

YEAR 8



Curriculum Information 2018-2019

'Do small things with great love'

St Julie Billiard



Notre Dame Catholic College

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Welcome to Year 8 at Notre Dame Catholic College.

Notre Dame Catholic College has made a sustained contribution to the education of its pupils since 1869 and, underpinned by our Catholic ethos and the foundation of the Sisters of Notre Dame, continues this mission into the twenty-first century.

To succeed in this demanding work we aim to ensure that:

- We challenge our pupils to become reflective and creative thinkers who embrace their lives with optimism, imagination and the confidence and courage to think for themselves.
- We maintain high expectations of all members of the college, staff and pupils alike, challenging them to be the best they can be, academically, socially, emotionally and spiritually.
- We all actively work to make a significant and positive contribution to the community, local, national and international.
- We are committed to the preparation and training of high quality teachers and support staff.
- We all strive actively and purposefully to make the vision and mission of the college a reality.

We create a community which is welcoming of all cultural traditions in a climate of joy, tolerance and respect

We at Notre Dame Catholic College continually strive to provide a high-quality education for the pupils whom we are privileged to have entrusted to our care, giving them, in the words of St Julie, “[what they need for life](#)”, so that we might fulfil our mission and do our very best for the communities we are called to serve.



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Year 8 Pastoral Staff:

Assistant Headteacher KS3	Mrs E Brennan
Head of Year 8	Mrs L Smith
Assistant Head of Year 8	Miss S Doran
8 Dorothy	Mrs A Howarth Campion
8 Eileen	Mr P Mulgrew
8 Francoise	Mr A Bond
8 Julie	Mrs T Du Plessis
8 MaryAnn	Miss S Cornwall
8 Thomas	Miss C Wishart

COLLEGE DAY 2018-2019

Monday to Thursday

Registration	08.45 – 09.00
Lesson 1	09.00 – 10.00
Lesson 2	10.00 – 11.00
BREAK	11.00 – 11.15
Lesson 3	11.15 – 12.15
Lesson 4	12.15 – 13.15
LUNCH	13.15 – 13.50
Afternoon Registration	13.50 – 14.00
Lesson 5	14.00 – 15.00

Friday

Registration	08.45 – 09.00
Lesson 1	09.00 – 10.00
Lesson 2	10.00 – 11.00
BREAK	11.00 – 11.15
Lesson 3	11.15 – 12.15
Lesson 4	12.15 – 13.15
LUNCH	13.15 – 13.50
Afternoon Registration	13.50 – 14.00
Lesson 5 (PSHCE)	14.00 – 14.20



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INDEPENDENT LEARNING

At Notre Dame Catholic College we have a policy of setting regular independent learning tasks in all subjects. Every department will have its own homework policy which sets out aims and guidelines for the subject, in support of the whole college approach. Monitoring of work is a regular feature of department meetings. Form Tutors regularly check pupil planners to ensure work, which needs to be done, is noted. Form Tutors also check planners for parental signatures.



SHOW MY HOMEWORK

'Home-learning for the 21st century.' (SMHW)

'Homework should be meaningful and we believe that tasks should be created to engage pupils and enable parents to support them. It's about quality not quantity.' (SMHW)

Staff provide the resources needed to guide and support pupils via the website. Pupils are encouraged to be organised and push notifications advise on homework due dates. Pupils are enabled to develop the autonomy they need to manage their workload.

Show My Homework – Log In Instructions for Pupils

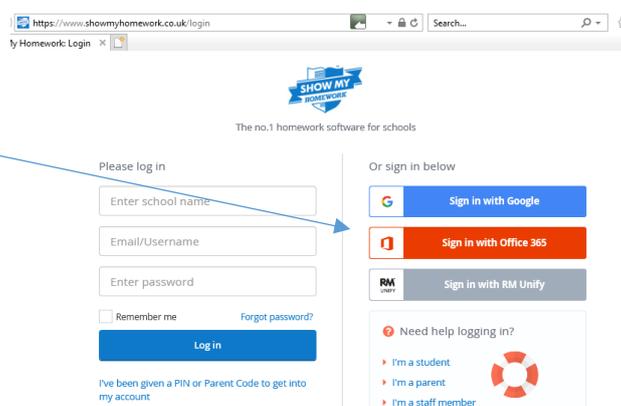
1. Log into the webpage www.showmyhomework.co.uk/login

2. Click on the orange weblink

'Sign in with Office 365'

3. Enter your school email address. This is the username that you use to log into the computers at school followed by @notredame.liverpool.sch.uk

4. Enter your password. This is the same password you use to log into the computers at school



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ENRICHMENT TIMETABLE 2018-2019

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
BEFORE SCHOOL: Breakfast Club All Year Groups Lower Canteen				
LUNCHTIME : Careers Drop In – Careers Office				
Football Y7	Football Y8	Football Y9	Football Y10	Football Y11
Chess Club R44 (AB)	Chess Club R44 (AB)	Boys Club (AB)	Boys Club (AB)	Boys Club (AB)
Boys Club (AB)	Philosophy Club. All Years R52 (PR)	Horrible Histories Y7/8 R37 (CW)	KS3 Games Club – Spanish Steps	KS3 Games Club – Spanish Steps
KS3 Games Club – Spanish Steps	KS3 Games Club – Spanish Steps	KS3 Games Club – Spanish Steps	1804 Society	1804 Society
1804 Society	1804 Society	1804 Society	Dance Club	Drama Club
	Orchestra R17	Y7 and Y8 Choir R17	Food Focus Group (AC/CP) R31 1.30pm – 1.50pm	Faith in Action R49 RE (BW)
	DT Drop In (AC) R31 1.30pm – 1.50pm			
	Computing Club R96 NO'K			
AFTER SCHOOL: Homework Club All Years. 3 – 4pm Upper Dining Room Monday - Thursday				
	Boys Football – All years	Bus. Studies Y11 3pm – 3.40pm R41	Dodgeball All Years Girls/Boys	
	KS3 Computing iDEA 3.15 – 4pm R96	PE GCSE Y10 & Y11 Girls/Boys	Chamber Choir Y9-13 R17 3 – 4pm	
	Maths Homework/Tuition R100 3pm – 4pm	Badminton All years Girls/Boys	Dance Club 3 – 4pm	
		Boys Football Y8	Drama Club 3 – 4pm	
		Science Club R88 3-4pm	Girls Football – All Years	
		Health & Social R45 AC/KS		



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The curriculum for Notre Dame Catholic College is designed to meet the following criteria:

- To provide a learning programme that is suited to the needs of each individual pupil: one which maximises his/her potential spiritually, academically, morally, aesthetically, physically and pastorally
- To provide a sound religious and moral education in accordance with the teachings of the Catholic Church and in the spirit of the Sisters of Notre Dame
- To provide a foundation for lifelong learning
- To be inclusive
- To develop a sense of community, including the importance and relevance of British Values
- To provide continuity and build on achievement
- To support progression to further study and employment
- To provide appropriate degrees of personalised learning for each pupil
- To build on success and recognise that achievement motivates
- Is supported by assessment that is fit for purpose
- Conforms to the requirements of the DfE legislation, whilst providing a broad and balanced education with opportunities for all.

HOW DOES THE SCHOOL RESPOND?

- Pupils are encouraged to strive for excellence and the college takes every opportunity to recognise positive achievement
- The school has a very strong commitment to the teaching of RE, computing, careers education, citizenship, work related learning and economic wellbeing, financial capability and education in personal relationships, in all years
- The school is supporting its statutory duty to provide CEIAG for all pupils through the employment of a Connexions Adviser who will provide independent advice and guidance for the pupils in the school
- The school offers a wide variety of subjects and experiences in and outside the classroom, enabling pupils to develop spiritually, academically, morally, physically and pastorally
- Pupils are assessed and grouped according to their individual needs and abilities. This includes pupils with a disability and/or special educational needs who are supported by the special educational needs department and more able and talented (MAT) pupils who are supported by the MAT co-ordinator
- Pupils will be set targets in order to ensure that they make appropriate progress in their subjects. This process is supported by a rigorous assessment system
- Curriculum design takes into account: the knowledge, understanding, skills and attitudes we want our pupils to develop and the qualifications the pupils need to have



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- Literacy and numeracy will be targeted as a priority in all key stages through specific lessons and in departmental schemes of work. Additional intervention programmes are provided for pupils where significant weaknesses in these areas have been identified.

The curriculum is regularly evaluated and revised by the governors in the light of government demands and the needs of the pupils and they will take full account of the values and constraints of the curriculum design chosen by the school.

Curriculum Model 2018-2019

The table below shows the number of lessons per week for each subject. Lessons are one hour long.

	Art & Design	Dance/ Drama	Design & Technology	English	Modern Foreign Languages	Geography	History	Computing	Mathematics	Physical Education	Religious Studies	Science	PSHCE	Music	TOTAL
Year 8 Band A	1	1	1.5	4	1.5	1.5	1.5	1	4	1.5	1.5	3	1	1	25
Band B	1	1	1.5	4	1	1.5	1.5	1.5	4	1.5	1.5	3	1	1	25

ART & DESIGN

Departmental Staff:

Miss C Kenny

Mrs L Powell

Head of Department

Key Stage 3:

All pupils receive one 60 minute lesson per week. Pupils will learn a range of drawing skills and be introduced to the work of both traditional and contemporary artists. An increasing range of materials will be employed and ideas development is much encouraged. Homework



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return is expected each week. Observational drawing is an essential skill area to be developed.

Across all Key Stages at the end of each term an internal assessment takes place based upon either observational drawing or painting.

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Autumn Term

- Portrait Studies

Spring Term

- Portraiture Development

Summer Term

- Patterned Portrait Studies

Recommended texts or websites to support home learning:

- www.liverpoolmuseums.org.uk/
- www.tate.org.uk
- <https://www.nationalgallery.org.uk/>
- www.npg.org.uk/

Specialist equipment or materials required:

At Key Stage 3 basic drawing equipment and a sketchbook are required.

COMPUTING

Departmental Staff:

Miss E Callaghan

Mr A Dixon

Mr J Lyon

Miss O'Kane

Head of Department



Throughout the academic year a series of units are delivered that will develop the skills required for success and progression in Key Stage 3 in line with the computing programme of study. Alongside this, the units cover extended written pieces, practical projects and theory activities which will provide an insight into the required skills for Key Stage 4 and GCSEs. Pupils have one lesson per week.

Autumn Term



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- Unit 1 e-Safety – Pupils will study the use of personal information online recognising what this is, how personal information could be abused and how this can be prevented. Pupils will complete a practical assessment in the form of two video clips and a literacy assessment evaluating their video clips.
- Unit 2 Computer Systems – Pupils will study data representation and learn how to convert binary, denary and hexadecimal number systems. Pupils will study logic gates and develop an understanding of how computer devices make decisions. Pupils will complete a two peer assessment tests.

Spring Term

- Unit 3 Artificial Intelligence – Pupils will gain an understanding of Artificial Intelligence (AI) by studying the forms of AI, how it will effect society and what are the moral and ethical issues associated. Pupils will complete a literacy assessment evaluating existing websites, a practical project, an end of unit test and a literacy assessment evaluating their webpage.

Summer Term

- Unit 4 – Database Modelling - Pupils will study the theory of databases and using Access software to create a database system for a specific purpose. Pupils will gain an understanding of tables, forms and develop simple and complex queries. Pupils will complete a practical project and an end of unit test.

Recommended texts or websites to support home learning

Useful websites:

Theory

1. <http://www.bbc.co.uk/education/subjects/> and select KS3 Computer Science
2. <http://www.teach-ict.com> Online Software
1. <https://scratch.mit.edu/> Year 7 Scratch coding software
2. <https://www.python.org/> Year 7 & Year 8 Python downloadable software.

Specialist equipment or materials required

A PC or Laptop would be desirable but not essential has pupils have access to this equipment during and after school.

DANCE

Departmental Staff:

Miss J Hart

Miss L Hartley

Curriculum Lead



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The Schemes of Learning for Key Stage 3 are divided into 3 modular units and are designed to enable pupils to develop their performing, choreography and appreciation skills through practical lessons engaging with a wide range of dance styles.

Each module lasts for 6 – 7 weeks and a formal assessment will be conducted at the end of every module. Throughout years 7, 8 and 9 all pupils are able to access provision of a one-hour lesson over two weeks in which they will learn a wide range of performing, composing and appraising skills. All pupils will benefit from using our fully equipped dance studio.

Autumn Term

- Module 1: Break Dance – In this module pupils will study learn the five basic dance actions within a set break/street dance routine. They will compose and perform a short piece of choreography for assessment.

Spring Term

- Module 2: Contemporary Dance - In this module pupils will develop their dance skills by learning a set contemporary dance based on the professional work 'Swansong' as a stimulus. They will also continue to develop their understanding of what skills are needed to create a successful group performance.

Summer Term

- Module 3: - In this module pupils will develop their dance skills further by learning a set musical theatre/jazz dance and choreographing their own small group piece.

Recommended texts or websites to support home learning BBC Bitesize – Revision material
YouTube – Examples of the different styles and set step including set pieces.

Extra Provision

Many pupils take advantage of dance club at lunchtime.

DESIGN & TECHNOLOGY

Departmental Staff:

Miss E Callaghan

Miss I Collings

Mrs A Campion

Miss J Postlethwaite

Head of Department

Product Design

Food

Textiles



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Pupils work across 3 materials areas; Food, Product Design and Textiles. Pupils rotate around these areas. This gives pupils the opportunity to access and gain skills in all areas of Design Technology and will have covered all material areas by the end of Year 9.

Food:

Pupils will be developing their basic skills in food nutrition. Learning to weigh and measure accurately and using basic skills to make a range of food products from which they will understand the concept of a balanced diet. Using these skills they will then develop and make their own food products such as, soups, salads, and baked products.

Year 8 Protein project: The aim of this project is to investigate the food group of protein. Pupils will have the opportunity to use them in different recipes, developing skills when using different equipment and processes and an introduction to the nutritional aspect along with associated food science. All pupils will be consolidating knowledge gained in Yr. 7, to ensure they always work in a safe and hygienic manner when using utensils, equipment and ingredients in the food room.

Product Design:

Over key stage 3, pupils will have the opportunity to gain skills and knowledge necessary for GCSE Design Technology. In year 8 pupils will complete 3 separate projects.

Year 8 Passive amplifier project: The aim of this project is to build on the knowledge that pupils will have gained in year 7 when they completed the Bot project. Pupils will be gaining knowledge of and using different workshop machinery than in Year 7.

Year 8 Bloodhound SSR Project: Pupils will learn about aerodynamics and will use theoretical knowledge to produce and test a model race car.

Year 8 STEM Sustainability project: Pupils will apply engineering and sustainability theory to produce a prototype of a wind turbine. These will be tested as a class and evaluated.

Textiles:

Pupils will develop their basic skills in textiles. They will undertake separate research and design projects resulting in a final product for each unit of work. Pupils develop their skills by producing cushions. These skills are developed further by creating interactive toys and designing and making waistcoats.

Year 8 Case Project: In this unit pupils are to consider their use of a case when designing their products. Pupils are to use the tie and dye technique to apply colour and detail to the design in combination of other techniques such as embroidery,



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buttons and surface pattern in order to create a 3D textile product. Pupils will use this understanding and accumulated skills to design and make a case.

Recommended texts or websites to support home learning

- www.bbc.co.uk/bitesize
- www.foundationyears.org.uk/eyfs-statutory-framework/
- www.jamieshomecookingskills.com/
- www.ftmlondon.org/
- <https://www.vam.ac.uk/>
- www.technologypupil.com

Specialist equipment or materials required

The Design Technology department is inclusive and specialist equipment is subsidised by the College.

DRAMA

Departmental Staff:

Miss J Hart

Mrs M Larkin

Curriculum Lead

The Schemes of Learning for Key Stage 3 are divided into 6 Units and are designed to engage, and enable, pupils to develop their performing, devising and communication skills through practically exploring a variety of drama techniques. The schemes are designed to develop pupils who are able to use voice, movement, gesture and facial expression in a positive and confident manner. Pupils will develop personal and social skills and grow in insight and understanding, supported by using a range of drama strategies.

Drama has a key role to play in preparing pupils for life and work as individuals and as contributors to society. Drama contributes in a unique way to the process of learning. Its uniqueness lies in its immediacy as it happens in the here and now. It allows pupils a high degree of control over their own learning as they manage information, make decisions and solve problems. It draws upon their own experience of the world and then extends it. It engages feelings, imagination, encourages creativity and allows them to work alone and with others. Drama is a powerful means of bringing alive knowledge and experience by engaging the emotions and the intellect. It involves the controlled attempts to explore, develop and express ideas and concepts which will help to make sense of reality and the world we live in.

Each module lasts for 6 – 7 weeks and a formal assessment will be conducted at the end of every module.



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Autumn Term

- Unit 1: The Twits – Pupils to develop characterisation skills and to work as an ensemble to perform an extract from Roald Dahl's *The Twits*. Pupils will explore slap stick comedy and physical theatre.
- Unit 2: Alice in Wonderland – Pupils will develop skills in physical theatre and choral speaking and movement. They will also analyse pieces of art based on Alice in Wonderland and produce a devised piece based on different interpretations.

Spring Term

- Unit 3: Verbatim Theatre – Pupils will develop their analytical and performance skills developing a piece of devised / scripted theatre based on testimony and real accounts. 'Titanic'.
- Unit 4: Responding to a stimuli – (song lyrics/ poetry / object / historical figure or event). Pupils to work as an ensemble to research into a given stimulus and to create a devised piece for performance. Pupils are to work as a company to plan their own production allocating roles within the group.

Summer Term

- Unit 5: Short Stories - Pupils to practically explore short stories and to develop their storytelling skills. Pupils to write their own story for performance.
- Unit 6: Shakespeare 'A Midsummer Night's Dream'. Pupils will explore Elizabethan Theatre. They will explore scripted Shakespearian language through the performance of a short extract from 'The Tempest'.

Recommended texts or websites to support home learning BBC Bitesize – Revision material
YouTube – Set pieces

Throughout the school year pupils will have the opportunity to attend The Drama (Performance) Group each Thursday. Pupils will have the opportunity to take an active role in assemblies and special events throughout the year in which they may work collaboratively with other departments within the school. Pupils have the opportunity to perform their work in a showcase and to take part in a whole school play.

ENGLISH

Departmental Staff:

Mrs A Kane

Head of Department



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Miss F Campbell
Ms D Coleman
Mrs S Cornwell
Mrs B Drayne
Mrs J Hewitt
Mrs V Pasco
Mrs P Royden
Mr J Smith
Mrs L Smith
Mr G Walker



Autumn Term – Short stories and ‘Pre-20th Century Literature’

- Short stories: Vendetta, Your Shoes, Snowdrops, Mrs Bixby and the Colonel’s Coat, The Whole Town’s Sleeping
- ‘Pre-20th Century Literature’: ‘Wuthering Heights’ Emily Bronte or ‘Treasure Island’ Robert Louis Stevenson

Spring Term – Contemporary literature and non-fiction texts

- Contemporary literature: ‘Salt to the Sea’ by Ruta Sepetys
- Non-fiction texts: informal letter, formal letter, speech, article, review, leaflet and report.

Summer Term – Poetry, plays and ‘Challenge Text’

- Poems: love poetry
- Play: ‘Romeo and Juliet’ William Shakespeare
- Challenge text: ‘Boy’ Roald Dahl or ‘To Kill a Mockingbird’

GEOGRAPHY

Departmental Staff:

Miss J Helsby
Miss E Brennan
Mr M Campbell
Mr P Kearney
Mr D McKeon

Head of Department

Pupils will start Year 8 by looking at what makes up an ecosystems and investigating the importance of links within ecosystems and how small changes can have huge impacts. We will then study development gap and why there are such stark differences in different parts of the world. There will be an opportunity to develop physical geography knowledge when studying coasts. There will be a particular focus on UK coastlines and pupils will become



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aware of the processes and landforms found at the coast. Finally pupils will investigate newly emerging economies with a particular focus on the continents of Africa and Asia.

Autumn Term

- Ecosystems.

Spring Term

- The Development Gap.

Summer Term

- Coasts.
- Newly Emerging Economies.

HISTORY

Departmental Staff:

Miss A Cavanagh

Mr A Bond

Miss C Wishart

Head of Department

The subject is studied in line with government guidelines. We aim to successfully implement the Key Stage Three National Curriculum in History, since every pupil is entitled to have access to a stimulating, informative, enjoyable subject.

Autumn Term: World War One.

Pupils will examine the developments in Europe that led to the First World War. The events leading up to the war and the conditions for soldiers fighting in the trenches will also be studied. Topics to be studied include:

- Causes of the First World War
- Weapons of the First World War.
- Conditions in the trenches.
- War poetry and art.

Spring Term: The British Empire and the Transatlantic Slave Trade

Pupil's study how the British Empire was created and its impact. Pupils will complete a case study on the treatment of the Aborigines. Topics studied will include:

- What was the British Empire?
- What was life like for the Native Aborigines?
- How successful was transportation as a punishment?
- Should Britain apologise to the Aborigines?
- How was the British Empire in India established?
- The Amritsar Massacre Transatlantic Slave Trade



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Pupils will examine the slave trade including the Middle Passage and life on the Plantation. Liverpool's role in the slave trade will also be examined. Topics to be studied include:

- Slavery in other cultures
- What was the triangular trade?
- The Middle Passage
- Life on the plantations.
- Liverpool and its role in slavery.

Summer Term: The Industrial Revolution

Pupils will be taught the key developments that took place during the Industrial Revolution including new technology. The lives of workers including child workers will also be examined. Topics to be studied include:

- The key changes in Britain between 1750 and 1850.
- Developments in technology including the invention of the Spinning Jenny.
- Developments in transport including the creation of the Liverpool to Manchester.
- Conditions for child workers in mills and mines.
- What killed John Hall?
- Why were urban cities so filthy?
- Why did public health improve in the 19th Century?

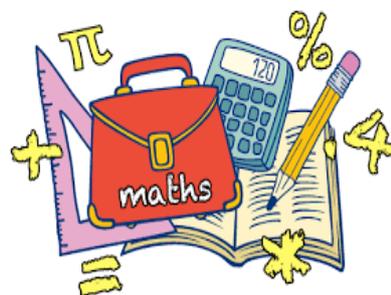
MATHEMATICS

Departmental Staff:

Miss E Pope

Mrs K Thomas
Mrs K Armstrong
Mrs G Capewell
Miss R Coyle
Miss N Crosbie
Miss R Hargreaves
Miss K Marshall
Miss L Munro
Miss E Tomlinson

Head of Department



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The level which the pupils achieved in their KS2 Maths SAT will determine which stage they follow on The Dynamic Learning Edexcel five year scheme.

Pupils in 8n and 8d will follow the Higher Tier.

Pupils in 8c, 8g, 8h and 8s and will follow the Foundation Tier/Higher Tier.

Pupils in 8l will follow the Foundation Tier.

There will be an increased level of application, problem solving and reasoning in addition to the fluency of the mathematical skills needed.

Autumn Term

- Calculation
- Sequences
- Properties of shapes
- Problem solving
- Expressions and equations
- Statistical investigation
- Fractions
- Forming Shapes

Spring Term

- Algebra
- Calculating
- Measures
- Manipulating algebra
- Probability
- Proportion
- Transformations

Summer Term

- Indices
- Sequences
- Two dimensions and beyond
- Equations
- Statistical surveys
- Percentages
- Three dimensions

Recommended texts or websites to support home learning www.mathswatchvle.com

LOGIN – ‘same as school login’@notredamecc

PASSWORD – ‘same as school login’

www.bbc.co.uk/bitesize

www.mathsgeek.co.uk

Mr Barton GCSE maths takeaway



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Corbettmaths
Pinpoint Learning

Specialist equipment or materials required Pencil / Ruler / Scientific Calculator / Pair of
Compasses / Protractor / Angle Measurer

MUSIC

Departmental Staff:

Miss J Hart

Mr J McHugh

Curriculum Lead

The Schemes of Learning for Key Stage 3 are divided into 5 modular units and are designed to enable pupils to develop their performing, composing and listening skills through practical music making. They will be encouraged to engage critically with a wide range of music and musical contexts and reflect on how music is used in the expression of personal and collective identities.

Each module lasts for 6 – 7 weeks and a formal assessment will be conducted at the end of every module. Throughout years 7, 8 and 9 all pupils are able to access provision of one 50 minute lesson per week in which they will learn a wide range of performing, composing and listening and appraising skills. All pupils will benefit from using our fully equipped music technology suite in specific modules.

Autumn Term

- **Module 1: African Drumming**
In this module pupils will study the origins and features of African music and will perform an African drumming piece using the given techniques. They will then compose their own piece incorporating the stylistic features learnt and techniques shown.
- **Module 2: Blues and Its Influences**
In this module pupils will study the origins and features of The Blues and will perform the 12 bar blues chord sequence perform different pieces on their chosen instrument in a blues style.

Spring Term

- **Module 3: Beyond the Blues**
In this module pupils will study the developments of popular music from the birth of the blues through to the 50s and 60s. They will develop their instrumental on an instrument of their choice and will perform a selection of pieces as part of a whole class ensemble/small groups.
- **Module 4: The Riff**
In this module pupils will study the riff and how it has been used in various styles of popular music. They will develop their instrumental skills on an



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instrument of their choice and perform as part of a whole class ensemble/small groups. The pupils will also have the opportunity to compose their own riff composition using the specialist software.

Summer Term

- **Module 5: Musical Futures 2**

In this module pupils will develop their instrumental and ensemble skills further by playing a popular song on an instrument of their choice. Initially they will perform as part of a whole class ensemble and then they will create small bands.

Recommended texts or websites to support home learning BBC Bitesize – Revision material
YouTube – Set pieces

Extra Provision Instrumental and Vocal Tuition

Many pupils take advantage of the wide variety of instrumental or vocal tuition available here at Notre Dame Catholic College. Pupils have the opportunity to study the following:

- Vocal Studies: musical theatre, choral, pop
- Strings: violin, viola, cello, double bass, guitar, bass guitar
- Woodwind: flute, clarinet, saxophone, oboe, bassoon
- Brass: trumpet, French horn, trombone, tuba
- Percussion: drum kit, orchestral percussion
- Piano/keyboard

The music department also offers a wide variety of extra-curricular activities to enhance and develop curriculum learning. These activities are listed below:

Year 7 & 8 Choir
Chamber Choir
Orchestra
Wind/Soul Band
Boys Rock Band
Samba Band

PHYSICAL EDUCATION

Departmental Staff:

Mrs S Morrin

Mrs J Bate
Mr D Hodgson
Miss H McCullen
Mr D McKeon

Head of Department



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Mr P Mulgrew

Key Stage 3 builds on the skills learned in primary school, focusing upon improving physical literacy skills – running, jumping, throwing, catching and the vital elements of fitness- balance, agility, coordination and stamina. . Pupils in Key Stage 3 develop their ability to use a range of tactics and strategies to overcome an opponent in badminton, netball, football, handball, dodgeball, rugby, rounders, table tennis, and cricket.

Pupils also develop their technique and improve their performance in other competitive sports such as athletics, trampolining and swimming.

Through orienteering and outdoor education, pupils take part in activities which present mental and physical challenges.

They are given the opportunity to compare their performances with previous ones to achieve their personal best in fitness.

Personal, Social, Health and Citizenship Education (PSHCE)



Departmental Staff:

Mr M Campbell

Head of Department

The Personal, Social, Health and Citizenship Education (PSHCE) curriculum is delivered across the college as an entitlement, and includes the elements of Citizenship and Relationships and Sex Education (RSE) that are statutory requirements for all pupils. The aim of this curriculum is to equip all pupils with the knowledge and skills to make responsible and well informed decisions about their lives so that they are able to develop with confidence, good health and independence and to remain safe at all times. These skills and values should enable our pupils to make a positive contribution to society as knowledgeable, considerate and responsible British citizens living within a democracy.

PURPOSES:

- to cover the statutory requirements for Relationships and Sex Education and Citizenship to all year groups, alongside covering the non-statutory elements of Careers Education and Guidance, Economic Wellbeing and Personal Health and Wellbeing Education;
- to provide learning and teaching which is inclusive, personalised and which reflects the needs of all pupils in order to enable them to achieve in their lessons, irrespective of their social background, gender, culture, disability or ability level;
- to provide pupils with the knowledge and skills needed to make a positive contribution to society as considerate and responsible citizens;



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- to provide pupils with the knowledge and skills to make responsible decisions about their future so that they are able to lead safe, healthy and independent lives, and;
- to provide pupils with the knowledge and skills to make well informed decisions about their educational, vocational and training choices in the transition from secondary education to further education, training and employment.

The objectives of the National PSHCE curriculum will partly be covered in subject related lessons. However, the majority of the curriculum is taught and discussed in-depth during a timetabled PSHCE lessons.

Unit 1 - Citizenship

The aim of this topic is to teach pupils to appreciate how they can play a full and active part in society. They will require the knowledge and understanding of how the United Kingdom is governed, its political and democratic system and how our society and laws are shaped and enforced. They will be expected to become responsible citizens, make a valuable contribution towards society and be able to debate their opinions and accept those of others.

Unit 2 - Careers Education and Guidance

The aim of this topic is to teach pupils to evaluate their own personal strengths, ambitions and areas for development to realise how their strengths, interests, skills and qualities can contribute to future employability. They will also develop an understanding of the opportunities available for career progression, including education, training or employment.

Unit 3 - Economic Wellbeing

The aim of this topic is to teach pupils about the essential skills and processes for economic wellbeing and financial capability. This will allow them to understand the qualities, attitudes and skills needed to assess and manage financial decisions and recognise the possible risks involved and the consequences of those risks.

Unit 4 - Personal Health and Wellbeing

The aim of this topic is to teach pupils to recognise that personal wellbeing will help them to embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Pupils will develop an understanding of these concepts and learn to appreciate how having a healthy lifestyle can help them make choices that will impact positively upon their physical, mental and emotional health.



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Unit 5 - Relationships and Sex Education (RSE)

The aim of this topic is to teach pupils about physical, moral and emotional development and about understanding the importance of marriage for family life, stable and loving relationships, respect, love and care. They will also be taught about sex, sexuality and sexual health and know how to identify and access appropriate help and support. There are three main elements within this topic:

- Attitude and values
- Personal and social skills
- Knowledge and understanding.

SUNFLOWER DAYS/EVENTS/AWARD CEREMONIES

Throughout the college calendar there will be days, events or ceremonies, dedicated to raising the ethos of the college; promote the message of St. Julie and to celebrate the successes and achievements of our pupils throughout the year in PSHCE, in the college and in the wider community.

These days and events are arranged through PSHCE to encourage and enlighten our pupils to 'be like the sunflower that follows the sun': to not get distracted by the problems or ailments of our surrounding community and to make well informed decisions about their lives so that they are able to develop with confidence, good health and independence and to remain safe at all times.



RELIGIOUS EDUCATION

Departmental Staff:

Mrs P Ronan

Mrs E Jones/Miss Rebecca Wall

Mrs L McDonnell

Mrs AM Costello

Mrs C Peaker

Head of Department

All Year 8 pupils follow the programme devised by the Bishops of England and Wales. Pupils complete each topic below including opportunities for mediation and a retreat over the course of the year. Each topic has been enhanced by the People of God module. Each topic has an end of unit levelled assessment.

Autumn Term



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Pupils explore the People of God and explore the background to Judaism. This involves looking at the life of Abraham, the founder of Judeo-Christian faiths and the 10 commandments given to Moses. Pupils explore modern Jewish life in the 21st Century. Pupils use several artefacts in the department. Pupils also revisit the Advent traditions during this term and the meaning of the birth of Jesus for Christians today.

Spring Term

Pupils begin to explore vocation and the religious life. Pupils compare vocation as a lay person and vocation as a member of a religious tradition. The background to the creation of Christian denominations is also explored in this unit. This term ends with revisiting the meaning of Easter and the Easter traditions for Christians today.

Pupils start to make links with the GCSE syllabus and how to answer evaluation questions effectively.

Summer Term

Pupils explore inspirational Christians in this unit. This is a great opportunity to bring Christian vocation alive through some of our role models, these include Oscar Romero, Maximilian Kolbe, Nelson Mandela and Martin Luther King and Sr. Dorothy Stang. Pupils also look at contemporary Muslim role models such as Malala Yousafzai.

Recommended texts or websites to support home learning:

ICONS

Bitesize KS3

NOTREDAMEONLINE

SCIENCE

Departmental Staff:

Mrs H Serrells

Mrs T Du Plessis

Miss S Jacks

Mrs L Martin

Miss V McQueen

Miss C Neilson

Miss H Smith-Bunday

Mrs R Stewart

Mr A Sweeney

Ms J Gannon

Mr G Jones

Head of Department

Key Stage 3: Pupils in year 7, 8 and 9 study biology, chemistry and physics topics.



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The science department takes pride in our drive to teach our pupils investigative skills. Our focus is on practical work whereby pupils plan and carry out investigations independently. They are encouraged to evaluate their plans and analyse and explain results.

Autumn Term

- Biology: Inheritance
- Chemistry: Separating Mixtures
- Physics: Electricity

Spring Term

- Biology: Plants and Ecosystems
- Chemistry: The Periodic Table
- Physics: Magnetism and Energy

Summer Term

- Biology: Reproduction
- Chemistry: The Earth
- Physics: Energy and Work Done

SPANISH

Departmental Staff:

Mrs J Sansbury

Mr N Watkins

Miss A Del Real

Mrs M Kiff

Head of Department

The Modern Foreign Languages departmental team is committed to offering all pupils at Notre Dame a wide variety of opportunities to explore and understand a range of spiritual, moral and cultural issues through the study of Spanish.

We aim to provide a disciplined, well-ordered and supportive environment in which pupils can strive to achieve their best.

All pupils at KS3 study a modern foreign language. Pupils at KS4 and KS5 may opt to study a language at GCSE and GCE level respectively.

Pupil progress is monitored closely by a team of dedicated teachers. A specialised Intervention Programme ensures all pupils have access to small group teaching support delivered the department's Intervention Teacher Señor Jimenez.

Autumn Term

Viva 2 Unit 1: Talking about holidays

- Talking about a past holiday
- Saying what you did on holiday



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- Describing the last day of your holiday
- Saying what your holiday was like
- Give a presentation about your holiday
- Using the preterit tense of **ir** (to go)
- Using the preterit tense of **-ar, -er** and **-ir** verbs

Viva 2 Unit 2: All about my life

- Saying what you use your phone for
- Saying what type of music you like
- Talking about TV
- Using the comparative
- Saying what you did yesterday
- Understanding a TV guide

Spring Term

Viva 2 Unit 3: Food and mealtimes

- Saying what food you like
- Describing mealtimes
- Ordering a meal
- Discussing what to buy for a party
- Giving an account of a party

Viva 2 Unit 4: Making arrangements to go out

- Arranging to go out
- Making excuses using **poder** (to be able) and **querer** (to want)
- Discussing getting ready to go out
- Using reflexive verbs
- Talking about clothes
- Talking about sporting events

Summer Term

Viva 2 Unit 5: Summer time

- Describing a holiday home
- Describing holiday activities
- Asking for directions
- Talking about summer camps
- Discovering more about the comparative
- Using the superlative
- Using the imperative
- Describing a world trip



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Teachers in all departments promote and develop the characteristic use of language, styles and tone of expression appropriate to their subject areas by:

- ensuring key terms and vocabulary are clear and explored with pupils to ensure that they recognise and understand them;
- identifying any particular features of key terms in order to help pupils with strategies for remembering how to spell them or why they might be capitalised;
- reminding pupils of important core skills such as skimming a text to extract the main elements of its content quickly or scanning a text for information about a key word or topic;
- making expectations clear before pupils begin a task (e.g. by revisiting the conventions of laying out a formal letter, the main features of writing persuasively, the features of discursive writing for an essay on the causes of global warming or the conventions of writing a newspaper article about a significant historical event);
- reinforcing the importance of accuracy in spoken or written language;
- identifying when it is important to use standard English and when other registers or dialects may be used;
- helping pupils with key elements of literacy as they support them in lessons by pointing out spelling, grammar or punctuation issues as they look at work around the class;
- using the whole school and departmental marking policies, literacy support mat and literacy target sheet, which use the same symbols to correct spelling, grammar, punctuation and writing structure, and which set clear and achievable targets for each pupil in order to support key literacy points;
- ensuring that there is a whole school literacy focus each week as part of form time.

The Reading Champion will organise whole school events based around the reading calendar (e.g. World Book Day, National Poetry Day, and Shakespeare's birthday) and facilitate literacy intervention lessons, library lessons and pupil book groups in order to create an enthusiastic reading culture throughout the school and to ensure that pupils will feel more confident in using the school library.

There will be targeted one to one intervention (e.g. Catch Up Literacy, Follow On Literacy, SEN or EAL support) implemented for pupils identified as needing significant support in developing literacy skills.



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All departmental handbooks and schemes of learning will contain specific reference to literacy strategies and the explicit teaching of subject specific writing skills, and, where appropriate, lesson plans will have a specific literacy objective which is integral to the lesson.

NUMERACY

In response to our shared concerns at school, local and national level, the governors (PD) and staff at Notre Dame Catholic College feel that the issue of raising standards in numeracy must be addressed in order to empower all pupils whatever their preferred learning style. It is our aim that all pupils will enter adult life equipped with the essential numeracy skills and the desire, confidence and ability to use them fluently in everyday situations. The school is committed to raising standards of numeracy across the curriculum to improve pupil performance and levels of attainment at all key stages by helping them to become independent learners.

- On entering the school in Year 7, pupils' numeracy skills will be assessed and those who are working at a level below expectations for their age, will be identified and supported through the Catch-up numeracy programme. On this programme, they will receive two, 15 minute, 1-1 sessions per week, with a member of staff to support their progress;
- A whole school approach to raising the profile of numeracy will be developed during the year. Posters will be displayed in key areas, there will be a numeracy focus for form time each week and other strategies will be developed by key members of the maths department.
- All departments will assist pupils in developing the skills involved in mental mathematics by regulating and monitoring the use of calculators. When calculators are used, staff will help pupils to decide whether the displayed result is a sensible one by using estimation;
- staff across the college will be offered training with the mathematics department to ensure their knowledge of the current numeracy practices are kept up to date;
- all departments will encourage the use of appropriate mathematical language;
- the structure of the mathematics lessons in key stages 3 and 4 will be in keeping with the national and school requirements;
- Classes in each year group will be closely monitored by the Head of Department and classroom teacher to identify strength/weaknesses early, to inform teaching;
- An additional lesson, once per fortnight, will be allocated to develop pupils' confidence with mathematics. From basic skills, to targeted intervention, to developing fluency.
- Enrichment activities will be developed for pupils across the ability range at various points in the year.



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Numeracy is delivered to all pupils on a weekly basis during form time. Numeracy is delivered to the pupils to express the importance of number in day to day life and to support pupils with number work across the curriculum. The weekly numeracy focus varies from week to week, often the focus is linked to a subject area e.g. music, art or design technology sometimes the focus is a certain aspect of maths e.g. percentages, averages or 2D shapes. Delivering numeracy across the school in this way ensures consistency amongst the staff and pupils.

CAREERS EDUCATION, INFORMATION, ADVICE and GUIDANCE (CEIAG)

Mrs G Hall Careers Co-ordinator

	Activity	Learning Outcome	
Autumn Term 1			
Autumn Term 2	PHSCE Programme- all pupils	Pupils will focus on their own learning preferences and the difference between skills and qualities.	Gatsby 1 Gatsby 3
	Careers Fair 30 th November	All pupils will have the opportunity to speak to different employers, colleges, universities and training providers.	Gatsby 2,5 & 7
	Into University-day at University of Liverpool	Pupils will work with undergraduate "buddies" to raise aspirations and assist with career planning.	Gatsby 7
Spring Term 1	IntoUniversity- Learning Techniques and Careers Carousel	Applying different approaches to learning and linking to future career choices	Gatsby 1 Gatsby 3
	BAE Roadshow	STEM careers workshop	Gatsby 5



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Spring Term 2	National Careers Week Activities	Careers Focus through the curriculum, LMI & linking job roles with subject knowledge and skill	Gatsby 2 & 4
Summer Term 1	Santander-Workwise	Delivered by Santander staff-focus on developing employability skills.	Gatsby 5
Summer Term 2	Barclays Life Skills-Careers coaches	Pupils focus on target setting and developing resilience.	Gatsby 3

ASSESSMENT SCHEDULE

Autumn 1	16th October 2018
Autumn 2	19th December 2018
Spring 1	13th February 2019
Spring 2	3rd April 2019
Summer 1	22nd May 2019
Summer 2	18th July 2019

TARGET SETTING

The target grade is set for the end of this current academic year. The targets are set based on how pupil's did in Maths and English in their Year 6 SATs and are broken down each year to provide a flight path to their final GCSE grade. We use the English and Maths SATs data to set targets as this is how their GCSE targets will be set when they begin Year 10 and if we begin to track their progress in this way from Year 7, it will support decisions that they make with regards to their options when they reach Year 9

Key for Progress	
Above	Pupil is on track to potentially exceed end of Year 11 target.
On	Pupil is on track to reach end of Year 11 target.
Below	Pupil is more than two grades away from end of Year 11 target.

Key: Effort, Attitude and Homework



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1	Outstanding
2	Good
3	Satisfactory
4	Cause for concern



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‘We are what we want to be by the efforts we are willing to make’

St Julie Billiart

