



**HOLYWELL SCHOOL**

**CURRICULUM OVERVIEW**

**FOR**

**YEAR 8**

**2019 - 2020**

# Welcome to Holywell School

This booklet gives you an outline of the current Year 8 curriculum.

Students also benefit from the support of an excellent staff team. Subject Leaders for each area of the curriculum are listed by each subject entry.

## Key leadership contacts are:

Mr M G Simpson	<b>Headteacher</b>
Miss A Stewart	<b>Deputy Headteacher</b> (KS2 / Safeguarding)
Mr S van der Merwe	<b>Deputy Headteacher</b> (KS3 / Attendance)
Mrs H Donnellan	<b>Assistant Headteacher</b> (Values / Transition)
Mrs C Dinner	<b>Business Manager</b>
Miss A Norman	<b>Head of KS3</b>
Miss C Dell	<b>Head of KS3</b>
Mrs L Fuller	<b>Office Manager / Admissions Officer</b>

**Please contact us via the school office if you need any further information.**

**Tel: 01234 750381**  
**email: [school@holywellschool.co.uk](mailto:school@holywellschool.co.uk)**

Dear Parents,

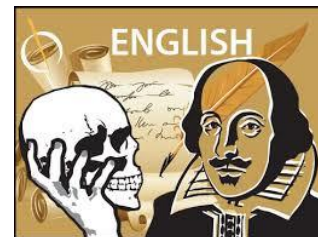
In their fourth and final year at Holywell, Year 8 pupils focus on preparation for Upper School.

This booklet aims to build on the strong partnership between school and home that we have enjoyed in previous years, by providing you with a brief but clear overview of the curriculum that your child will be experiencing.

## **ENGLISH** (Subject Leader: Mr P Brown)

### **Vision / Intent:**

The vision of the English department is to build a love of language and literature in our pupils through inspirational teaching based around memorable and challenging texts. To develop pupils' vocabulary and writing expertise, allowing them to express themselves clearly and creatively regardless of their starting points.



The teaching of English permeates all subjects and we give pupils the opportunity to exceed in all areas of their academic studies. We give pupils opportunities to write creatively and in a wide range of different genres and to enjoy classic poetry and theatre.



### **Approach / Philosophy / Implementation:**

In Year Eight pupils will continue to develop an appreciation and love of reading and read increasingly challenging texts. They will read a wide range of fiction and non-fiction texts.

They will continue to improve their writing so they can write accurately, fluently and effectively. Their writing will become more extended and they will be taught to write well-structured formal essays, narratives, arguments and letters. The explicit teaching of grammar, spelling and punctuation will continue and will help them to structure effective writing.



In Year 8 there is a focus on both high-quality contemporary fiction, but also a much greater emphasis on texts from our literary heritage. Pupils will be introduced to major critical study of both Charles Dickens and read a full William Shakespeare play for the first time.



## **Department Members:**

Mr P Brown	English Subject Leader
Mrs E Warner	English Teacher (Maternity leave)
Miss A Norman	English Teacher (and head of KS3)
Mrs B Smullen	English Teacher
Mr M Matthews	English Teacher
Mrs S Craffy	English Teacher
Mrs C Page	English Teacher

## **Topic Overviews 2019-20:**

The main units of Study for Year 8 pupils are:

- Gothic Horror – Close analysis of Victorian extracts – Frankenstein, Dracula, Jane Eyre. In depth study of gothic conventions and features
- Charles Dickens - 'A Christmas Carol'
- Stone Cold – Swindells - Contemporary novel - links with empathy and PSHE
- Poetry Slam- Unit based around classic and contemporary poetry with an emphasis on performance poetry. All pupils produce their own poetry anthology and perform in a 'poetry slam'
- Shakespeare - The Tempest

## **MATHS (Subject Leader: Mr G Jones)**

### **Vision / Intent:**

The Mathematics department strives to give students the confidence to acquire and use mathematical skills that will stand them in good stead throughout their lifetime. The department seeks to achieve excellence in the teaching and learning of Mathematics, in order for the students to make significant progress, irrespective of their prior attainment in this interesting and varied subject.

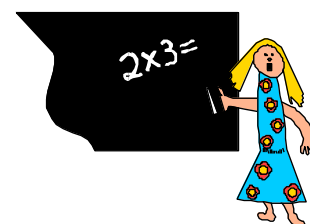


As a core subject, studied by all students throughout their time at school, we believe Maths is one of the most important and interesting in the curriculum. Wherever you look in the world there is Maths and we aim to equip students with the knowledge and, more importantly, the skills to fully participate in our information driven society.

### **Approach / Philosophy / Implementation:**

The curriculum in Maths aims to ensure that students:

- Develop a culture of deep understanding, confidence and competence in Maths producing strong, secure learning and progress.
- Develop fluency in the fundamental skills of Maths through practice in different contexts and in problem solving.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Solve problems by applying mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.



## **Department Members**

Mr G Jones	Maths Subject Leader		
Maths Teachers:	Mrs R Sheppard	Miss D Saunders	Ms T Mollis
	Mr M Brook	Miss H Lau	Miss M Fossey
	Miss A Stewart	Mrs S Craffy	Mr S Van Der Merwe
	Mrs M Bassett	Mr J Ulph	

## **Topic Overview 2019-20:**

Year 8
<ul style="list-style-type: none"><li>• Ratio and scale</li><li>• Multiplicative change</li><li>• Multiplying and dividing fractions</li><li>• Working in the Cartesian plane</li><li>• Collecting and representing data</li><li>• Tables</li><li>• Brackets, equations and inequalities</li><li>• Sequences</li><li>• Indices</li><li>• Fractions and percentages</li><li>• Standard index form</li><li>• Number sense</li><li>• Angles in parallel lines and polygons</li><li>• Area of trapezia and circles</li><li>• Line symmetry and reflection</li><li>• The data handling cycle</li><li>• Measures of location</li></ul>

## **SCIENCE** (Subject Leader: Mr C Smith)



### **Vision / Intent:**

The vision of the Science department is to make learning about the world in which we live fun, active and thought-provoking. The aim is to deliver this through practically-driven lessons that challenge, enthuse and engage all pupils.

We enjoy teaching a subject that presents pupils with many opportunities for collaboration and independent work in each of the varied units taught. We enjoy setting practical challenges, using the latest interactive technology and engaging discovery tasks to build curiosity and a love of learning. We consider ourselves a supportive, fun and enthusiastic team that will inspire pupils to think more deeply about the world around us.





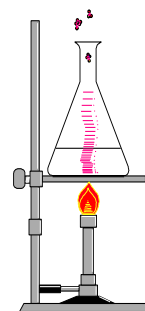
### **Approach / Philosophy / Implementation:**

Science is an important subject that improves the quality of lives and increases the readiness to face challenges of the future. It is a subject that many future careers are built on and we understand Middle School years are a time to inspire and enthuse pupils to question their career choices and dreams for adulthood. We also know that encouraging pupils to develop enquiring minds that question and challenge is vital for future success at Upper School and the challenges of GCSE. In support of this, we provide a stimulating, practical curriculum at both key stage 2 and 3 that balances practical experience and theory. The three disciplines: biology, chemistry and physics are all incorporated into units of work at both key stages. We are fortunate in having an experienced team of specialist science teachers with a whole host of strategies to enthuse, encourage and nurture all pupils from those that need stretching to those that need support. To aid pupils' learning we have a wide range of scientific practical resources, a bank of IPADS and well stocked laboratories used daily by our dedicated team. We plan educational visits to places such as the Big Bang Fair and Nissan R&D facilities and are always on the lookout for new opportunities and places to visit that will enhance and support our curriculum.



### **Department Members**

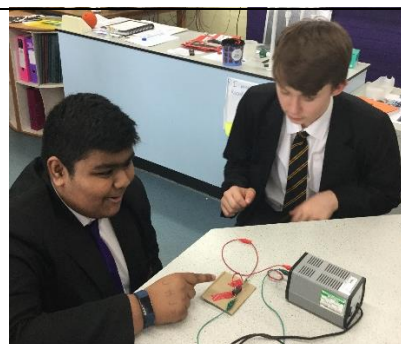
Mr C Smith	Science Subject Leader
Mrs H Donnellan	Deputy Headteacher/ Science Teacher
Mrs J Austin	Science Teacher
Mrs R Sheppard	Science Teacher/ Maths Teacher
Miss A Blissett	Science Teacher
Mrs S Walker	Science Teacher/Support



### **Topic Overviews 2019-20:**

#### **Year 8**

- Health & lifestyle
- Ecosystems
- Adaptation & inheritance
- Periodic table
- Separation techniques
- Reactions
- The Earth
- Electricity & magnetism
- Energy
- Motion & pressure



## **INFORMATION COMMUNICATION TECHNOLOGY**

**(Subject Leader: Mr T Crapnell)**

### **Vision / Intent:**

The ICT department wants ICT to be fun for the pupils and we hope that pupils will say it is their favourite lesson. Many do! Children often use computers but we want to develop their knowledge and understanding of some different areas of ICT. The teaching of different types of coding is a key area and pupils will meet coding in a number of different ways. We also focus on spreadsheets and control technology both of which have repeated modules. Other modules include HTML and Website construction, Rule Based systems to design computer games, Hardware and Graphics.



### **Approach / Philosophy / Implementation:**

Pupils receive a one-hour lesson a week. These lessons are practical with students almost always working on their own computer.

We teach in modules of work which we believe gives the pupils the opportunity to practise and develop their skills in more detail. Short modules of work last about half a term and long modules last a term. Each module of work ends with an end-of-module test which gives tests the student's knowledge and understanding in a non-threatening way. The students mark in these tests is correlated against their Scores in English and Maths to help spot those who are not achieving to their full potential.

Wherever possible we use free software so that pupils can further develop their interest and knowledge in their own time.

### **Department Members**

Mr T Crapnell	ICT Subject Leader
Miss M Bassett	ICT Teacher
Miss M Fossey	ICT Teacher

### **Topic Overviews 2019-20:**

Year 8
<ul style="list-style-type: none"><li>• Coding – Scratch</li><li>• HTML – Notepad</li><li>• Website construction – Kompozer</li><li>• Game</li><li>• Construction Mission Maker</li></ul>

## **HISTORY** (Subject Leader: Mrs J French)

### **Vision / Intent:**

History is an exciting and dynamic subject that aims to bring the subject alive and foster in children a love for learning about the past. Plans are already in place to introduce annual external visits to reinforce class-based learning in a fun and interactive way. Future plans are to establish a History club where pupils can be involved in drama re-enactments of the past as well as giving pupils the opportunity to investigate aspects of History in which they take a personal interest.



### **Approach / Philosophy / Implementation:**

Pupils receive a one-hour lesson a week in each year and follow National Curriculum guidelines for history. Whilst the programmes of study are content—based and



predominantly chronological, opportunities have been made for pupils to engage in independent learning and to partake in “fun” activities to bring the subject to life. These include re-enactment of battles, role-plays, hot-seating, competitions, card-sort activities and more. Pupil involvement in lessons is very important and lessons have paired, group and whole-class discussions and debates built in to try to engage pupils and encourage them to take an active role in their own learning.

### **Department Members**

Mrs J French	History Subject Leader
Mr S Van der Merwe	Deputy Headteacher/History Teacher
Mr S Matthews	History Teacher
Miss M Fossey	History Teacher
Miss D Saunders	History Teacher
Mrs C Page	History Teacher

### **Topic Overviews 2019-20:**

<b>Year 8</b>
<ul style="list-style-type: none"> <li>• Autumn Term – Britain and Empire c.1700-1900</li> <li>• Spring Term – Britain and Empire c. 1700 - 1900</li> <li>• Summer Term – The Slave Trade, Political Reform and Votes for Women</li> </ul>

### **GEOGRAPHY (Subject Leader: Miss L Jones (Maternity Leave))**

#### **Vision / Intent:**

Geography is an exciting and engaging subject which aims to help students gain a better understanding of the world around them. Students will explore a wide range of topics and will look at both human and physical geography. We aim to inspire students to be more inquisitive about the world around them and to encourage them to make a positive change for the future.



#### **Approach / Philosophy / Implementation:**

All pupils will receive a one hour lesson each week and follow the National Curriculum guidelines for Geography. The Geography course reflects the new GCSE syllabus and will teach students the knowledge along with the skills that they will need to reach their full potential at GCSE. In lessons a range of teaching strategies are used to help students develop their knowledge and understanding, these include paired work, enquiry-based learning, hot-seating, dilemma-based learning along with individual, paired, group and whole class activities.

### **Department Members**

Miss L Jones (Maternity Leave)	Geography Subject Leader
Mr S Wade	Geography Teacher
Mr L Hillard	Geography Teacher
Mrs H Hyman	Geography Teacher

### **Topic Overviews 2019-20:**

<b>Year 8</b>
<ul style="list-style-type: none"> <li>• Autumn Term – Natural Hazards</li> <li>• Spring Term – Coasts</li> <li>• Summer Term – Climate Change</li> </ul>

## **FRENCH (Subject Leader: Mr S Johnson)**

### **Vision / Intent:**

The French department endeavours to make learning languages both fun and meaningful, providing students with many opportunities for collaboration and independent work in each lesson. We love to use songs and games, as well as challenges, within the classroom. We consider ourselves to be a dynamic and enthusiastic department which will inspire children to pursue the study of Modern Foreign Languages, and to explore the Franco sphere.



### **Approach / Philosophy / Implementation:**

We believe that becoming confident with a language is a springboard to creativity both in and out the classroom. We consistently emphasize that it is okay to make mistakes, so that students may learn as they decide how to move on from these errors. This open environment allows students to grow in confidence and not to feel intimidated in speaking out in front of the class. We strongly encourage the 'performance' element of using the language by establishing some strong cross-curricular links. Students are encouraged to learn grammar and vocabulary through the medium of popular music, and to practice role-plays in French through the medium of Drama.

Providing opportunities to promote intercultural understanding is also a vital element of language learning. We are therefore committed to ensuring that our curriculum and our teaching spaces contains elements of cultural reference to not only France, but the wider Francophone world. In addition to our course text books, we have a wide range of resources such as original French-language films, video clips and target-language websites. We also plan educational visits to places such as The Europa Centre, the British Film Institute and, of course, France.

### **Department Members**

Mr S Johnson	French Subject Leader
Mrs H Shirvington	French / General Subjects Teacher
Mr M Simpson	Headteacher / French Teacher

### **Topic Overview 2019-20:**

Year 8
<ul style="list-style-type: none"><li>• Talk about sports that you like and do</li><li>• Talk about winter and summer sports</li><li>• Talk about leisure activities and active holidays</li><li>• Name parts of the body and talk about sports injuries</li><li>• Talking about where you live</li><li>• Daily routine</li><li>• Perfect tense with ÊTRE</li><li>• Revision of reflexive verbs, comparisons and near future tense</li><li>• Types of TV shows and films</li></ul>

- Direct object pronouns
- Musical genres and reading preferences
- Advertising films
- Geography of Francophone countries
- Revision of near future tense
- Comparing France and the UK
- Geography of France
- Famous French people / characters
- Jobs and technology

## **DESIGN TECHNOLOGY (Subject Leader: Mr P Salamon)**

### **Vision / Intent:**



To provide a fun, stimulating, inspiring and enthusiastic environment for pupils to thrive in. To ensure your child reaches their full Technology potential: to stimulate originality and enterprise, develop practical capability in designing and making and encourage the adaptability needed to cope with a rapidly changing society. We aim to equip pupils with the creativity, practical skills, enthusiasm and determination to realise their ideas. We want to prepare them to be the designers of our future.

### **Approach / Philosophy / Implementation:**

The pupils undertake 'real' design problems and skill projects using a range of materials including card, electronics, fabric, food metal, plastic and wood. The individual problems set are generally relevant to your child's experience, e.g. items for the home.

Pupils are taught to develop their design and technological capability through combining their 'designing' and 'making skills' with 'knowledge and understanding' in order to complete a product.

Through engaging, stimulating lessons pupils will:

- Develop their creativity
- Develop their practical skills and application of them.
- Develop greater problem solving skills.
- Develop resilience and a positive mindset to enable pupils to overcome obstacles to ensure they complete all work.
- Take a real pride in their work and produce work to the best of their ability.

### **Department Members**

Mr P Salamon	DT Subject Leader
Miss A Selby	DT Teacher
Miss H Lau	DT Teacher
Mrs N Manning	Art/DT/Display technician

### **Year 8**

#### **Cushion or Tablet Cover**

Main focus: To explore design ideas. Effectively design, cut and appliqué designs onto other fabric. Develop greater accuracy of machine sewing.

Assessment focus: Design ideas and how they are developed, quality of the end

product ( design, appliqué and sewing skills)

### **Pewter Pendant**

Main focus: To understand the properties of metals and how to cast metal.

Assessment focus: Design and cast a successful and effective pendant.

### **Super Hero Inspired Mono Speaker**

Main focus: To understand more complex electrical components and PCB design.

Design a product with a key target audience.

Assessment focus: Ability to fully develop a design. End product works well and looks great.

### **Food Preparation and Skills**

Main focus: To learn hygiene safety including the use of raw and cooked meats.

Develop the use of a béchamel sauce. Learn how to sensory analyse foods. Design and make, gourmet burgers, pizza, mac and cheese, plus a seasonal food.

Assessment focus: Safe cooking of foods, effective production of a sauce. Design and quality of the end products.

## **ART & DESIGN (Subject Leader: Miss S Warren)**



### **Vision / Intent:**

To provide our pupils with an inspiring, exciting and rewarding art education, building an understanding and appreciation for art, craft and design (and their associated skills) as well as enriching pupil's lives with a sense of wonder and creativity.

*'The purpose of art is washing the dust of daily life off our souls.'*

**Pablo Picasso**

### **Approach / Philosophy / Implementation:**

The department will offer an environment and working ethos where pupils will be able to:

- Develop creativity and imagination through visual, tactile and sensory experiences
- Explore, experiment and develop a positive growth mindset
- Produce expressive and creative responses that communicate their ideas, feelings and meaning
- Develop knowledge of a variety of approaches, techniques and materials will ultimately enhance their own practice
- Explore ideas and meanings in the work of artists, craftspeople, architects and designers
- Learn about the diverse roles and functions of art, craft and design and in the contemporary world and in different times and cultures
- Work in a calm, caring, stimulating and inspiring environment where individual needs of pupils are addressed
- Develop pride in their work and exhibit work regularly around the school

We hope our pupils leave Holywell with the sense that Art-making and appreciation is a source both of meaning and pleasure.

*'Creativity is allowing yourself to make mistakes. Art is knowing which ones to keep.'*

**Scott Adams**

## **Department Members**

Miss S Warren	Art Subject Leader
Mrs M Milton	Art and English Teacher
Mrs C Page	Art and English Teacher
Mrs N Manning	Art/DT/Display technician

## **Topic Overview 2019-20:**

### **Year 8**

Fashion Illustration – Watercolour and pen wash techniques, imaginative drawing  
Main focus: explore watercolour and pen techniques. To create figurative drawings to develop understanding of the human form. To create an imaginative fashion illustration inspired by research

Antoni Gaudi sculptures – Texture and shape focus

Main focus: To explore and be inspired by the architecture of Gaudi. To explore creating textures in clay. To create a sculpture inspired by Gaudi from clay.

Black and white project– Focus on contrast. Influenced by Escher/Riley/Notans/Islamic art. Optical illusions, pattern and printing.

Main focus: To explore the work of a range of techniques, artists and illustrators who use black and white and illusion in their work. To create a final lino print.



*'Creativity takes Courage'*

**Henri Matisse**

## **RELIGIOUS EDUCATION** (Subject Leader: Mrs J French)

### **Vision / Intent:**

RE is a vital part of the Holywell Middle school curriculum with cross-curricular links to not only the other Humanities subjects but also to English, Art, Music and Drama. As a values school, we place great emphasis on the development of mutual respect and have created a school that is both welcoming and caring towards everyone who joins us.

These values are embodied within the RE curriculum as we seek to explore further pupils' understanding of and respect for other cultures and religions, while still retaining Christianity as the underlying belief system of the school community. Pupils are encouraged not only to learn about aspects of religion, belief and worship, but also to



identify, cross-examine and refine their own beliefs in the light of their learning. All this takes place within a safe and caring environment in which pupils can explore their thoughts and feelings with growing confidence, encouraged by both their peers and teachers.

### **Approach/Philosophy:**

RE is taught for one hour a week. A variety of teaching methods are used that are tailored to different learning styles. These include comprehension, roleplay, hot-seating, sorting activities, metacognition and experiential learning. The aim is to spend at least one active lesson where students take ownership of their learning using some of the techniques outlined above. The following lesson will often involve a written task that assesses this learning. The combination of active learning and extended writing is proving to be very effective. Pupils engage well with lessons and are keen to show off their learning

### **Department Members**

Mrs J French	RE Subject Leader
Mrs H Shirvington	RE Teacher
Mr L Hillard	RE Teacher
Mrs P Gough	RE Teacher

### **Topic Overview 2019-20:**

Year 8
<ul style="list-style-type: none"><li>• Autumn Term – The Nature of God</li><li>• Spring Term – Hinduism</li><li>• Summer Term – Poverty and Injustice</li></ul>

### **MUSIC (Subject Leader: Mrs M Purves)**



#### **Vision / Intent:**

“...every child has the natural ability and desire to assimilate musical ideas and comprehend their combinations into musical forms.”

*Leonard Bernstein*

Our aim is to deliver a range of high-quality musical experiences for all as part of a wider curriculum that helps children to achieve their potential.

#### **Approach / Philosophy / Implementation:**

All children at Holywell have the opportunity to sing, perform, compose, and listen and respond to music within their weekly Music lesson. In addition, the Music curriculum at Holywell strives to embody the following approaches:

- Sound before symbol: notation is a key skill for musicians but knowledge of standard musical notation – and the available alternatives – should be developed alongside practical music-making opportunities.
- Child-led music making: we start with each pupil’s musical background, interests and aspirations. We work to ensure that our music lessons offer genuine opportunities for all pupils to develop their individual creative voices.



- Experiences which enhance cultural capital: close familiarity with a diverse styles of music helps pupils understand the cultural context of the society in which we live. It also enhances empathy and understanding with people from all over the world.
- Equal opportunities for all to engage with music making: We strive to ensure that all pupils have equal opportunities to experience, enjoy and engage with music in all its forms.
- Stylistic diversity: we believe in the inherent value of all styles of music, from all historical periods, and from all the world's cultures. We aspire to introduce pupils to as many of these as we can whilst they are with us at Holywell.

### **Department Members**

Mrs M Purves

Mrs P Gough

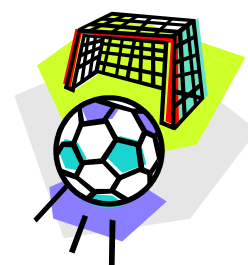
### **Topic Overview 2019-20:**

<p><b>Year 8</b></p> <p><b>Autumn Term - The music of George Gershwin and 'The Great American Songbook'</b>  <b>Main focus:</b> Learning about the classical and musical theatre work of George Gershwin. Understanding the context in which he was writing. Performance and improvisation work based on <i>I got Rhythm</i>, using keyboard, guitar, voice, ukulele or individual instruments. Composition tasks responding to <i>An American in Paris</i>. Critically responding to a range of associated repertoire through listening activities.  <b>Assessment focus:</b> Group/Solo performance of <i>I got Rhythm</i>. <i>American in Paris</i> composition. Summative listening task.</p> <p><b>Spring Term – Improvisation</b>  <b>Main focus:</b> Improvising in different styles and structures using a range of different starting points, e.g. 12 Bar Blues, Traditional Indian Music, Modes, Unmeasured Preludes. Understanding the context of each style. Improvised performances, using and responding to given rhythmic and melodic motifs.  <b>Assessment focus:</b> Improvised performances on given rhythmic and melodic motifs and the development of these. Composition using own motifs. Summative listening task.</p> <p><b>Summer Term - 4 Chord Cover Challenge</b>  <b>Main focus:</b> Covering a song (self-chosen) which uses 4 chords traditionally found in many pop/rock songs. Working out how to play the song using skeleton resources e.g. lead sheet/chord chart/mp3. Critical evaluation of progress and final outcome.  <b>Assessment focus:</b> Progression during rehearsal process, final performances, critical evaluation of final outcome.</p>
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### **P.E. (Subject Leader: Mr M Eames)**

#### **Vision / Intent:**

The Holywell PE Department aims to help students become the best possible version of themselves. By participating in Physical Education before, during and after school, students can gain a huge range of health, social, emotional and intellectual benefits therefore any form of physical activity is an essential dimension in students' broad scope of development during their schooling years. We encourage students to work hard, play fair and respect each other. It is important that students are given numerous and varied



opportunities to engage in a range of enjoyable physical activities, so that they will be more likely to continue being physically active and leading a healthy lifestyle, throughout the rest of their lives.

### **Approach / Philosophy / Implementation:**

- To provide students with the best possible physical education experiences regardless of age, race, gender or ability in order to encourage and maintain a healthy lifestyle.
- To acquire and develop skills and increase competence and confidence in a range of physical activities.
- To learn how to select and apply skills, strategies and ideas to suit activities that need different approaches and ways of thinking.
- To provide a supportive environment for enjoyable participation in a wide variety of physical activities.
- To provide the safest possible environment for all participants, both students and staff.
- To provide for the allocation of appropriate resources and facilities.
- To allow all students to access the curriculum, regardless of ability.
- To provide more able students with the opportunities to further develop their potential.
- To encourage participation in community-based clubs.
- To encourage participation of the whole school community in supporting physical activity experiences.



### **Department Members**

Mr M Eames	Subject Leader PE
Mrs S McEwen	PE Teacher
Mrs C Simpson	PE Teacher
Miss C Dell	PE Teacher
Mr S Wade	PE Teacher
Mr M Brook	PE Teacher
Mr J Ulph	PE Teacher
Mr S Van Der Merwe	PE Teacher
Mr L Griffin	PE Technician

### **Topic Overview 2019-20:**

<b>Year 8</b>
<b>Autumn Term</b> – Rugby, Netball, Gym, Hockey, Health and Fitness <b>Main Focus:</b> Teaching Games For Understanding (TGfU) <b>Assessment Focus:</b> Ongoing throughout each unit. Different focus for each sport, linking up with most appropriate Assessment strand.
<b>Spring Term</b> – Badminton, football, OAA, badminton <b>Main Focus:</b> Sports Education (Students developing their own pathway to learning) <b>Assessment Focus:</b> Ongoing throughout each unit. Different focus for each sport, linking up with most appropriate Assessment strand.
<b>Summer Term</b> – Athletics, cricket, rounders, tennis and Alternate sports (Ultimate frisbee and flag football) <b>Main Focus:</b> Sports Education (Students developing their own pathway to learning),

as well as a more in depth look at analysis of technique.

**Assessment Focus:** Formal assessment lesson at the end of each unit of work. Athletics will involve ongoing practical assessment during each lesson, depending on each discipline.

## **CITIZENSHIP AND PSHCE** (Subject Leader: Mrs P Gough)

### **Vision / Intent:**

We aim to develop students into well-rounded, caring and aspirational people who know and understand their rights and responsibilities in their local, national and global communities.



### **Approach / Philosophy / Implementation:**

PSHCE is taught for 60 minutes per week during two afternoon registration periods and is delivered by form teachers. The curriculum is divided into three main areas of study: Relationships, Living in the Wider World and Healthy Living. The Holywell values and restorative practices are embedded in the curriculum and teaching methods. Teachers create a safe and caring environment in which pupils can explore their thoughts and feelings with growing confidence, encouraged by both their peers and teachers.

### **Widening Opportunity day January 22<sup>nd</sup> 2020**

In addition to the weekly PSHCE sessions all pupils will participate in our Widening Opportunities day.

Year 5 theme is safety, including fire safety, bike safety and first aid.

Year 6 theme is mental well-being and stress management.

Year 7 theme is celebrating diversity and values through sports and the arts.

Year 8 theme is careers.

### **Department Members**

Mrs P Gough PSHCE Subject Leader

Teaching Staff: Form teachers and all teaching staff during collapsed curriculum days.

### **Topic Overview 2019-20:**

<b>Year 8</b>
Autumn First Half – Relationships, Personal Identity <ul style="list-style-type: none"><li>• body image</li><li>• changing and managing relationships</li><li>• empathy</li><li>• risk taking</li></ul>
Autumn Second Half – Relationships, Human Rights <ul style="list-style-type: none"><li>• rights and responsibilities</li><li>• anti-bullying</li><li>• prejudice – racism</li><li>• asylum seekers</li></ul>
Spring First Half – Living in the wider world, Employability <ul style="list-style-type: none"><li>• Careers</li><li>• Employability skills</li><li>• Developing and maintaining a positive future vision</li><li>• Goal setting – case study</li></ul>

### Spring Second Half – Living in the Wider World, Critical Consumers

- critical consumers of goods and services
- rights and responsibilities
- ethical employers
- fairtrade

### Summer – Physical Health and Mental Wellbeing, Healthy Lifestyles and Preparing for Transition

- healthy relationships
- body image and the media
- sex and the law
- contraception
- dangers of illegal drugs
- preparing for transition to upper school
- managing change
- coping with feelings

## **DRAMA** (Subject Leader: Mrs J Davies)

### **Vision / Intent:**

Drama aims to allow students to build confidence in a safe and fun environment. We very much focus our learning around a number of key skills that can be transferred to subjects across the curriculum – team work, communication, planning, compromise and cooperation. The lessons are structured to allow students to think creatively and produce performances that demonstrate their ability to build stories, create well rounded characters and think about the impact their work may have on their audiences. We also encourage self and peer reflection to help identify ways in which they can be successful and progress throughout the year.



### **Approach / Philosophy / Implementation:**

Students receive a one-hour lesson a week. Within this time, students are very much encouraged to work closely with their peers, managing their rehearsal time and using their imaginations to create a range of performance pieces. Students will cover a range of topics, but will predominantly focus on developing storylines and characters from a given starting point. In Year 8, we are able to cover a more diverse range of topics, working with a script and developing more unusual skills, such as stage combat. When assessing, teachers are looking for students to be successful in four main areas – group work, devising, live performance and evaluation. Each task is designed to focus on a number of these areas at any one time and opportunities are created for them to demonstrate these skills regularly.

### **Department Members**

Mrs J Davies	Drama Subject Leader
Mr Johnson	French Subject Leader/ Drama Teacher
Mrs B Smullen	English and Drama Teacher

### **Topic Overview**

Year 8
<ul style="list-style-type: none"><li>• Introduction to Drama</li><li>• DNA – Scripted Performance</li></ul>

- Stage Combat
- Murder Mystery
- Stimulus

## **SEND (Special Educational Needs Department) (SENDCo: Mrs J Davies)**

The staff of Holywell Church of England School and the department are committed to providing an appropriate and high quality education to all our children. We believe that all children, including those identified as having special educational needs or disabilities, have a common entitlement to a broad and balanced academic and social curriculum. This curriculum should be accessible and all students should be fully included in all aspects of school life.

### ***We believe that:***

- All children are entitled to relevant and worthwhile education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it;
- Pupils who have special educational needs or disabilities should be supported wherever necessary to achieve full access to the whole school curriculum. This will be facilitated through a range of access technologies including skilled staff, specialist equipment and resources;
- Pupils should have individual programmes created for them to ensure that appropriate support, resources and opportunities are available to them.

### ***Department Members:***

Mrs J Davies	SENDCo	Mrs L Day	Teaching Assistant
Mrs C Brightman	Assistant SENDCo	Mr D Armitage	Teaching Assistant
Miss M Fossey	Teaching Assistant	Mrs S Sillett	Teaching Assistant
Miss B Scarr	Teaching Assistant	Ms M Day	Teaching Assistant
Mrs K Playle	Teaching Assistant	Miss J Haye	Teaching Assistant
Mr J Meek	Teaching Assistant	Miss S Hammond	Teaching Assistant

Through successful implementation of this vision, the school aims to:

- eliminate discrimination;
- promote equal opportunities;
- foster good relationships between pupils with SEND and pupils without SEND.

The department will work within the following principles:

- the involvement of children, parents/carers and young people in decision-making;
- the identification of children's and young people's needs;
- collaboration between education, health and social care services to provide support;
- high quality provision to meet the needs of children and young people with SEND;
- greater choice and control for young people and parents/carers over their support.



