

RED HOUSE  
SCHOOL

# Year 8 Curriculum Booklet

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## **INTRODUCTION FROM THE HEAD**

Dear Parents and Pupils

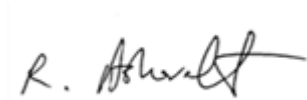
The purpose of this booklet is to give you information and advice about the Year 8 curriculum and academic arrangements at Red House School.

Year 8 is an important year. It is an exciting and active partnership between home and school and the continual progress of a successful school career for your child. We hope you find this booklet helpful in providing you with information on the subjects your child will be studying this year, as well as assisting you with maintaining and monitoring the progress of your child.

We will expect them to be committed to doing their best at all times. Concentration and positive engagement in class, coupled with an industrious and conscientious approach to homework, will be the keys to your child fulfilling their potential.

If you feel that you need any further information, or you would like to discuss your child's progress, please do not hesitate to make an appointment with your child's tutor or individual subject teachers. We are always pleased to hear from you.

Yours sincerely

A handwritten signature in black ink, appearing to read 'R. Ashcroft', written in a cursive style.

Dr Rebecca Ashcroft  
Head

## **THE YEAR 8 CURRICULUM**

In Year 8, the curriculum remains broad and balanced, ensuring that pupils do not rule out any major career options at this very early stage.

Pupils in Year 8 will have six 55-minute lessons each day. With a 20-minute break at 10.50am and a one-hour lunch at 1pm.

Subjects in Year 8 studied (the number of allocated lessons per week is shown in bracket):

Art (1)  
Biology (1)  
Chemistry (1)  
Computing (1)  
Design Technology (1)  
English (4)  
French (3)  
Geography (1)  
German or Spanish (3)  
History (1)  
Mathematics (4)  
Music (1)  
PHSE & RSE (1)  
Physical Education & Games (5)  
Physics (1)  
Religious Studies (1)

All pupils also participate in the two timetabled Games afternoon sessions each week, choosing from a wide range of options.

Literacy and Numeracy may be appropriate for some pupils rather than a second Modern Foreign Language.

## **TEACHING GROUPS**

### **Forms:**

Pupils in Year 8 remain in the same mixed ability House forms as in Year 7. We have three academic Houses at Red House: Ragworth, Whorlton and Castle. Each House form will have a roughly equal balance of genders and abilities. It is worth noting that these are working groups, rather than social groups.

### **Sets:**

In Year 8, setting is continued in Maths, Science and pupils are also set for Spanish and French. Other setting may occur during the academic year. The groups are usually constructed using each subject's assessments and how individual pupils have responded to the demand and pace of work. Pupils will continue to be taught in mixed ability groups for all other subjects. Staff will continue to assess pupils throughout the year and movement between sets is possible. Teaching staff continue to monitor closely the performance of pupils within the year group and ensure that they are all extended academically in order to reach their full potential.

Almost all pupils pursue a second language– either German or Spanish – but a small number may have alternative curriculum provision e.g. additional Literacy, Numeracy or Study Support.

## THE HOUSE SYSTEM

The House system at Red House is a traditional feature of our School. The word 'House' refers to a grouping of pupils, rather than to a particular building. Pupils are divided into one of three houses: Ragworth, Whorlton, and Castle.

Pupils are assigned to an academic House on entrance to the School. Traditionally, however, once a pupil has been assigned to a House, any younger siblings he or she has may automatically become members of that House.

There are many significant benefits of our House system, notably in the following areas:

- Leadership: The House system gives the pupils many opportunities not just to mix with House members within their form, but also with the younger and older years, and it gives rise to many more chances for leadership opportunities and cooperation within School. For example, Senior and Junior House Captain.
- Collaboration: The House system gives children of all ages the opportunity to work together; creating a truly cohesive environment. It is not only pupils who are allocated a House, staff are also involved. Each member of staff will be assigned to one of the three academic Houses.
- Competition: The House system allows the opportunity for our pupils to enter into competitions with their peers, and this competing has numerous academic benefits, as well as social advantages. Competition enhances collegiality and encourages our pupils to improve and strive to be their very best. Related to this, the House system is inclusive of all learning types and interests.
- Identity: Friendly competition, via academic Houses, is also good for unity and collegiality, and developing an enhanced sense of belonging.
- Developing resilience: The House system provides a structure that is designed to help pupils function to the best of their ability in school and enrich each pupil's personal life by developing resilience, prompting independence, helping pupils make responsible choices, increasing their ability to function as a group and offering guidance and support in preparation to meet the intellectual, social and emotional demands of life as a young adult.

The House system exists to provide a system for friendly competition between pupils. House Points for academic achievement are also totalled up for comparison between the Houses. House teams compete in the following competitions throughout the School year (this list is not exhaustive, and may be subject to change):

- Sport (Rugby, Football, Netball, Hockey, Cricket, Athletics, Tennis, Swimming, etc.)
- Music
- Drama
- Debating
- House Maths Challenge
- House Board Games Competition - Teams of 4 from each House battle it out over Chess, Draughts, Snakes & Ladders and Connect 4 to see who will be crowned the House Board Games Champions
- House Spelling Bee
- House 'Bake Off'
- The Big Draw (art competition)
- House Robotics competition
- House charity events
- House community initiatives

## **ART**

### **Overview**

Year 8 will be developing further key skills in Photography, Textiles, 3D building, Drawing and Painting through their 3 projects. They will build on their knowledge from Year 7 and take this through to a higher calibre standard of work.

### **Curriculum Content**

#### **Autumn Term:**

Day of the Dead: Pupils will research the Day of the Dead festival, they will look at the work of Ed Hardy, Thaneeya McArdle, and Leonardo De Vinci in developing research on the theme of skulls. They will look at using materials and techniques that are new to them including, masking fluid, wax resist, biro dye bleeding and watercolour pencils. Their outcome will be a themed mask showing evidence of the skills covered in the research.

#### **Spring Term:**

Pop Art: Pupils will research the theme of Pop Art looking at the work of Andy Warhol and Roy Lichtenstein and recreating work in the style of the artists. They will develop a Pop Art themed name title page looking at elements of Graffiti Art. They will then develop ideas through to a creation of a Pop Art comic book strip expanding their knowledge of photography skills and editing. Pupils will take photographs in individual stills and then use editing software to add in speech bubbles and create their comic strip.

#### **Summer Term:**

Botanical: Year 8 pupils will look at the work of Georgia O'Keeffe, William Morris. Sarah Andraecchio and Art Nouveau, and develop themed sketchbook illustrations in the style of the artists/ movements. Using primary research drawings and photographs of flowers pupils will develop a pattern formation to be taken into a wallpaper/ textile fabric print.

### **Assessment**

#### **During the year:**

Work is assessed progressively throughout a project through the traffic light system we use in the department. Pupils will be set targets from these reviews and given areas to improve. Verbal feedback is also given on a lesson-to-lesson basis.

#### **End of year examination:**

Pupils will be given a drawing test, which will monitor the development of their drawing skills and understanding.

#### **Supporting MAGT pupils**

Projects will offer extension tasks giving more gifted pupils the opportunity to take their work to the next level. Differentiated tasks will also be set allowing pupils of different abilities to achieve departmental expectations.

#### **Contact details**

For further details, please contact Mrs Fraser, Head of Art, at [clare.fraser@redhouseschool.co.uk](mailto:clare.fraser@redhouseschool.co.uk)

## **BIOLOGY**

### **Overview**

Year 8 continue their discovery of how Science works, whilst studying the following topics: Healthy Living, Microbes and Disease, and Plant and Animal reproduction. Pupils are given the opportunity to develop their practical skills alongside analysis, drawing conclusions, interpreting information and applying knowledge to novel contexts.

### **Curriculum Content**

#### **Autumn Term:**

Healthy Living

#### **Spring Term:**

Microbes and Disease

#### **Summer Term:**

Plant Reproduction  
Animal Reproduction

### **Assessment**

#### **During the year:**

Formative assessments occur continually in lessons and homework through a variety of different tasks. Pupils will also have the opportunity to self-mark and peer mark work on occasion.

Summative assessments take place usually at the end of each unit of work. These will be short assessments taken in the classroom where pupils sit exam style questions. Tests may have synoptic aspects, where knowledge is required from more than topic area. Pupils will be directed to the topics in the assessment to help them prepare.

#### **End of year examination:**

The end of year examination will be a 1-hour written paper that assesses all work covered from the start of Year 7 and all of Year 8. This will include a variety of questions that include working scientifically and application of knowledge.

#### **Supporting MAGT pupils**

Pupils are encouraged to complete extension and challenge tasks in lessons. We also utilise university and museum outreach online lectures/activities, where possible, to extend learning.

#### **Contact details**

For further details, please contact Mrs Lindsay-Symington, Head of Biology, at [sam.lindsay@redhouseschool.co.uk](mailto:sam.lindsay@redhouseschool.co.uk)



## **CHEMISTRY**

Year 8 continue their discovery of how Science works, whilst studying the following topics: Elements, Compounds and Mixtures, the Periodic Table. Properties of Metals, the Earth and the Environment. Pupils are given the opportunity to develop their practical skills, alongside their resilience, teamwork, and leadership skills.

### **Curriculum Content**

#### **Autumn Term:**

Elements Compound and Mixtures  
Introduction to the Periodic Table

#### **Spring Term:**

The Periodic Table  
Properties of Metals

#### **Summer Term:**

Structure of the Earth  
Global Warming  
Recycling

### **Assessment**

#### **During the year:**

Formative assessments occur continually in lessons and homework, through a variety of different tasks. Pupils will also have the opportunity to self-mark and peer mark work on occasion.

Summative assessments take place usually at the end of each unit of work. These will be short assessments taken in the classroom where pupils sit exam style questions. Tests may have synoptic aspects where knowledge is required from more than topic area. Pupils will be directed to the topics in the assessment to help them prepare.

#### **End of year examination:**

The end of year examination will be a 1-hour written paper that assesses all work covered from the start of Year 7 and all of Year 8. This will include a variety of questions, that include working scientifically and application of knowledge.

#### **Supporting MAGT pupils**

Pupils are given the opportunity to participate in the Royal Society of Chemistry 'Top of the Bench' competition, as well as participating in local chemistry competitions. Further extension activities are advertised on Teams.

#### **Contact details**

For further details, please contact Mrs Spencer-Crabb, Head of Chemistry, at [lynzey.spencer-crabb@redhouseschool.co.uk](mailto:lynzey.spencer-crabb@redhouseschool.co.uk)

## **COMPUTING**

### **Overview**

Pupils will use a variety of free to use applications, both online and ones they can download at home. They will examine a number of areas of computing, from programming with Python to building websites and apps.

### **Curriculum Content**

#### **Autumn Term:**

How computers work: This unit takes learners on a tour through the different layers of computing systems: from programs and the operating system, to the physical components that store and execute these programs, to the fundamental binary building blocks that these components consist of.

Introduction to Python Programming: This unit introduces learners to text-based programming with Python. The lessons form a journey that starts with simple programs involving input and output, and gradually moves on through arithmetic operations, randomness, selection, and iteration. Emphasis is placed on tackling common misconceptions and elucidating the mechanics of program execution. A range of pedagogical tools is employed throughout the unit, with the most prominent being pair programming, live coding, and worked examples.

#### **Spring Term:**

Website development: Pupils will explore the technologies that make up the Internet and World Wide Web. Starting with an exploration of the building blocks of the World Wide Web, HTML and CSS, learners will investigate how websites are catalogued and organised for effective retrieval using search engines. By the end of the unit, pupils will have created a functioning website.

#### **Summer Term:**

App development: This unit aims to take the pupils from designer to project manager to developer, in order to create their own mobile app. Using App Lab from code.org, learners will familiarise themselves with the coding environment and have an opportunity to build on the programming concepts they used in previous units before undertaking their project. Learners will work in pairs to consider the needs of the user; decompose the project into smaller, more manageable parts; use the pair programming approach to develop their app together; and finish off by evaluating the success of the project against the needs of the user.

IT skills using Office programs: This unit will improve pupils' skills with basic Office applications, such as, Word, Excel and PowerPoint

### **Assessment**

#### **During the year:**

Assessments take the form of end of unit tests for some modules such as Python, and assessed project work for modules such as Web Development.

#### **End of year examination:**

A computer-based exam will cover basic use of the computer along with elements of the work from the year. Web design will not be included in the exam.

#### **Supporting MAGT pupils**

Extension tasks are built into all modules for more able pupils to extend their learning.

### **Contact details**

For further details, please contact Mr Butterfield, Head of Computer Science & Network Manager, at [graeme.butterfield@redhouseschool.co.uk](mailto:graeme.butterfield@redhouseschool.co.uk)

## **DESIGN TECHNOLOGY**

### **Overview**

Over the course of the year, pupils will work with wood, metal and plastic, as well as developing drawing and graphical skills.

### **Curriculum Content**

#### **Autumn Term:**

Year 8 will further develop 3D drawing skills with an introduction to perspective drawing. This will add to their existing 3D drawing skills which will allow pupils to incorporate high-quality 3D drawings into their design work, which will enhance its finished value. Pupils will be encouraged to further develop their computer-aided design and manufacturing skills, by using and incorporating these and new technologies into their work.

#### **Spring Term:**

This term, pupils will continue their work with metals. They will investigate the sources of raw materials, as well as developing the practical skills required when working with metals. The Spring Term will also see pupils develop their skills when working with wood, as they investigate joining and finishing of timbers, as well as the origins of the materials they will use.

#### **Summer Term:**

Pupils will start the Summer Term, with a graphic design task where they will be asked to create a piece of artwork that could be used as a wallpaper for a music streaming service, such as Spotify. The Summer Term will conclude with an investigation into commercial manufacturing processes used in the production of a range of different types of consumer goods.

### **Assessment**

#### **During the year:**

This will take the form of end of unit tests, which will focus upon the work of the last project. These will typically be of a 40-minute duration, to allow pupils with extra time to fully access the material in a standard lesson period.

#### **End of year examination:**

There will be an end of year examination, which will focus on this year's work, as well as recapping work from earlier years.

#### **Supporting MAGT pupils**

Extension activities are built into the projects that pupils undertake. This will stretch and challenge the more able pupils.

#### **Contact details**

For further details, please contact Mr Wilkinson, Head of Design Technology, at [steven.wilkinson@redhouseschool.co.uk](mailto:steven.wilkinson@redhouseschool.co.uk)

## **ENGLISH**

### **Overview**

There are four timetabled lessons a week and one of those lessons is given over to reading. Pupils work their way through units of work that change each half term.

### **Curriculum Content**

#### **Autumn Term:**

**Mystery Stories:** In this unit, pupils explore stories about great detectives and baffling mysteries. Learning from the masters of the genre, they then write their own mystery stories. **Assessment:** A mystery story, spelling-age assessment and a comprehension assessment.

**War Poetry:** In this unit, pupils find out how poems, particularly First World War Poetry, create impact, rouse different emotions and make us reflect upon our human behaviour in wartime. **Assessment:** Unseen Poetry essay, reading assessment.

#### **Spring Term:**

**Appearance & Reality:** In this unit, pupils read stories of illusion and mistaken identity, whilst exploring how writers use puns & metaphors to entertain & illuminate. **Assessment:** A comprehension based on a fiction extract.

**Technology:** In this unit, pupils explore past, present & possible future technological changes as they research, explain, argue and present their ideas in group presentations. **Assessment:** A group speaking & listening presentation.

#### **Summer Term:**

**Exam Preparation:** This time is spent reviewing comprehension skills, to help pupils prepare for their summer exams. They will also review their creative writing skills using a picture stimulus. **Assessment:** The summer exam will be a 1-hour long comprehension assessment (in the same format as the assessment completed in September to help assess progress). Pupils will also complete a 45-minute creative writing task.

**Extended study of a complete text:** In this unit pupils will study a complete text and learn how to write a discursive essay. **Assessment:** Reading assessment to assess reading progress made over the year.

### **Assessment**

During the year: Pupils will complete an assessment every half term based upon the given topic. They will also complete spelling & reading age assessments and comprehension assessments to monitor progress.

#### **End of year examination:**

The summer exam consists of a 1-hour comprehension task & a 45-minute creative writing task using a picture stimulus.

### **Supporting MAGT pupils**

The English department offers a wide variety of enrichment activities to support MAGT pupils including ISA essay writing competitions, ESU public speaking competitions, theatre visits, annual Readathons, author visits and much more.

### **Contact details**

For further details, please contact Mrs Fryer, Head of English, at [colette.fryer@redhouseschool.co.uk](mailto:colette.fryer@redhouseschool.co.uk)

## **FRENCH**

### **Overview**

Pupils continue to develop listening, speaking, reading, writing and grammar skills in the context of a wide range of topics. In addition to linguistic development, pupils also develop cultural knowledge of French speaking countries, as this allows pupils studying French to become both well-rounded and broad-minded young citizens.

### **Curriculum Content**

#### **Autumn Term:**

Key themes include: Local Area (Describing a Town, Activities, Directions), and Lifestyle (Clothes, Weather, Weekend Activities).

#### **Spring Term:**

Key themes include: Music, National Events, Holidays, Sport and Leisure.

#### **Summer Term:**

Key themes include: The Body, Sports Personalities, and Daily Life.

### **Assessment**

#### **During the year:**

Formative assessments will continue throughout the year through a variety of class and homework tasks. Summative assessments will take place at the end of each unit of work or every other unit of work.

#### **End of year examination:**

End of year examinations cover all content from Year 8 and will assess listening, speaking, reading and writing skills.

#### **Supporting MAGT pupils**

More able pupils are guided towards extension tasks that encourage them to develop their grammar skills and deepen their linguistic knowledge. Higher level questioning allows them to become more flexible, spontaneous and creative language learners. Further enrichment opportunities are available through the International Cinema Club and the Language Games National Competition. In addition, we subscribe to the website 'Linguascope' which can be used for independent language reinforcement.

#### **Contact details**

For further details, please contact Mrs Gaunt, Head of French, at [celia.gaunt@redhouseschool.co.uk](mailto:celia.gaunt@redhouseschool.co.uk)

## **GEOGRAPHY**

### **Overview**

Having focused largely on skills and locational understanding in Year 7, pupils now study more of a variety of human and physical geography. A focus on issues affecting us globally including; ecosystems, sustainability and resources.

### **Curriculum Content**

#### **Autumn Term:**

Pupils will study the topic 'Our Living World'. Learning about bamboo as a sustainable resource and an alternative to wood, ecosystems and global biomes, and then specifically focusing on the Mediterranean biome and coral reefs.

#### **Spring Term:**

Pupils will study the challenges and opportunities in the UK. This will focus on a variety of issues facing us and how they can be overcome, including; poverty, waste management and air pollution.

#### **Summer Term:**

Pupils will study coastal landscapes. They will develop knowledge and understanding of the processes and landforms along UK coastlines. They will also investigate the issue of coastal management.

### **Assessment**

#### **During the year:**

Formative assessments take place continually during class-based and homework tasks. Summative assessments are planned at the end of each topic, usually in the form of an end of unit test.

#### **End of year examination:**

The summer exam is based upon all learning in Year 8. It will include questions that test knowledge and understanding and requires pupils to demonstrate geographical skills, description, explanation and analysis.

#### **Supporting MAGT pupils**

Extension and challenge tasks are provided to encourage more able pupils to stretch themselves. Links to progression towards GCSE are made and pupils are starting to become familiar with the same language as used in the higher-level papers. Independent investigations allow the more able to research and extend their understanding beyond the main objectives.

#### **Contact details**

For further details, please contact Mrs Foster, Head of Geography, at [faye.foster@redhouseschool.co.uk](mailto:faye.foster@redhouseschool.co.uk)

## **GERMAN**

### **Overview**

Pupils continue to develop listening, speaking, reading, writing and grammar skills in the context of a wide range of topics. In addition to linguistic development, pupils also develop cultural knowledge of German speaking countries as this allows pupils studying German to become both well-rounded and broad-minded young citizens.

### **Curriculum Content**

#### **Autumn Term:**

Key themes include: House, Holidays and the Media. Through these themes, pupils will be encouraged to express and justify their opinions. As well as consolidating and extending their use of the present tense, pupils will be introduced to the imperfect and perfect tenses. In addition, qualifiers, prepositions and adjectives will be revised.

#### **Spring Term:**

Key themes include: Food and Drink, Meals, Recipes, Healthy and Unhealthy Lifestyles, Clothing and Style. Through these themes they will be introduced formally to the future tense, consolidate the present and perfect tenses and gain confidence using imperatives, modal verbs and adjectival endings.

#### **Summer Term:**

Key themes include: Entertainment and Fashion. Through these themes they will cover grammatical topics such as the present, past and future tenses, forming questions and using 'wenn' clauses.

### **Assessment**

#### **During the year:**

Formative assessments will continue throughout the year through a variety of class and homework tasks. Summative assessments will take place at the end of each unit of work covering all four skill areas.

#### **End of year examination:**

End of year examinations cover all content from Year 8 and will assess listening, speaking reading and writing skills.

#### **Supporting MAGT pupils**

More able pupils are guided towards extension tasks that encourage them to develop their grammar skills and deepen their linguistic knowledge. Higher level questioning allows them to become more flexible, spontaneous and creative language learners. Further enrichment opportunities are available through the International Cinema Club and the Language Games national competition. In addition, we subscribe to the website 'Linguascope' which can be used for independent language reinforcement.

#### **Contact details**

For further details, please contact Mrs Garrett, Head of German, at [heidi.garrett@redhouseschool.co.uk](mailto:heidi.garrett@redhouseschool.co.uk)

## **HISTORY**

### **Overview**

Pupils study the turbulent period of religious change under the different Tudor monarchs before studying the different factors that led the country to Civil War during the 17<sup>th</sup> Century. The Civil War is then covered in some depth before our focus moves to the Restoration. Several key events from this period are covered, most notable the Great Plague and the Great Fire of London. Pupils end the year by studying the agricultural, scientific and industrial revolutions that occurred in the 18<sup>th</sup> and 19<sup>th</sup> Centuries.

### **Curriculum Content**

#### **Autumn Term:**

The Autumn Term focuses on the religious upheaval caused by Henry VIII's break from Rome. The settlement of Religion is then studied and its implications considered. The reign of Elizabeth I is then studied in depth with a focus on some of the key events, such as, Mary, Queen of Scots, and the Armada.

#### **Spring Term:**

The causes and key events of the English Civil War are the focus of the Spring Term. A focus on Oliver Cromwell then follows, before a study of why the monarchy was reintroduced in 1660. A brief study is done of the Great Plague of 1665 as well as other aspects of life in the 17<sup>th</sup> Century.

#### **Summer Term:**

Pupils' study of the Stuarts ends with a focus on the Great Fire of 1666 and the impact it had on the City of London. The last part of the term covers developments in agriculture, and how these led to greater and more significant developments leading up to the mass industrialisation of Britain in the 19<sup>th</sup> Century.

### **Assessment**

#### **During the year:**

Opportunities for formative assessment occur throughout the year. These can take the form of extended projects, or GCSE style questions. Pupils are encouraged to develop examination skills in their extended writing.

#### **End of year examination:**

The summer exams provide pupils with the opportunity to demonstrate their knowledge and understanding of the topics covered in Year 8. The questions will be GCSE style to allow pupils the opportunity to develop the skills required to show recall, interpretation and inference. These skills will be built upon in Year 9.

#### **Supporting MAGT pupils**

There is a selection of books available for pupils to borrow. Extension tasks are available each lesson. MAGT pupils are encouraged to further develop their extended writing both within lessons, and also during formative assessment activities.

#### **Contact details**

For further details, please contact Mrs Casey, Head of History, at [susan.casey@redhouseschool.co.uk](mailto:susan.casey@redhouseschool.co.uk)



## **MATHEMATICS**

### **Overview**

Pupils will study topics in line with the national expectations for Year 8 pupils. These are broken down into the main strands of Mathematics: Number, Algebra, Ratio & Proportion, Geometry & Measure, Probability and Statistics.

### **Curriculum Content**

#### **Autumn Term:**

Negative Numbers, Factors, Multiples, HCF and LCM, Prime Factors, Angle Properties involving Parallel Lines, Transformations on a Co-ordinate Grid, Probability, Percentage Changes and the Multiplier and Area and Volume including Prisms.

#### **Spring Term:**

Straight Line Graphs and their Equations, Real Life Graphs, Significant Figures, Standard Form, Interpreting Data and Manipulating Algebra including Brackets.

#### **Summer Term:**

Area and Circumference of a Circle and Parts of a Circle, The Four Operations with Fractions and Decimals, Ratio and Proportion, Solving Multi-Step Equations, Rearranging Formulae

### **Assessment**

#### **During the year:**

3 x 55-minute assessments in class. Each assessment covers the content taught during the first three half terms; Autumn 1, Autumn 2 and Spring 1.

#### **End of year examination:**

2 x 60-minute assessments, covering the work covered across the whole year.

#### **Supporting MAGT pupils**

Pupils are always encouraged to complete extension tasks and investigations within lessons where possible. Pupils in Set 1 will take part in the Junior UK Maths challenge.

#### **Contact details**

For further details, please contact Mr Palmer, Head of Mathematics, at [ian.palmer@redhouseschool.co.uk](mailto:ian.palmer@redhouseschool.co.uk)

## **MUSIC**

### **Overview**

Pupils will study a range of musical styles and develop their ability to learn key words associated with Music. They will have opportunity to develop performance skills on multiple instruments, whilst underpinning essential music theory knowledge. They will listen to a range of music from different eras, such as, classical to modern day pop, as well as study music from other cultures. They will use a range of musical software to develop composition skills, as well as, incorporating singing in most lessons.

### **Curriculum Content**

#### **Autumn Term:**

During this first term, pupils will learn about the origins of Jazz and Blues music and develop their musical keyword knowledge. They will develop their musical theory, understanding notation more confidently and looking at the Blues Scale. They will take part in whole class performance activities as well as being given opportunity to demonstrate their improvisation skills on a musical instrument. The second half of the term, pupils will develop their knowledge and understand of structure within music. They will look at Binary, Ternary, Rondo and Theme and Variations. From this they will have opportunity to enhance their composition skills and demonstrate their ability to compose a piece of music showing clear structure.

#### **Spring Term:**

Pupils will learn about Hooks and Riffs, and how they are used in popular music. They will demonstrate short, repeated patterns that are catchy and develop their performance skills as a whole class and individually. From this they will use their performance skills in a topic of studying music from the Caribbean, such as, Reggae; developing their own styles on the keyboard, and enhancing their listening skills of music from other cultures. They will study different rhythms and learn to recreate these in their own performances.

#### **Summer Term:**

During this final term, pupils will use the skills developed in class for music theory and composition, and will study a range of music and composers and imitate techniques used to compose their own fanfare. This will develop vital skills of reading and writing music ready for GCSE. In the final half term, pupils will develop their ability to sing and read music. They will sing in harmonies in whole class, singing a range of styles from topics covered over the year.

### **Assessment**

#### **During the year:**

Listening, performing and composing tasks set and assessed by teacher and peers.

#### **End of year examination:**

Listening test based on GCSE style questions from topics covered throughout the year.

### **Supporting MAGT pupils**

Lessons use retrieval practice question which are differentiated for all learning styles. All practical tasks also have differentiated levels for gifted pupils and non-performers. Listening tests are based upon GCSE style questions which increase in difficulty as they progress through the school, up to GCSE. Choir, Orchestra and the Production Club is run regularly for pupils to continue their development and love of music.

### **Contact details**

For further details, please contact Mrs Brown, Director of Music, at [catherine.brown@redhouseschool.co.uk](mailto:catherine.brown@redhouseschool.co.uk)

## **PSHE & RSE**

### **Overview**

Personal, Social, Health and Economic (PSHE) education is a programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It helps pupils to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help. Also, how to make responsible, informed decisions, for example in relation to drugs, alcohol and sexual consent; to understand the causes, implications and sources of help for mental and physical health problems; and to guide them in their career planning and financial future.

Our Relationships and Sex Education (RSE) programme is an integral part of the school curriculum, embedded chiefly within the School's framework for PSHE and Science. At Red House School, we define relationships education as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life. We believe that RSE is vital to equip children with the information, skills and values they need to have safe, respectful and enjoyable relationships.

The Year 8 scheme below provides guidance on the order of topics and objectives to be covered. However, this may vary due to the opportunity and availability of external speakers, e.g. Hart Gables, Arch Teesside, Police Education Liaison Officer, as well as adapting to the needs of the pupils.

Other national events will also be covered, for example, National Fitness day (September), Recycle Week (September), Black History Month (October), World Mental Health Day (October), World Kindness Day (November), Anti-Bullying Week (November), Safer Internet Day (February), Children's Mental Health Week (February), Women's History Month (March), World Environment Day (June), during Tutor Time, assemblies or PSHE lessons.

### **Curriculum Content**

#### **Autumn Term: Health & Wellbeing**

Self Confidence and Goals; Personal Development and Target Setting; Managing Behaviour to Achieve; Emotional Literacy: Self Awareness; Mindfulness; Vaping, Nicotine and Addiction; Cancer Awareness; Personal Safety and First Aid; The Dangers of Pornography; Sexting and Image Share Danger; Male Body Image; Domestic Conflict.

#### **Spring Term: Living in the Wider World**

Finance - Income and Expenditure; Finance -Tax and National Insurance; How Tax is Spent – Public Money Funding the UK; Finance - Budgeting and Saving; Careers Skills: Entrepreneurs; Careers Skills: Teamwork; Careers - Communication Skills; Stereotypes and Prejudice: Disability; Homophobia – LGBT discrimination around the world; Discrimination and Stereotypes - Teenagers.

#### **Summer Term: Relationships**

Consent; Contraception; Teenage pregnancy; STIs; British Values – Tolerance; Who are the Radical Groups; Where Does Extremism Come From; Preventing Radical Extremism; Prejudice and Discrimination – Religion.

### **Assessment**

#### **During the year:**

Formative assessment is used during each lesson through questioning and planned activities, which may be practical, verbal or written.

### **Supporting MAGT pupils**

At Red House, we recognise the need for the same high expectations of the quality of pupils' work in PSHRE as for other curriculum areas. Lessons will be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged.

### **Contact details**

For further details, please contact Miss Thompson, Head of PSHE and RSE, at [claire.thompson@redhouseschool.co.uk](mailto:claire.thompson@redhouseschool.co.uk)

## **PHYSICAL EDUCATION & GAMES**

### **Overview**

With our broad and balanced PE & Games curriculum, it is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies within a variety of situations. The main focus of Games lessons in Year 8 is to develop skills taught in the previous academic year so that pupils are able to gain confidence within a competitive environment. Games lessons take place on Monday and Wednesday afternoons and are taught in single-sex sessions. All pupils will have the opportunity to participate in House competitions which take place towards the end of each season. During mixed PE lessons, pupils will develop various skill-related components of fitness including agility, balance and coordination. Similar to previous years, the range of PE activities will change every half term throughout the academic year.

### **Curriculum Content**

#### **Autumn Term:**

For boys, the focus on team games will mainly involve rugby and hockey, and the girls will concentrate on netball and hockey. During single PE lessons, pupils will be involved in smaller units of work including handball and health-related fitness.

#### **Spring Term:**

For boys, the focus on team games will mainly involve hockey and football, and they will also have the chance to play rugby 7s. The girls will concentrate on netball and hockey, and there will also be an opportunity to participate in football and rugby taster sessions. During single PE lessons, pupils will be involved in smaller units of work including basketball and gymnastics.

#### **Summer Term:**

For boys, the focus on team games will mainly involve cricket and tennis, and the girls will concentrate on cricket, tennis and rounders. In preparation for ISA events and Sports Day, pupils will be taught a wide range of athletics events and their performances will be monitored and recorded. During single PE lessons, pupils will be involved in smaller units of work including tennis and rounders.

### **Supporting MAGT pupils**

All pupils are encouraged to engage in the co-curricular sports clubs on offer and PE staff can also provide information to feed pupils into our local sports clubs. Pupils who attend lunchtime clubs will also be given the opportunity to participate in fixtures against other local schools throughout the season. Where applicable, pupils have the opportunity to participate in District, County, Regional and National competitions. In addition to this, our more talented players will get the chance to play in competitions beyond their own age category with older year groups.

### **Contact details**

For further details, please contact Mrs Sweeney, Head of PE and Games, at [marie.sweeney@redhouseschool.co.uk](mailto:marie.sweeney@redhouseschool.co.uk)

## **PHYSICS**

### **Overview**

Pupils continue to build upon their work from Year 7. This will include the skills of working scientifically, data collection and analysis, drawing conclusions, interpreting information and applying knowledge to novel contexts. Activities will include planning an investigation, graphical drawing and the interpretation of data as well as introducing a research project.

### **Curriculum Content**

#### **Autumn Term:**

Light – How does light travel? Reflection, Refraction, Lenses, Dispersion through a Prism, and Coloured Light.

#### **Spring Term:**

Waves – Types of Waves, Properties of Waves and the Wave Equation.

Sound – Properties of Sound Waves, How Sounds Waves Travel in Different Mediums and the Ear.

#### **Summer Term:**

Space – project-based work to investigate this topic.

### **Assessment**

#### **During the year:**

Formative assessments occur continually in lessons and homework through a variety of different tasks. Pupils will also have the opportunity to self-mark and peer mark work on occasion.

Summative assessments take place usually at the end of each unit of work. These will be short assessments taken in the classroom where pupils sit exam style questions. Tests may have synoptic aspects where knowledge is required from more than topic area. Pupils will be directed to the topics in the assessment to help them prepare.

#### **End of year examination:**

The end of year examination will be a 1-hour written paper that assesses all work covered from the start of Year 7 and all of Year 8. This will include a variety of questions that include working scientifically, application of knowledge and calculations.

#### **Supporting MAGT pupils**

Pupils are encouraged to complete extension and challenge tasks in lessons. Investigation and research work allow pupils to extend their interest in a topic beyond the key requirements of the task. We also utilise university and museum outreach online lectures/activities, where possible, to extend learning.

#### **Contact details**

For further details, please contact Mrs Gresswell, Head of Science & Head of Physics, at [julie.gresswell@redhouseschool.co.uk](mailto:julie.gresswell@redhouseschool.co.uk)

## **RELIGIOUS STUDIES**

### **Overview**

Religious Studies enables children to investigate and reflect on some of the most fundamental questions asked by people. At Red House School we develop the children's knowledge and understanding of the major world faiths and other world views, and we address fundamental questions concerning, for example, the meaning of life, the existence of a divine spirit. We enable the pupils to develop a sound knowledge of not only Christianity but also of other world religions. The academic study of religion is at the centre of teaching and learning.

### **Curriculum Content**

#### **Autumn Term:**

Pupils will investigate the unit question 'If God is Trinity, what does that mean for Christians?' They will explore Christian beliefs about God, focusing on the different language used, the concept of the Trinity, and how these ideas are expressed. Pupils will then study the beliefs and practices of Judaism. An assessment will take place at the end of each unit.

#### **Spring Term:**

Pupils will examine the key question 'Why do Christians believe Jesus was God on Earth?'. This study will involve an exploration of the Jewish beliefs in the Messiah, the different ways the Bible communicates ideas about Jesus and pupils will reflect on the importance of the belief in the incarnation for Christians today. An assessment on this work will take place towards the end of term.

#### **Summer Term:**

Pupils will have the opportunity to study philosophy, and to think and argue philosophically, focusing on the philosophy of religion. They begin by examining arguments for the existence of God-what the arguments are and some counter arguments. Religious themes are covered from a philosophical perspective: immortality, miracles and revelation.

### **Assessment**

#### **During the year:**

Pupils undertake summative assessments at the end of each unit, approximately every half term. These will usually take the form of an 'open book' timed assessment. Each assessment is focused on Assessment Objective 1 - Knowledge and Understanding of Religion, and Assessment Objective 2 - Analyse and Evaluate Aspects of Religion and Belief.

#### **End of year examination:**

The exam will consist of questions that will assess their knowledge and understanding of religion & world views, and also assess their ability to evaluate and analyse aspects of religion & belief.

#### **Supporting MAGT pupils**

Pupils are encouraged to stretch their thinking through extended questioning, and to form their own arguments and justify their opinions. They will also be given specific activities designed to develop excellent exam technique ensuring they are confident in answering exam questions. A co-curricular online club delivered by the Royal Institute of Philosophy - 'An Introduction to Philosophy' is open to all pupils.

#### **Contact details**

For further details, please contact Ms Roberts, Head of Religious Studies, at [lara.roberts@redhouseschool.co.uk](mailto:lara.roberts@redhouseschool.co.uk)

## **SPANISH**

### **Overview**

Pupils continue to develop listening, speaking, reading, writing and grammar skills in the context of a wide range of topics. In addition to linguistic development, pupils also develop cultural knowledge of Spanish speaking countries as this allows pupils studying Spanish to become both well-rounded and broad-minded young citizens.

### **Curriculum Content**

#### **Autumn Term:**

Key themes include: Places in Town, Understanding Directions, Weekend Plans, Comparing Rurals & Urban Environments, School Subjects.

#### **Spring Term:**

Key themes include: Opinions about School life, Describing School Environment, School Clubs, Future Plans, Food & Drink, Healthy Diets.

#### **Summer Term:**

Key themes include: Travel & Transport, Holiday Activities, Past & Future Holiday Plans.

### **Assessment**

#### **During the year:**

Formative assessments will continue throughout the year through a variety of class and homework tasks. Summative assessments will take place at the end of each unit of work.

#### **End of year examination:**

End of year examinations cover all content from Year 8 and will assess listening, speaking, reading and writing skills.

#### **Supporting MAGT pupils**

More able pupils are guided towards extension tasks that encourage them to develop their grammar skills and deepen their linguistic knowledge. Higher level questioning allows them to become more flexible, spontaneous and creative language learners. Further enrichment opportunities are available through the International Cinema Club and the Language Games National Competition. In addition, we subscribe to the website 'Linguascope' which can be used for independent language reinforcement.

#### **Contact details**

For further details, please contact Mr Heron, Head of Spanish, at [stephen.heron@redhouseschool.co.uk](mailto:stephen.heron@redhouseschool.co.uk)



## **HOMEWORK**

At Red House School, we appreciate how important the links between home and school are, and the need for us to work together to ensure a good education for all children. It is for this reason that we believe that it is important that children have homework set that will support learning within the classroom. Homework will be carefully planned to extend learning, enhance and reinforce skills and understanding, and allow children to consolidate and improve their skills further.

The following table is a guide for parents and pupils, of the School's broad expectations of the amount of homework time expected of pupils of different ages in the Senior School:

Years 8 & 9	Approximately 30 minutes on each subject per week. Normally there are two or three homework's each evening.
Years 10-11	Pupils should do 1-1.5 hours homework per day on set work and non-directed learning.

### **The role of parents**

The school encourages parents, as far as possible, to:

- Provide a reasonably peaceful, suitable place in which pupils can do their homework.
- Give help and assistance, when necessary, but this should decrease as their child gets to approximately Year 8/9, when s/he should be exhibiting a more independent approach to learning.
- Make it clear to their child that they value homework, and support the school in explaining how it can help him/her make progress at school.
- Encourage their child and give praise when s/he has completed homework.
- Expect homework deadlines to be met by their child and check that they are.
- Communicate that the homework has been completed, in accordance with the homework timetable, by signing the pupil planner each day for pupils in Years 6 to 9, and to use the pupil planner to communicate any problems to the form tutor or, if necessary, contact the tutor directly at school.

Prior to school examinations or assessments, it is expected that homework will increasingly focus on revision and study skills. Academic and pastoral staff will advise on appropriate techniques. Useful information can also be found in the pupil planner.

### **Homework facilities in school**

Pupils may stay for Tea and Prep, which takes place during the school week, Monday-Friday from 4pm until 6pm. These sessions are supervised by a member of staff and take place in the Dining Hall or the Library.

There are 2 sessions: the first Tea and Prep 1 (T&P1) is from 4pm until 5.15pm and the second Tea and Prep 2 (T&P2) is from 5.15pm until 6pm.

## **FURTHER ADVICE AND HELP**

Help and advice are always available in school. Below is a guide to the best person to approach, depending on the nature of the enquiry. Telephone requests can be left with Miss Ward at the school office, requesting teachers to call you back. Alternatively, an email message can be used to set out the enquiry and allow the teacher to come back to you directly with an answer – this is normally the best approach.

Staff email addresses are available on the Parent Portal. Messages for tutors can also be written into the pupil planner.

### **Subject Teachers**

A direct approach is usually the quickest and most effective way to resolve issues about academic progress, homework, etc.

### **Form Tutors**

The first point of contact for any pastoral or disciplinary concerns. Also, for academic concerns that relate to more than one subject.

### **Heads of Department**

For concerns about a specific subject that cannot be resolved by the subject teacher.

### **Head of Years 6-8** (Mrs Susan Casey)

For academic or pastoral concerns that cannot be resolved by the Form Tutor.

[Susan.Casey@redhouseschool.co.uk](mailto:Susan.Casey@redhouseschool.co.uk)

### **SENCo** (Mrs Eileen Auty)

For advice, diagnosis and support of specific learning difficulties, such as screening for dyslexia.

[Eileen.Auty@redhouseschool.co.uk](mailto:Eileen.Auty@redhouseschool.co.uk)

### **Director of Wellbeing and Pastoral Care** (Mrs Sam Lindsay-Symington)

Mrs Lindsay-Symington is the School's Joint Designated Safeguarding Lead (DSL), and has overall responsibility for all wellbeing and pastoral matters.

[Sam.Lindsay@redhouseschool.co.uk](mailto:Sam.Lindsay@redhouseschool.co.uk)

### **Assistant Head (Academic)** (Ms Lara Roberts)

Ms Roberts is the line manager of the Heads of Department and has responsibility for all curriculum and academic matters.

[Lara.Roberts@redhouseschool.co.uk](mailto:Lara.Roberts@redhouseschool.co.uk)

### **Deputy Head and Head of the Senior School** (Miss Claire Thompson)

Miss Thompson is the School's Joint Designated Safeguarding Lead (DSL), and has overall responsibility for disciplinary matters.

[Claire.Thompson@redhouseschool.co.uk](mailto:Claire.Thompson@redhouseschool.co.uk)

### **Head** (Dr Rebecca Ashcroft)

Oversight of all academic, pastoral, operational and disciplinary matters in school and line manages the Senior Management Team (SMT).

[Rebecca.Ashcroft@redhouseschool.co.uk](mailto:Rebecca.Ashcroft@redhouseschool.co.uk)