expanding, simplifying & factorising	Write and simplify expressions involving brackets and powers. Multiply out double brackets and collect like terms. Factorise an algebraic expression.

	2.4 Substituting	Substitute integers into expressions.
		Substitute values into formulas involving powers.
		Change the subject of a formula.
	2.5 One-step equations	Find the inverse of a function.
		Solve simple equations using function machines.
		Solve real life problems using equations.
	2.6 Two-step equations	Solve two-step equations using function machines.
		Solve real life problems using equations.
	2.7 The balancing method	Solve equations using the balancing method.
		Solve equations with the unknown number on both sides.
		Construct and solve equations.
	3 Sequences and Graphs	
	3.1 Plotting linear graphs	Sequences and the nth term Plot straight-line graphs.
		Find the y-intercept of a straight-line graph.
	3.2 The gradient	Find the gradient of a straight-line graph. Plot graphs using the gradient and y-intercept.
	3.3 $y = mx + c$	Use $y = mx + c$ Find the equation of a straight-line graph.
	3.4 Parallel and perpendicular lines	Identify parallel and perpendicular lines.
	3.5 Inverse functions	Find the inverse of a linear function.
	3.6 STEM: Non-linear graphs	Geometric sequences Plot and use non-linear graphs.
	HALF-TERM TEST	
AUTUMN 2	4 Fractions, decimals and percentages	
	4.1 Recurring decimals	Recognise fractional equivalents to important recurring decimals
		Recognise which denominators of simple fractions produce recurring decimals
		Change a recurring decimal into a fraction.
	4.2 Using percentages	Calculate percentages Work out an original quantity before a percentage increase or decrease
	4.3 Percentage change	Calculate percentage change.
	4.4 FINANCE: Repeated percentage change	Calculate the effect of repeated percentage changes.
	5 2D shapes and 3D solids	
	5.1 Plans and elevations	Use 2D representations of 3D solids.
	5.2 Surface area of prisms	Sketch nets of 3D solids. Calculate the surface area of prisms.
	5.3 Volume of prisms	Calculate the volume of right prisms.
	5.4 Circumference of a circle	Name the different parts of a circle. Calculate the circumference.
		Calculate the radius or diameter when you know the circumference.
	5.5 Area of a circle	Calculate the area of a circle.
		Calculate the radius or diameter when you know the area.

	5.6 Cylinders	Calculate the volume and surface area of a cylinder.
	5.7 Pythagoras' theorem	Use Pythagoras' theorem in right-angled triangles.
END OF TERM TEST		
SPRING 1	6 Lines and angles	
	6.1 Quadrilaterals	Matching quadrilaterals to their descriptions.
		Using known facts about quadrilaterals to solve problems.
	6.2 Alternate angles and proof	Using alternate angles to find unknown angles.
		Using reasoning to complete mathematical proofs.
	6.3 Geometrical problems	Solving geometrical problems using side and angle properties of triangles and quadrilaterals.
		Identifying corresponding angles.
		Solving problems using properties of angles in parallel and intersecting lines.
	6.4 Exterior and interior angles	Calculating the sum of the interior and exterior angles of a polygon.
		Calculating the interior and exterior angles of a polygon.
	6.5 Solving geometric problems	Finding unknown angles by forming and solving equations.
		Solving geometrical problems showing reasoning.
	7 Transformations	
	7.1 Reflection and translation	Describe and carry out translations.
		Describe and carry out reflections.
	7.2 Rotation	Describe and carry out rotations.
	7.3 Enlargement	Enlarge a shape.
		Describe an enlargement.
	7.4 More enlargement	Enlarge a shape using negative scale factors.
		Enlarge a shape using fractional scale factors.
	7.5 STEM: Combining transformations	Transform 2D shapes using a combination of reflection, rotation, enlargement and translation.
	7.6 2D shapes and 3D solids	Identify planes of reflection symmetry in 3D solids.
	Find the perimeter and area of 2D shapes after enlargement.	
	Find the volume of 3D solids after enlargements.	
HALF-TERM TEST		
SPRING 2	8 Scale drawings and measures	
	8.1 Maps and scales	Use scales in maps and plans.
		Use and interpret maps.
	8.2 Bearings	Understand and use the relationship between parallel lines, alternate and corresponding angles.
		Measure and use bearings.
		Draw diagrams to scale using bearings.
	8.3 Scales and ratio	Draw diagrams to scale.
		Use and interpret scale drawings.
	8.4 Congruent and similar shapes	Identify congruent and similar shapes.
		Use congruence to solve problems in triangles and quadrilaterals.
	8.5 Solving geometry problems	Use similarity to solve problems in 2D shapes.
	9 Constructions and loci	
	9.1 Accurate drawings	Draw triangles accurately using a ruler and protractor.
	Draw diagrams to scale.	

	9.2 Constructing shapes	Draw accurate nets of 3D solids.	
		Construct triangles using a ruler and compasses.	
		Construct nets of 3D solids using a ruler and compasses.	
	9.3 Constructions 1	Bisect a line using a ruler and compasses.	
		Construct perpendicular lines using a ruler and compasses.	
	9.4 Constructions 2	Bisect angles using a ruler and compasses.	
		Draw accurate diagrams to solve problems.	
	9.5 Loci	Draw a locus.	
	Use loci to solve problems.		
END OF TERM TEST			
SUMMER 1	10 Probability		
	10.1 Comparing probabilities	Calculate and compare probabilities. Decide if a game is fair.	
	10.2 Mutually exclusive events	Identify mutually exclusive outcomes and events. Find the probabilities of mutually exclusive outcomes and events.	
		Find the probability of an event not happening.	
	10.3 Estimating probability	Calculate the relative frequency of a value. Use relative frequency to make estimates. Use relative frequency to estimate the probability of an event.	
		Use estimated probability to calculate expected frequencies.	
	10.4 Experimental probability	Carry out a probability experiment. Estimate probability using data from an experiment. Work out the expected results when an experiment is repeated.	
	10.5 Probability diagrams	List all the possible outcomes of one or two events in sample space diagrams or Venn diagrams. Calculate probabilities of repeated events.	
	10.6 Tree diagrams	Use tree diagrams to find the probabilities of two or more events.	
	11 Real life graphs		
	11.1 Direct proportion	Recognise when values are in direct proportion. Plot graphs and read values to solve problems.	
	11.2 FINANCE: Interpreting financial graphs	Interpret graphs from different sources. Understand financial graphs.	
	11.3 Distance-time graphs	Draw and interpret distance–time graphs. Use distance–time graphs to solve problems.	
	11.4 Rates of change	Interpret graphs that are curved. Interpret real-life graphs.	
	11.5 Misleading graphs	Understand when graphs are misleading.	
	HALF-TERM TEST		
	SUMMER 2	12 Statistics, graphs and charts	
		12.1 Planning a survey	Identify sources of primary and secondary data. Choose a suitable sample size and what data to collect. Identify factors that may affect data collection and plan to reduce bias.
		12.2 Collecting data	Design a good questionnaire.

		Design and use data collection sheets and tables.
	12.3 Pie charts	Interpret simple pie charts.
		Calculate angles and draw pie charts.
	12.4 Using tables	Drawing and interpreting two-way tables.
		Calculating the mean from a simple frequency table.
		Tallying data into a grouped frequency table, designing a grouped frequency table, using $a \leq x < b$ notation, finding modal class and estimating range.
	12.5 Stem and leaf diagrams	Drawing and interpreting stem and leaf diagrams with different stem values.
		Finding mode, median and range from stem and leaf diagrams, and comparing them for different data sets.
	12.6 Comparing data	Compare data using averages and range, including mean calculated from frequency table.
		Compare data using the shape of a line graph or pie chart.
		Draw line graphs to compare sets of data.
		Decide on the most appropriate average to use.
	12.7 Scatter graphs	Draw scatter graphs.
		Describe types of correlation.
		Draw a line of best fit by eye on a scatter graph.
	12.8 FINANCE: Misleading graphs	Identify graphs and charts that are misleading because of the scales used and missing axis labels, mainly in financial contexts.
END OF YEAR EXAM		

Foundation

Term	Topic Title and unit	What students will be learning (Higher)
AUTUMN 1	1 Number	
	1.1 Calculations	Use written methods to add and subtract with decimals.
		Calculate mentally.
		Calculate with money.
		Estimate answers to calculations.
	1.2 Calculating with negative integers	Add, subtract, multiply and divide positive and negative numbers.
	1.3 Powers and roots	Calculate using squares, square roots, cubes and cube roots.
		Use index notation for powers of numbers.
		Estimate the square root of a number.
	1.4 Powers, roots and brackets	Use mental methods to calculate combinations of powers roots and brackets.
		Use a calculator to check answers.
		Substitute numbers into formulas involving power, roots and brackets.
	1.5 Multiples and factors	Use index notation.
		Write a number as a product of its prime factors.
		Use prime factor decomposition to find the HCF and LCM.
	2 Calculating with fractions	
	2.1 Adding and subtracting fractions	Adding and subtracting fractions with any size denominator.
	2.2 Multiplying fractions	Multiply integers and fractions by a fraction
		Use appropriate methods for multiplying fractions.
	2.3 Fractions, decimals and reciprocals	Convert fractions to decimals.
		Write one amount as a fraction of another.
		Find the reciprocal of a number.
	2.4 Dividing fractions	Divide integers and fractions by a fraction.
		Use strategies for dividing fractions.
	2.5 Calculating with mixed numbers	Use the four operations with mixed numbers.
	3 Expressions and equations	
	3.1 Expressions	Write expressions and formulae.
		Change the subject of a formula.
	3.2 Algebraic powers	Understand and simplify algebraic powers.
		Simplify expressions involving brackets, use rules for indices and factorise expressions.
		Substitute values into formulas involving powers.
	3.3 Expressions and brackets	Expand brackets.
		Multiply out double brackets and collect like terms.
		Make and simplify algebraic expressions.
3.4 Factorising expressions	Factorise expressions.	
3.5 One-step equations	Find the inverse of a function.	
	Solve simple equations using function machines.	
	Solve real life problems using equations.	

	3.6 Two-step equations	Solve two-step equations using function machines.
		Solve real life problems using equations.
	3.7 The balancing method	Solve equations using the balancing method.
		Solve equations with the unknown number on both sides.
HALF-TERM TEST		
AUTUMN 2	4 Straight-line graphs	
	4.1 Direct proportion on graphs	Sequences and the nth term
		Recognising when values are in direct proportion.
		Plotting graphs and reading values to solve problems.
	4.2 Gradients	Plot a straight-line graph and work out its gradient.
	4.3 Equations of straight lines	Plot the graphs of linear functions.
		Find midpoints of line segments.
		Write the equations of straight line graphs in the form $y = mx + c$
	4.4 STEM: Direct proportion problems	Identify and describe practical examples of direct proportion.
		Solve problems involving direct proportion with or without a graph.
	5 Decimals and ratio	
	5.1 Ordering decimals and rounding	Rounding whole numbers and decimals.
		Writing large numbers as a decimal number of millions.
		Ordering positive and negative decimals.
		Using the symbols $>$ and $<$ between two negative decimals.
	5.2 Place-value calculations	Multiplying larger numbers.
		Multiplying decimals with up to two decimal places.
		Multiplying any number by 0.1 and 0.01.
	5.3 Calculations with decimals	Adding and subtracting decimals of any size.
		Multiplying and dividing by decimals.
		Dividing by 0.1 and 0.01.
	5.4 Ratio and proportion with decimals	Using ratios involving decimals.
		Solving proportion problems involving decimals.
	5.5 STEM: Using ratios	Solving engineering problems using ratio and proportion.
		Using unit ratios.
	6 Percentages, decimals and fractions	
	6.1 Fractions and decimals	Recall equivalent fractions and decimals.
		Recognise recurring and terminating decimals.
		Order fractions by converting them to decimals or equivalent fractions.
	6.2 Equivalent proportions	Recall equivalent fractions, decimals and percentages.
		Use different methods to find equivalent fractions, decimals and percentages.
		Use the equivalence of fractions, decimals and percentages to compare proportions.
	6.3 Writing percentages	Working out one number as a percentage of another.
	Working out percentage increase and decrease.	
6.4 Percentages of amounts	Use a multiplier to calculate percentage increase and decrease.	
	Use the unitary method to solve percentage problems.	

	6.5 FINANCE: Solving problems	Use strategies for calculating fractions and decimals of a given number.
		Use mental strategies of conversion and equivalence of fractions, decimals and percentages to solve word problems mentally.
END OF TERM TEST		
SPRING 1	7 Area and volume	
	7.1 Area of a triangle	Derive and use the formula for the area of a triangle.
		Find areas of compound shapes.
	7.2 Area of a parallelogram and trapezium	Calculate areas of parallelograms and trapezia.
	7.3 Volume of cubes and cuboids	Calculate the volume of cubes and cuboids.
	7.4 3D shapes	Sketch nets of 3D solids.
	7.5 Surface area of cubes and cuboids	Calculate the surface area of cubes and cuboids.
	7.6 Problems and measures	Calculate the volume of cubes and cuboids.
		Calculate the surface area of cubes and cuboids.
	8 Lines and angles	
	8.1 Quadrilaterals	Matching quadrilaterals to their descriptions.
		Using known facts about quadrilaterals to solve problems.
	8.2 Alternate angles and proof	Using alternate angles to find unknown angles.
		Using reasoning to complete mathematical proofs.
	8.3 Geometrical problems	Solving geometrical problems using side and angle properties of triangles and quadrilaterals.
		Identifying corresponding angles.
		Solving problems using properties of angles in parallel and intersecting lines.
	8.4 Exterior and interior angles	Calculating the sum of the interior and exterior angles of a polygon.
	Calculating the interior and exterior angles of a polygon.	
8.5 Solving geometric problems	Finding unknown angles by forming and solving equations.	
	Solving geometrical problems showing reasoning.	
HALF-TERM TEST		
SPRING 2	9 Transformations	
	9.1 Congruency and enlargements	Identify congruent shapes.
		Use the language of enlargement.
		Enlarge shapes using given scale factors.
		Work out the scale factor given an object and its image.
	9.2 Symmetry	Recognise line and rotational symmetry in 2D shapes.
		Identify all the symmetries of 2D shapes.
		Identify reflection symmetry in 3D shapes.
	9.3 Reflection	Recognise and carry out reflections in a mirror line.
		Reflect a shape on a coordinate grid.
		Describe a reflection on a coordinate grid.
	9.4 Rotation	Describe and carry out rotations on a coordinate grid.
	9.5 Translations and combined transformations	Translate 2D shapes.
	Combine transformations.	
10 Constructions		

	10.1 Accurate drawings	Draw triangles accurately using a ruler and protractor.
		Draw diagrams to scale.
	10.2 Constructing shapes	Draw accurate nets of 3D solids.
		Construct triangles using a ruler and compasses.
		Construct nets of 3D solids using a ruler and compasses.
END OF TERM TEST		
SUMMER 1	11 Probability	
	11.1 The language of probability	Use the language of probability.
		Use a probability scale with words.
		Understand the probability scale from 0 to 1.
	11.2 Calculating probability	List and count outcomes.
		Calculate probability based on equally likely outcomes.
		Compare probabilities.
	11.3 More probability calculations	Calculate probability of A or B happening by counting outcomes.
		Calculate the probability of an event not happening.
	11.4 Experimental probability	Record data from a simple experiment.
		Estimate probability based on experimental data.
		Make conclusions based on the results of an experiment.
	11.5 FINANCE: Expected outcomes	Use probability to estimate the number of expected wins in a game.
		Apply probabilities from experimental data in simple situations.
	12 Real-life graphs	
	12.1 Conversion graphs	Reading values from conversion graphs.
		Plotting conversion graphs from a table of data.
	12.2 Distance-time graphs	Interpreting distance-time graphs.
		Plotting distance-time graphs from descriptive text.
		Using distance-time graphs to solve problems.
	12.3 Line graphs	Plotting line graphs from tables of data.
		Interpreting line graphs.
	12.4 Complex line graphs	Reading values from real-life graphs.
		Describing trends and making predictions based on information presented graphically.
		Working out percentages.
	12.5 STEM: Graphs of functions	Draw, use and interpret conversion graphs.
		Draw, use and interpret distance-time graphs.
		Draw and interpret line graphs.
		Draw, use and interpret real-life graphs.
		Discuss and interpret linear and non-linear graphs.
	12.6 More real-life graphs	Interpreting graphs.
		Drawing and using real-life graphs.
	Using graphs to solve problems and make predictions.	
HALF-TERM TEST		
SUMMER 2	13 Statistics, graphs and charts	
	13.1 Planning a survey	Identify sources of primary and secondary data.
		Choose a suitable sample size and what data to collect.
	Identify factors that may affect data collection and plan to reduce bias.	

	13.2 Collecting data	Design a good questionnaire.
		Design and use data collection sheets and tables.
	13.3 Pie charts	Interpret simple pie charts.
		Calculate angles and draw pie charts.
	13.4 Using tables	Drawing and interpreting two-way tables.
		Calculating the mean from a simple frequency table.
		Tallying data into a grouped frequency table, designing a grouped frequency table, using $a \leq x < b$ notation, finding modal class and estimating range.
	13.5 Stem and leaf diagrams	Drawing and interpreting stem and leaf diagrams with different stem values.
		Finding mode, median and range from stem and leaf diagrams, and comparing them for different data sets.
	13.6 Comparing data	Compare data using averages and range, including mean calculated from frequency table.
		Compare data using the shape of a line graph or pie chart.
		Draw line graphs to compare sets of data.
		Decide on the most appropriate average to use.
	13.7 Scatter graphs	Draw scatter graphs.
		Describe types of correlation.
		Draw a line of best fit by eye on a scatter graph.
	13.8 FINANCE: Misleading graphs	Identify graphs and charts that are misleading because of the scales used and missing axis labels, mainly in financial contexts.
END OF YEAR TEST		

Contact Details:

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Your Guide to Year 8 Music

Assessment Criteria:

Composing, Performing and Evaluating.

Expectations of Students:

Excellent attendance. Full commitment to rehearsals in and out of lessons.

Term	Topic, title and unit	What students will be learning	How can you specifically help your child
Autumn 1	Popular Music	<p>They will learn how to recognise Riff's and Hook's through different genres including Sea Shanties, Rap, Hip Hop, Reggae and Pop.</p> <p>Student's will perform famous riff's such as MC Hammer's 'Can't touch this'.</p> <p>They will work in groups to compose their own pop riffs.</p> <p>Students will learn about a variety of recording techniques, how they are used in songs and why.</p> <p>Students will also learn about genres in music, and popular music history.</p>	<p>Research different artists from different decades, looking at the recording techniques that they might use. Talk about different genres and know how to identify the differences between them.</p> <p>Listening to music from various decades and various genres e.g pop, rock, hip hop, folk etc.</p>
Autumn 2	<p>Ukulele 1</p> <p>Whole Class Learning</p>	<p>Students will learn the basic technique of the Ukulele including the strings, chords and strumming patterns.</p> <p>Students will listen to each other to perform together as a whole class.</p>	<p>Tutorials about strumming patterns, and chords online. Ukulaliens on Youtube is a great resource for beginner and intermediate players.</p>
Spring 1	Film Music	<p>Perform film themes as solos and in groups.</p> <p>Compose film themes and own film music for a short film.</p>	<p>Watch Film's with classic hits from John Williams and Hans Zimmer e.g., Pirates of the Caribbean, James Bond, Jurassic Park.</p>

Spring 2	Music History	Students will learn about and play music from The Beatles, 70/80s rock riffs, 90s Brit pop and current music.	Discuss music from the 70's until recently and how this music has changed for you. Listen to music together from when you were growing up and compare this to music from today.
Summer 1	Performance	Students will use the musical elements to uncover 'What Makes a good song'. They will focus on instrumentation and lyrics. Students will write their own lyrics and accompaniment before performing to the class.	Listen to recent music and discuss what makes this song 'good'. Visit a music store and discuss what instruments would work well to make a 'good' song.
Summer 2	Ukulele 2 Whole Class Learning.	They will perform pop pieces on Ukulele and sing. Student's will work in small groups to compose their own piece using the chords and technique learnt in the previous unit.	Watch Ukulele videos and covers of recent songs.

Useful information:

The students have around 7-8 lessons per half term to be taught the techniques or topic, then near the end of the half term begin their 3 week test. This includes being recorded during the 'creating' stage and recorded during the 'performing' stage- but either outside at this stage, at 2 metres or through written form. Then we watch it as a class and students write strengths and improvements in their 'evaluating' stage.

Contact Details:

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Your guide to Year 8 Core Physical Education

Assessment Criteria:

Students performances and contributions will be assessed throughout the year in the different sports- KS3 National Curriculum.

Expectations of Students:

Students are expected to come with the correct equipment for every lesson, including lessons where they may be injured. In this case, students will not take an active part in the performance part of the lesson but may be required to act as a coach or an official.

Term	Topic, title and unit	What students will be learning	How can you specifically help your child
All Year	Swimming	Development of water confidence and fundamental swimming techniques for the 4 main strokes. As well as developing water safety.	<p>Please encourage your child to take part in every lesson and inform them of the benefits that exercise and PE have on their health.</p> <p>Please help in making sure your child has their kit for every lesson. If they are injured, please send in a note but they are expected to still bring kit so they can be involved in the learning that takes place in a different capacity e.g. coach, manager or official.</p> <p>Also encourage your child attend the after-school activity for the sport they are covering in this unit to have more opportunities to practice and develop.</p>
Autumn 1	Top Training Sessions For Team Games	Development of the fundamental and core skills that are transferrable across a variety of invasion games. Achieved through participation in structured practices, drills and conditioned	<p>Please encourage your child to take part in every lesson and inform them of the benefits that exercise and PE have on their health.</p> <p>Please help in making sure your child has their kit for every lesson. If they are injured, please send in a note but they are expected to still bring kit so they can be involved in the learning that takes place in a different capacity e.g. coach, manager or official.</p>

		<p>games.</p> <p>Development of tactics and strategies to improve team performance e.g. Formations, positions, set plays, styles of play.</p> <p>Development of rules and regulations associated with a variety of team games</p>	<p>Also encourage your child attend the after-school activity for the sport they are covering in this unit to have more opportunities to practice and develop.</p>
Autumn 2	<p>Health Related Exercise and Fitness</p> <p>Going for gold in Sports hall Athletics</p>	<p>Development of components of fitness and how to improve these through a variety of different training methods</p> <p>Development of fundamental and core skills required to perform different events associated with sport shall athletics.</p>	<p>Please encourage your child to take part in every lesson and inform them of the benefits that exercise and PE have on their health. Please help in making sure your child has their kit for every lesson. If they are injured, please send in a note but they are expected to still bring kit so they can be involved in the learning that takes place in a different capacity e.g. coach, manager or official.</p> <p>Also encourage your child attend the after-school activity for the sport they are covering in this unit to have more opportunities to practice and develop.</p>
Spring 1	<p>Bounding, Bouncing and Balancing in Gymnastics/Dance</p> <p>Sports from around the world</p>	<p>Development of the use body control, movement education and spatial awareness through Gymnastics.</p> <p>Development in the importance of accuracy, fluency and co-ordination in performance.</p> <p>Development of movement analysis and evaluation through observation of performance.</p> <p>Development of non-traditional and culturally diverse sports that build on core and fundamental practical skills.</p>	<p>Please encourage your child to take part in every lesson and inform them of the benefits that exercise and PE have on their health. Please help in making sure your child has their kit for every lesson. If they are injured, please send in a note but they are expected to still bring kit so they can be involved in the learning that takes place in a different capacity e.g. coach, manager or official.</p> <p>Also encourage your child attend the after-school activity for the sport they are covering in this unit to have more opportunities to practice and develop.</p>

		<p>Linking with the team sports topic these new sports will help build on the transferable and fundamental skills tactics and strategies to improve team performance</p>	
Spring 2	<p>Outdoor Adventurous Activities</p> <p>Sports Education</p>	<p>Development of new outdoor activities that focus on problem solving and teambuilding activities.</p> <p>Introduction of strategies and tactics to improve performance</p> <p>Development of leading, officiating and other careers in sports by organising, managing, delivering and evaluating their own games.</p>	<p>Please encourage your child to take part in every lesson and inform them of the benefits that exercise and PE have on their health. Please help in making sure your child has their kit for every lesson. If they are injured, please send in a note but they are expected to still bring kit so they can be involved in the learning that takes place in a different capacity e.g. coach, manager or official.</p> <p>Also encourage your child attend the after-school activity for the sport they are covering in this unit to have more opportunities to practice and develop.</p>
Summer 1	Making Elite Athletes in Athletics.	<p>Development of a variety of different athletic events and the fundamental skills required to perform the events effectively. Achieved through participation in structured practices, drills and competition.</p> <p>Development of rules and regulations associated with the different athletic events.</p>	<p>Please encourage your child to take part in every lesson and inform them of the benefits that exercise, and PE have on their health. Please help in making sure your child has their kit for every lesson. If they are injured, please send in a note but they are expected to still bring kit so they can be involved in the learning that takes place in a different capacity e.g. coach, manager or official.</p> <p>Also encourage your child attend the after-school activity for the sport they are covering in this unit to have more opportunities to practice and develop.</p>
Summer 2	Hitting Home Runs in Striking and fielding.	<p>Development of the fundamental and core skills that are transferrable across a variety of striking and fielding games. Achieved through participation in</p>	<p>Please encourage your child to take part in every lesson and inform them of the benefits that exercise and PE have on their health. Please help in making sure your child has their kit for every lesson. If they are injured, please send in a note but they are expected to still bring kit so they can be involved in the learning that takes place in a different</p>

		<p>structured practices, drills and conditioned games.</p> <p>Development of strategies and tactics to help improve performance e.g. Fielding positions, tactical hitting.</p> <p>Development of rules and regulations associated with a variety of striking and fielding games.</p>	<p>capacity e.g. coach, manager or official.</p> <p>Also encourage your child attend the after-school activity for the sport they are covering in this unit to have more opportunities to practice and develop.</p>
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Useful information:

These lessons will focus on developing skills and fitness with participation being the key area.

Please be aware that the order the PE modules may be taught in a different order from above depending upon the group your child is in. You will be given advanced warning of which items of the PE kit will be needed for the following half term.

Swimming will be taught throughout the year and your child will have a designated lesson in their timetable specifically for swimming. They must ensure they have the correct kit for this lesson and if they are unable to take part then a note and their normal PE kit will be required.

Contact Details:

Name: Mr T Massey - PE Teacher, Mr Ben Welch - PE Teacher, Ms L Johnson Assistant Principal & PE Teacher

Email: t.massey@goffschurchgate.herts.sch.uk, WEB@goffschurchgate.herts.sch.uk, l.johnson@goffschurchgate.herts.sch.uk

Your Guide to Year 8 Religion, Philosophy and Ethics

Assessment Criteria:

Students will have a one-hour lesson twice a fortnight. The curriculum follows the non-statutory Herts agreed Syllabus.

Expectations of Students:

Students are expected to come equipped with appropriate stationary. They also need to read their teacher's comments in their books and act on the feedback given.

All independent learning must be completed on time and brought to the next lesson.

Term	Topic Title and unit	What students will be learning	How you can specifically help your child
Autumn 1	Is it important to show God faith through practice?	An investigation of what it means to be Muslim and follow the teachings and practices of Islam. This includes understanding the 5 pillars of Islam.	Encourage your child to ask questions and suggest answers about current news stories and have regular discussions with your child to encourage them to provide a balanced opinion on ethical issues, for example, is it right to go to war? There are a number of television programmes, documentaries and films available that show examples of individuals acting in accordance with their beliefs.
Autumn 2	Does it matter how I behave?	A key ethical question that considers the short and long-term consequences for misbehaviour. Students will learn about the Hindu belief in karma and consider different beliefs in the afterlife.	
Spring 1	Does it matter how I behave?	Students will consider non-religious consequences for behaviour. This includes the law and justice.	
Spring 2	Can Sikh beliefs solve inequality?	Investigates fundamental Sikh beliefs and how they can be used	

		to help create community cohesion. This includes an understanding of the importance of the Khalsa and why Sikhs wear the 5K's.	Useful websites: http://www.bbc.co.uk/news
Summer 1	Should we suffer to stand up for our beliefs?	An investigation into the beliefs and practices of Mahatma Gandhi and how he changed a nation. This includes his beliefs in Ahimsa and Satyagraha.	
Summer 2	How do the North American Plains Indians treat the earth?	A unit that explores the beliefs and practices of the North American Plains Indians, especially in relation to mother earth. This includes how they treat the earth. The history of the North American Plains land and dispute with the American Government is also addressed to help students understand how we respect other cultures.	

Contact Details:

Name: Mrs S Renew - Religious Studies Teacher

Email: s.renew@goffschurchgate.herts.sch.uk

Your Guide to Year 8 Respect: Yourself, your body and each other

Assessment Criteria:

Students will have a one-hour lesson once a fortnight. The curriculum covers the compulsory Relationships and Sex education curriculum. It will also encourage students to work together on final projects that reflects their learning on this topic.

Expectations of Students:

Students are expected to come equipped with appropriate stationary.
To get involved in classroom discussions and work in small groups to complete projects.

Term	Topic Title and unit	What students will be learning	How you can specifically help your child
Autumn	Confident Me	The resources of this topic are provided by Dove and encourage students to have a positive self-esteem by looking at the impact of the image on our self-worth. Students will complete a media campaign that promotes a positive body image.	Encourage your child to ask questions and suggest answers about the topics raised through these topics.
Spring	You are what you eat	This unit looks at the importance of physical fitness on the body, including the negatives of not maintaining a healthy lifestyle and how to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. Students will design a 3-course meal encouraging healthy eating.	
Summer	Family means no one gets left behind or forgotten	This topic will consider how families how changed over time and include reference to same-sex	

		<p>parents (LGBT+). It will also look at conflict within families and how to resolve it.</p> <p>Students will complete a booklet giving young people advice for conflict resolution in families.</p>	
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Contact Details:

Name: Mrs C. Kamara – Teacher of Respect Curriculum

Email: c.kamara@goffschurchgate.herts.sch.uk

Your Guide to Year 8 Science

Assessment Criteria:

Students will sit a module exam for each topic. In lessons, there will also be assessment for learning tasks for topics. At the end of the academic year, there will be an end of year exam covering all topics.

Term	Topic Title and unit	What students will be learning	How you can specifically help your child
Term 1	Balanced diet	Balanced diet Digestive system Food tests Breathing system Gas exchange	Students can access specific sites www.bbc.co.uk/bitesize/topics/zf339j6/articles/zv8m7yc?course=zdcg3j6 www.bbc.co.uk/bitesize/topics/zf339j6/articles/zmwvgdm?course=zdcg3j6
Term 1	Periodic table	Periodic table Elements, compounds, mixtures Groups Periodic trends	Students can access specific sites www.bbc.co.uk/bitesize/topics/zstp34j/articles/zc86m39?course=zy22qfr
Term 1	Forces	Push, pull Resulting forces Hooks law Pressure	Students can access specific sites www.bbc.co.uk/bitesize/courses/z4fsp4j
Term 1	Biological reactions	Photosynthesis Testing for starch Respiration Aerobic respiration Anaerobic respiration	Students can access specific sites www.bbc.co.uk/bitesize/topics/zvrrd2p/articles/zdqx2v4?course=zdcg3j6

Term 2	Chemical reactions	Combustion Fuels Greenhouse's effect Endothermic and exothermic reaction	Students can access specific sites www.bbc.co.uk/bitesize/topics/zypsgk7/articles/zcwxcj6?course=zghh6g8
Term 2	Waves	Waves Waves speed Reflection Refraction Colour Lenses Electromagnetic spectrum	Students can access specific sites www.bbc.co.uk/bitesize/topics/zw982hv
Term 2	DNA	DNA Inheritance Competition Natural selection Evolution	Students can access specific sites www.bbc.co.uk/bitesize/topics/zxhhvcw/articles/zw3f82?course=zwph6g8 www.bbc.co.uk/bitesize/topics/zpffr82/articles/zqpf9q?course=zwph6g8
Term 2	Atmosphere and earths resources	Carbon cycle Earths resources Electrolysis Recycling	Students can access specific sites www.bbc.co.uk/bitesize/topics/z3fv4wx
Term 3	Heat energy	Heat energy Conduction Convection Radiation	Students can access specific sites http://www.bbc.co.uk/education/topics/zw982hv
Term 3	Magnetics	Magnets Electromagnetics Motor effect	Students can access specific sites https://www.bbc.co.uk/bitesize/topics/zw982hv
Term 3	Skills	Practical investigation skills Prediction Conduction Evaluation Reliable	Students can access specific sites www.bbc.co.uk/bitesize/topics/zb8fn9q/articles/zxn896f?course=zghh6g8

Contact details:

Name: Miss Z Bird – Head of Science
Email: z.bird@goffschurchgate.herts.sch.uk

Careers Information

As part of our continuing work on Careers Provision, I would like to take this opportunity to draw your attention to the Careers section of the school website.

<https://www.goffschurchgate.herts.sch.uk/720/careers-1>

This page is regularly updated and includes a wealth of information about careers education, current and up to date Labour Market Information, Work Experience and post 16 guidance.

Regardless of the Year Group your child is in this is a valuable resource and I encourage you to spend time looking at this together with your child.

In particular, I would like to draw your attention to the link to the Employability Skills page and the START page. Students have been provided with login details for these pages and they provide helpful resources.

start 