



DRIFFIELD
SCHOOL
& SIXTH FORM

Driffield School & Sixth Form



Year 8 Curriculum Guide

Welcome

Our ambitious curriculum is designed to ensure that all students are able to thrive, both academically and personally, at Driffield School & Sixth Form. The Year 8 curriculum is knowledge-rich and aims to equip all of our students with the knowledge, skills and experiences that they need to be successful people and have better lives. This is underpinned by a culture that places a high value on literacy and vocabulary, which are both crucial to academic achievement, future learning and employment.

Students will develop independent learning, thinking skills, creativity and learner resilience through a wide variety of subjects and topics. Our Year 8 curriculum builds on the knowledge students have learnt in Year 7 and enables learners to gain the competences required to prepare them for the future GCSE and vocational curriculum requirements.

Students will also learn about the personal and social issues which challenge them as young adults in today's society. They will study an hour of APEX (Achieving Personal Excellence) per week and these lessons focus on aspects of personal, social, health and economic education. These lessons develop students' personal development alongside teaching them the importance of British values. APEX is designed to develop our students into thoughtful, responsible and informed members of the community who are prepared for life beyond school.

Staff Contacts:

English: Mrs H Collins
Maths: Mrs A Amers
Science: Mrs R Backhouse
History: Mrs A Burnitt
Geography: Mrs C Vicary
Spanish: Ms L Pearce
French: Ms L Pearce
Design & Technology: Mrs R Knight
Art: Miss R Bramley
Computing: Mr D Hudson
Drama: Mr A Colley
Music: Mr B Couper
Religious Studies: Mrs K Goodwin
Physical Education: Mr A Duke
APEX: Mr T Fisher

English

English serves as the gateway to learning through the knowledge of both language and literature, and the ways in which they shape and reflect a diverse society. A critical understanding of these disciplines enables us to become better global citizens, as we are able to form our own judgements and communicate our ideas effectively.

Knowledge taught in Year 8:

| Autumn | Spring | Summer |
|--|---|--|
| <p>Novel study: Prince of Mist Students will understand how writers use mystery to entice readers and how effective endings are constructed.</p> <p>Vocabulary: Superstition, Orpheus, integrity, pathetic fallacy, manipulate, shroud, spectral, intent</p> | <p>Creative writing: Dystopian literature Students will create responses to pieces of dystopian stimulus and develop an appreciation for the genre.</p> <p>Vocabulary: Technology, society, anarchy, chaos, anguish, torment, pathos, pity, turmoil</p> | <p>Travel writing: exploring and adventuring throughout our history Students will follow reasons for exploring through the ages: re-settlement, claiming land, adventure</p> <p>Vocabulary: Colonial, conquer, discovery, values, commonalities, pioneer</p> |
| <p>Voices in writing: creating sympathy Students will understand how people win arguments through language choices and devices.</p> <p>Vocabulary: Acknowledge, derive, evaluate, bias, ideology, impact, crucial</p> | <p>Reading: Shakespeare's A Midsummer Night's Dream Students will develop their understanding of Shakespeare's story-telling methods.</p> <p>Vocabulary: Comedy, tragedy, parallel, phenomenon, vision, adjacent, entity, moral fantasy</p> | <p>Poetry: War poetry Students will examine how poetry explores some of our country's most pivotal and turbulent times.</p> <p>Vocabulary: Authority, camaraderie, eliminate, hierarchy, regime, voluntary, internal</p> |

Our Year 8 curriculum goals:

- To provide increased challenge through choices of literature and concepts we explore
- To build on the foundations of our students' understanding of our wider world and where we are today
- To explore how fear is presented within literature and how it resonates differently within different eras
- To make connections and seek to understand the fine line between comedy and tragedy
- To develop creative responses to meaningful stimulus

How parents can help to support their child's learning:

- Encourage your child to review their written work and re-draft for improved technical accuracy
- Encourage reading for pleasure at home to enhance the understanding of different text types and reading for meaning
- Encourage your child to share their homework tasks with you and therefore check their accuracy, presentation and depth before handing homework in

Maths

Knowledge taught in Year 8:

| Autumn | Spring | Summer |
|--------------------------|-------------------------|----------------------|
| Algebra | Ratio and Proportion | Probability |
| Constructions and Angles | Area, Perimeter, Volume | Triangles Properties |

Our Year 8 curriculum aims to ensure that students can do the following:

- Recognise and describe sequences
- Understand straight line graphs
- Use linear and quadratic graphs
- Use standard ruler and compass constructions
- Calculate missing angles with shapes and parallel lines
- Work with direct and inverse proportion
- Share amounts in a given ratio
- Calculate the area and circumference of a circle
- Calculate areas, perimeters and volumes for 2D and 3D shapes
- Understand and describe probabilities
- Use Venn diagrams
- Calculate missing sides and angles with right-angled triangles

How parents can help to support their child's learning:

- Ensure that your child is always equipped with a pen, pencil, ruler, protractor, pair of compasses and calculator (these are available to buy from the school supplies shop)
- Encourage the need for meeting homework deadlines
- Encourage the need for revision to consolidate the topics taught within maths lessons
- www.vle.mathswatch.com is a useful website that can support your child's learning at home

Science

Students will develop knowledge of the following scientific topics. These topics are taught on rotation throughout the year:

| Term | Biology | Physics | Chemistry |
|------|------------------------|---------------------|------------------------------------|
| 1 | Human body | Further Electricity | Periodic Table |
| | | Further Energy | Introduction to Chemical Reactions |
| 2 | Photosynthesis | Forces and Motion | Earth's Atmosphere |
| | Respiration | Magnetism | More Chemical reactions |
| 3 | Genetics and evolution | Seeing and Hearing | |

Assessments are completed throughout the year. Students will do summary assessments within each topic, as well as an end of year assessment.

Main skills developed in Year 8:

- How to work safely within a science laboratory
- Identifying and analysing evidence to make conclusions
- Recording and presenting results accurately and in a useful way
- Developing key scientific vocabulary

How parents can help to support their child's learning:

- Encourage your child to share their homework tasks with you each week
- Encourage your child to use other sources of information to help them (such as KS3 BBC Bitesize or their exercise books) when completing homework and not treat it like a test
- Encourage your child to revise for assessments and to use the strategies we are practising in lessons, such as making flash cards. It would be really helpful to use their flash cards to test them
- Encourage your child to record key words and their meanings in their planner and then quiz them on the key words and their meanings

History

Knowledge taught in Year 8:

| Autumn | Spring | Summer |
|--|--|---|
| Power and Control- The Stuarts A study of the Stuarts, including James I and the Gunpowder Plot, Charles I and the Civil War, and Charles II and the Restoration | Power and Control- Fighting for the Vote A study of different social groups who fought for the right to vote in the 19th and 20th centuries. This includes The Peterloo Massacre, Chartists and the Suffragettes | Everyday Life- Slavery Pupils study the origins of the Slave trade and its impact on people's lives in Britain, Africa and America |
| Everyday Life- Industrial Revolution An investigation of the changes in society due to the Industrial Revolution | Power and Control- the British Empire An enquiry into the formation and maintenance of the British Empire, including case studies of a number of countries within the Empire | American Civil Rights An exploration of life for African American people after slavery. Pupils investigate the changes and continuities in post-slavery America |

Main skills developed in Year 8:

- Chronology
- Organisation and communication skills
- Historical enquiry
- Structuring written work
- Interpretation and source work

How parents can help to support their child's learning:

- Encourage your child to watch the news and discuss it
- Encourage an interest in politics and democracy through discussion
- Encourage your child to read widely, including newspapers and websites
- Encourage your child to visit museums and historical sites

The following websites can help your son/daughter's learning at home:

www.bbc.co.uk/history

www.nationalarchives.gov.uk/education

www.historyonthenet.com

www.schoolhistory.co.uk

Geography

The Geography department at Driffield School and Sixth Form aims to stimulate an interest in a sense of wonder about places in our ever-changing world.

| Autumn | Spring | Summer |
|---|--|--|
| Unit 1 Population and Health In this topic students will consider how the world can cope with an ever increasing population. Pupils will investigate how countries have to cope with ageing or youthful populations. Students will learn about global diseases such as cholera and Ebola alongside poverty and affluence. | Unit 3 Settlement and Megacities Students will investigate the growth of settlement to decide if more housing should be built. They will study Tokyo as a mega city and the issues it faces. They will learn what it is like to live in the slum settlement of Dharavi. Students will make decisions on the best ways to make cities more sustainable. | Unit 5 USA This is a synoptic unit where students will draw on all the topics studied and relate them to major issues in the USA. As part of this, they will compare settlements and mega cities, investigate hurricanes and their impacts, explore diseases of affluence such as obesity and issues surrounding the production of GM crops. |
| Unit 2 Coasts Students will learn about the power of the waves in different coastal environments. They will investigate the impacts of rising sea levels and how this could create environmental refugees. | Unit 4 Ecosystems Students will investigate the location of different ecosystems and the reasons for their location. They will study rainforests as a global ecosystem and gain understanding of their characteristics, value, threats which they are facing and management taking place to protect them. | |

Main skills developed in Year 8:

- Geographical skills
- Investigation skills including analysing data, interpreting information, evaluating methods and forming conclusions
- Justifying opinions and decisions
- Decision making and problem solving skills
- Evaluating and justification
- Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- Use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- Use fieldwork data in contrasting locations to analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.

How parents can help to support their child's learning:

- Ensure that your child is always equipped with a pen, pencil, ruler and three colours of highlighters
- Encourage your child to complete their homework to the best of their ability
- Encourage your child to take an interest in world events, watching the news or reading a newspaper or news website

Literacy and numeracy skills:

- Analysing and manipulating data
- Comparing and contrasting information
- Communicating knowledge and understanding using geographical vocabulary and conventions in both speech and writing
- Developing spelling, punctuation and grammar skills
- Comparisons and links

The following websites can help your son/daughter's learning:

<http://www.ordnancesurvey.co.uk/mapzone/>

<https://www.nationalgeographic.com/>

https://www.bbc.co.uk/news/science_and_environment

<https://www.bbc.co.uk/bitesize/subjects/zrw76sg>

Spanish

The following table gives an outline of the knowledge taught in Year 8:

| Autumn | Spring | Summer |
|---|--|---|
| <ul style="list-style-type: none">• Sport and other free time activities with opinions• Telling the time• Near future tense• Describing celebrities• Daily routine• Nationalities• Places in a town• Making invitations & giving excuses• Discussing problems and giving advice | <ul style="list-style-type: none">• Holiday destinations• Types of transport• Weather• Holiday activities – past tense• Opinions about past events• Using two tenses together• Talking about mealtimes• Shopping for Food• Higher Numbers• Eating in a restaurant• Formal/ informal language• Talking about a past meal• Using three tenses together | <ul style="list-style-type: none">• Choosing clothes• Describing uniform• Comparisons• Discussing trips & visits• Focus on Argentina• Focus on Barcelona• Types of shops and items bought there• Asking for and giving directions• Describing holidays• Using three tenses together• Writing creatively |

Main skills developed in Year 8:

- Further use of a bilingual dictionary
- Using the context to work out unknown words
- Developing extended opinions and giving reasons why
- Using sequencing and connectives to structure language more naturally
- Working from model texts. Adapting examples
- Reading more challenging authentic texts in Spanish
- Developing listening skills, extracting key information from longer conversations
- Improved literacy through regular reading and writing
- Creative writing
- Verb manipulation and learning verb endings in three tenses

- Improving translation skills to incorporate three tenses and a wider range of vocabulary
- Developing skills to speak more spontaneously in Spanish
- Using authentic expressions to sound more natural
- Producing and understanding role-plays
- Learning key structures to talk about a photo
- Understand and use more target language in the classroom
- Improved self –correction of mistakes, with guidance

How parents can help to support their child's learning:

- Encourage vocabulary learning at home
- Encourage the use of websites (see below) to embed topic specific vocabulary
- Check pupil planners regularly to ensure you can see details of their Spanish homework

Students will be set weekly homework which could include vocabulary learning (meanings or spellings or both depending upon ability), research, worksheets, or use of websites to consolidate their learning. Vocabulary learning and revision is crucial for their progression in languages; using a 'little and often' approach ensures pupils know key vocabulary by heart thus increasing confidence and fluency. All students should listen to the target language used by their teachers and try to use some target language themselves in class (e.g. asking questions). We also encourage students to correct their own mistakes, with guidance, in order to strengthen their grammatical knowledge.

The following websites are recommended to help your child's learning:

- www.wordreference.com (an online dictionary)
- www.linguascope.com
- www.languagesonline.org.uk
- www.memrise.co.uk
- www.oye.languageskills.co.uk
- www.bbc.co.uk/education/levels/z4kw2hv

French

The following table gives an outline of the knowledge taught in Year 8:

| Autumn | Spring | Summer |
|---|--|---|
| <ul style="list-style-type: none">• Talking about school holidays and activities• Places visited with opinions• Past tense focus• Countries and types of transport• Talking about world festivals• Food and market shopping• Festival food• Future plans - Christmas | <ul style="list-style-type: none">• Free time activities• Opinions on TV programmes• Films and actors• Technology• 24 hour clock• Question focus in two tenses.• Where you live• Weather• Everyday life – routine• Helping around the house | <ul style="list-style-type: none">• Sports and sportspeople• Opinions and comparisons• Asking for and giving directions.• Formal language• Listening skills and cognates• Injuries and illnesses• Going to the doctors• Using three tenses |

Main skills developed in Year 8:

- Further use of a bilingual dictionary
- Using the context to work out unknown words
- Developing extended opinions and giving reasons why
- Using sequencing and connectives to structure language more naturally
- Working from model texts. Adapting examples
- Reading more challenging authentic texts in French
- Developing listening skills, extracting key information from longer conversations
- Improved literacy through regular reading and writing
- Creative writing
- Verb manipulation and learning verb endings in three tenses
- Improving translation skills to incorporate three tenses and a wider range of vocabulary
- Developing skills to speak more spontaneously in French
- Using authentic expressions to sound more natural
- Producing and understanding role-plays
- Learning key structures to talk about a photo
- Understand and use more target language in the classroom
- Improved self –correction of mistakes, with guidance

How parents can help to support their child's learning:

- Encourage vocabulary learning at home
- Encourage the use of websites (see below) to embed topic specific vocabulary
- Check pupil planners regularly to ensure you can see details of their French homework

Students will be set weekly homework which could include vocabulary learning (meanings or spellings or both depending upon ability), research, worksheets, or use of websites to consolidate their learning. Vocabulary learning and revision is crucial for their progression in languages; using a 'little and often' approach ensures pupils know key vocab by heart thus increasing confidence and fluency. All students should listen to the target language used by their teachers and try to use some target language themselves in class (e.g. asking questions). We also encourage students to correct their own mistakes, with guidance, in

order to strengthen their grammatical knowledge.

The following websites are recommended to help your child's learning:

- www.wordreference.com (an online dictionary)
- www.pearsonactivelearn.com
- www.linguascope.com
- www.languagesonline.org.uk
- www.memrise.co.uk
- www.zut.languageskills.co.uk
- www.bbc.co.uk/education/levels/z4kw2hv

Design and Technology

In Year 8 we begin to address the wider issues faced by designers and engineers in the modern world. We focus on the issue of sustainability and the responsibilities of the design industry within this.

As part of the course, students will learn about how products are supplied with electricity and how we can begin to move towards more sustainably powered solutions. As part of this, students will design and build their own solar powered car, ready for a race at the end of the project.

Year 8 will be asked to consider how sustainability targets are improving the lives of people across the world. We will explore the ways that designers and engineers might help ensure everyone has access to clean water and safely cooked food; this could involve building and testing a water filter or a solar oven.

Students have 1 lesson per week for half the year.

Main skills developed in Year 8:

- Understanding of sustainability, the global development goals and the role the design industry plays in meeting these
- Use of basic electronics and knowledge of systems to produce a working solar powered car
- Understanding of how nature can inspire design when creating the body for a car
- Safe use of tools and equipment in all design environments
- Testing and developing of a solution to a sustainability related problem

How parents can help to support their child's learning:

- Encourage your child to go the extra mile with the presentation and creativity of homework
- Ask your child what they have done in D&T and if they have learnt something that will influence their final design

Food Nutrition

In Year 8, students build on the knowledge and understanding from year 7, including a revisit of some of the most vital practical skills.

We introduce students to food science with their first investigation, studying the causes and effects of enzymic browning. The insight into food science continues with the study and use of raising agents. Investigating the function of different ingredients is an important part in developing students' understanding of how successful recipes are created, both domestically and in industry.

Students develop a deeper understanding of food preservation and storage and further practise ways of ensuring food is prepared safely.

Practical tasks include: fruit salad, pasta salad, chilli con carne, cheese scones, savoury pinwheels and marble tray bake.

Students have 1 lesson per week for half the year.

Main skills developed in Year 8:

- Safe working practices in the kitchen
- Experience of how food investigations are carried out
- Understanding of the role different ingredients play in the creation of our food
- Understanding the meaning and effects of food miles
- Understanding of food safety in storage, preservation and preparation

How parents can help to support their child's learning:

- Ensure your child has a clean apron and ingredients for all practical lessons. Ingredients slips will be given to students at least one lesson before they are required.
- Encourage your child to try new ingredients and food when the opportunity presents itself.
- Encourage your child to weigh out their own ingredients.
- Provide a suitable container to take food home in.

Art and Design

Knowledge taught in Year 8:

| | |
|---------------------------------|---|
| Portraiture | The year begins with learning about the portraiture leading to a painted collage self-portrait in the style of artist Craig Redman, covering skills of drawing, painting, collage, as well as a research and written tasks on the artist. |
| 3D – Clay – African masks | Project 2 compares the human face and features in comparison to the stylised facial shapes and features of African masks. Students create their own mask design using clay, inspired by African masks. |
| Digital art Everyday Objects | Inspired by the digital art of Michael Craig Martin, students learn skills in Photoshop, whilst covering concepts of composition and use of space and colour. Their digital art pieces will be based on objects we use in everyday life. |
| Skulls and Bones | A more Fine Art based project, where students draw freely and express meaning and mood through the use of line, using a range of drawing and painting materials. We use skulls, bones and flowers as contrasting objects to create meaningful works of art. |
| Oceans | Finally in year 8, students produce a piece of artwork to raise awareness of pollution damaging the planet, in particular plastic pollution in the ocean. We look into different styles of art work as inspiration, to create colour, detailed and patterned paintings of sea creatures, incorporating the graphics of plastic packaging. |

Students have 1 lesson per week of Art.

Main Skills developed in Year 8:

- Use of a wide variety of materials and techniques in a consistent and effective way
- How to plan, develop and produce a final piece in an organised and creative way
- How to apply the formal elements – line, shape, tone, texture, pattern and colour
- How to interpret a work of art in different ways based on cultural and historical context
- How to use a variety of sources and information to inspire new works
- How to interpret reality in different ways from traditional perspectives
- How to produce a work of art which clearly communicates an idea, emotion or opinion
- How to attract/ meet the needs of a particular audience

How parents can help to support their child's learning:

- Provide paper and materials at home so students can regularly produce their own work
- Visit local exhibitions/ cultural events and discuss them
- Encourage them to go the extra mile with presentation and creativity of homework
- Watch relevant documentaries or programmes relating to art history or practice
- Have a go yourself!

The following websites can help your child's learning:

- www.artchive.com
- www.tate.org.uk

Computing

Knowledge taught in Year 8:

| Autumn | Spring | Summer |
|--|--|--|
| <p>How does IT improve business?</p> <p>Students learn how to set up a database to store information. They learn how to query a database and how to mail merge this information into an existing document.</p> <p>Students learn how to collect data by designing a data capture form.</p> <p>Students will create a spreadsheet using formulae and functions. They present their data in a graphical format.</p> | <p>How does the Internet work?</p> <p>Students identify the hardware and software components which enable internet and web functionality. They learn how websites can be used by different organisations.</p> <p>Students produce a house style, site map and page plans. They create designs for their graphical components such as a logo and banner. Students will produce graphical components and create webpages.</p> | <p>How do I write a programme to test primary school children on their knowledge of the 11 times table?</p> <p>Students will learn the following programming elements:</p> <ul style="list-style-type: none">• Sequencing of instructions• Input• Output• Use of Variables• Commenting• Selection statements (if/else) |

Main skills developed in Year 8:

- Programming skills
- Computer science vocabulary
- Researching, planning and designing a website for a business purpose

How parents can help to support their child's learning:

- Encourage practising the skills they learn at school
- Check your child completes the homework activities they have been set to support with their development and progress in computing
- Encourage your child to attend homework drop-in sessions during lunchtimes and after school for extra support

Dance and Drama

Knowledge taught in Year 8:

| Autumn | Spring | Summer |
|--|---|--|
| <p>Bang Out of Order</p> <p>Students will explore this new play that tackles anti-social behaviour head on. Students are taught how to perform from a script as well as how to create and develop a character. Students will work in small groups to develop a page to stage performance for their peers.</p> | <p>Chance Dance</p> <p>Students will explore the professional method of choreography 'Chance Dance'. Students will follow chance methods to create a number of different routines, some of which will be performed to their peers.</p> | <p>Masks</p> <p>Students will work with Trestle masks to explore and understand the skills required to create a successful performance. They will utilise their miming and character skills to bring these masked characters to life.</p> |
| <p>1970s Dance</p> <p>Students learn to appreciate the progression of dance style. Students will explore the disco era of the 1970s. The focus on this unit of work is to create a high energy and groovy performance.</p> | <p>Devising Project (Donna Walker/Derek Bentley)</p> <p>Students are asked to explore issues based drama as stimuli for creating drama. Students will work in groups using drama techniques to create an original piece of drama.</p> | <p>Creative Choreography</p> <p>Students will use a stimulus as a starting point to create a dance. They will structure and choreograph a unique and original dance piece.</p> |

Students are developing their ability to do the following:

- Participate in practical exercises and assignments responsibly, confidently and effectively
- Explore and experiment in dance/drama activities using a range of techniques, voices and movements
- Fulfil different roles and perform them in the class and as a group
- Explain their own and others' work, giving similarities and differences
- Identify their own successes and give the reasons
- Consider how dance/drama is created, performed and seen

Each of the dance and drama activities offers opportunities for students to develop their teamwork, focus, energy, imagination, narrative language skills, spontaneity, confidence and trust. Students can overcome inhibitions and build positive relationships: all of these are essential to future successes for life.

How parents can help to support their child's learning:

- Encourage your child to talk about what they did in their lessons, describing the characters they played and the situations their characters experienced. Also talk about the dance skills they have been using
- Watch a television drama together and discuss why the characters did what they did (motivation) and try to explain how the actors communicate what they are feeling (using their facial expressions and body language)
- Watch a television dance programme. E.g. Strictly come Dancing and discuss the skills involved. Notice the use of dance/choreographed action in adverts

- Notice how dance is used to support contestants in some reality TV shows (E.g X-Factor and Britain's Got Talent)
- Encourage your child to see live drama and dance (school productions and showcases, local theatre productions)
- Encourage your child to attend our extra-curricular activities (lunchtime and after-school rehearsals and some weekends)

Music

Knowledge taught in Year 7:

| Autumn | Spring | Summer |
|---------------------------|------------------|---------------------------------|
| Film/Media | African Drumming | India influences The Beatles |
| Musicals (1950 – 1990) | Blues | 1960s/1970s Rock |

Our Year 8 curriculum aims to ensure that students can do the following:

- Build on the knowledge of Romanticism from year 7
- Learn specific vocabulary on melody, rhythm, harmony
- Building on the knowledge of African Drumming and Rock n Roll, students will understand the development of Blues that preceded Rock n Roll and its significance
- Explore improvisation and motif development
- Understand Indian music and its importance in popular music specifically The Beatles
- Build on their expression and film knowledge, through exploring musicals and character development
- Understand the leitmotif in film and its importance in characters on stage
- Develop skills on African Drumming
- Promote the importance of equality and diversity
- Discuss wider topics linked to music studied

How parents can help to support their child's learning:

- Ensure that your child is always equipped with a pen, pencil and rubber
- Encourage the uptake of instrumental lessons
- Encourage your child to listen to lots of different styles of music at home
- Encourage your child to attend extra-curricular music activities

Religious Education

Knowledge taught in Year 8:

| Autumn | Spring | Summer |
|--|---|--------------------------|
| Is it easy being religious in the UK? | Who was Muhammad and what was his significance? | Whose life is it anyway? |
| Who was Jesus and what was his significance? | Whose life is it anyway? | Why celebrate? |

Our Year 8 curriculum aims to ensure that students can do the following:

- Describe key religious beliefs and apply them to real life ethical situations
- Explain the significance of religious beliefs
- Understand religious practices
- Justify opinions about religious and moral issues
- Compare and contrast religious beliefs building on knowledge learnt in Year 7
- Develop organisation, communication and independent learning skills
- Develop empathy and respect
- Develop literacy skills

The aim of the social studies department is to provide students with opportunities to acquire the following skills and attributes:

- Knowledge about human societies and relationships
- Develop the ability to make informed and reasonable decisions for the public good as citizens of a culturally diverse, democratic society
- To be able to think reflectively and to identify, interpret, assess, evaluate, and draw conclusions regarding the continuing issues and problems which confront human societies

RE lessons involve a range of activities, including independent and group work, problem-solving and researching. In RE, students develop many different skills including interpreting texts, discussion and debate, as well as skills in team work and presentation.

Religious Education at Driffield School follows the guidelines set out in the East Riding Agreed Syllabus for Religious Education which states:

“RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. RE subject matter gives particular opportunities to promote an ethos of respect for others, to challenge stereotypes and to build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.”

In particular, RE:

- Helps promote fundamental 'British values' of tolerance towards others
- Provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human

- Encourages students to explore their own beliefs (whether they are religious or non-religious) in the light of what they learn
- Enables students to build their sense of identity and belonging which helps them flourish within their communities and as citizens in a diverse society
- Teaches students to develop respect for others including people with different faiths and beliefs, and helps to challenge prejudice
- Prompts students to consider their responsibilities to themselves and others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

Religious Education is important and relevant because it helps young people gain wisdom in the following areas of life:

- Cultural, artistic, musical and literary: many great artists, composers, musicians and writers had deep religious and/or philosophical motivation and inspiration for their work.
- Historical and geographical, scientific and technological: what is the meaning of life? Where are we going? What is 'true'? What is 'best'? Where do we come from? Why are people different and why do they have different tastes and preferences?
- Moral and ethical: in the light of the many moral and ethical dilemmas we meet in life, ranging from the personal to the global, what is it to lead a good life?
- Personal: How can I be happy? How can I best manage my relationships? What are the skills I need to succeed in life?
- Political, social and psychological: How can we best understand the relationships between people? Why do religion and belief feature in the news so much? What do religious and belief groups say about various contemporary issues?

How parents can help to support their child's learning:

- Ensure that all homework is completed on time
- Read through your child's exercise book and discuss targets which have been set
- Support your child in spelling keywords correctly which have been identified in their exercise book
- Encourage your child to watch the news and read newspapers, and discuss religious and moral issues which they find interesting
- Encourage your child to consider the views of other people, and to show empathy to others

The following websites can help your child's learning:

www.reonline.org.uk/ks3

www.bbc.co.uk/schools/websites/11_16/site/re.shtml

www.religiouseducation.co.uk

www.request.org

PE

The department aims to enable students to:

- Develop knowledge and understanding of human performance through participation in a range of physical activities
- Acquire and develop a range of physical skills related to selected activities and a knowledge of safety relevant to these activities
- Develop a sound physical literacy with keywords and specific vocabulary to develop understanding of practical and theoretical elements
- Acquire the ability to plan, perform and evaluate through physical activity
- Develop an understanding of rules as they relate to different activities
- Develop an appreciation of the relationship between physical activity and general health
- Develop an enjoyment of participation in physical activity and an awareness of education for leisure
- Develop an awareness of aesthetic movement through a knowledge and understanding of movement skills
- Appreciate the significance of co-operation with others in both team and individual activities
- Appreciate the views and abilities of others
- Develop acceptable social and sporting attitudes

Units taught in Year 8:

Year 8 is a development of new and existing skills and builds on the progress made in year 7. Each student receives two lessons per week. The elements of the curriculum are taught in modules of six sessions on a rotation basis to ensure all have equal opportunity to experience activities.

During the winter period, inter-house activities are arranged to enable all to experience competition in a structured situation. The summer activities each receive a modular block depending on the length of the summer term. The activities are a mixture of physical education invasion, striking and fielding, net and wall games, fitness, swimming and gymnastics and are taught for six sessions before moving on to the next activity.

Boys

| Autumn | Spring | Summer |
|--|--------|--------------------------------------|
| Rugby, Football, Hockey Fitness, Badminton, Swimming, Gymnastics | | Cricket, Athletics, Softball, Tennis |

Girls

| Autumn | Spring | Summer |
|---|--------|--------------------------------------|
| Netball, Rugby, Hockey, Fitness, Gymnastics | | Rounders, Athletics, Cricket, Tennis |

Throughout the winter terms, each pupil will experience extended aerobic activity through progressively longer runs appropriate to their ability.

Swimming groups will have a minimum of two teachers (plus lifeguard) to meet health and safety requirements. The lifeguard will be provided from the sports centre. The additional teacher will be provided by sports centre.

During lessons, practical skills are supported with theoretical physical education knowledge to equip students with the information needed to make the correct decisions regarding their health, fitness and wellbeing alongside a level of understanding that can lead to the uptake of GCSE Physical Education in KS4.

Main skills developed in Year 8:

- General gross and fine motor skills
- Analysing Performance (self & peers)
- Use of ICT in PE
- Techniques from a variety of sporting activities
- Rules and tactics
- Communication
- Teamwork
- Knowledge of different types of competition
- Knowledge of different training methods
- Further development of specific vocabulary for each activity including keywords

How parents can help to support their child's learning:

- Encourage an active healthy lifestyle and balanced diet
- Encourage your child to take part in extra-curricular activities (we provide a very extensive extra-curricular programme. Please see the extra-curricular timetable for more information)
- Encourage your child to take part in sporting activities outside school
- Encourage your child to be well organised regarding their PE kit
- Encourage your child to watch live sport and develop knowledge of tactics and rules

The following websites can help your child's learning:

- Relevant National Governing body websites e.g. www.thefa.com
- Follow the PE twitter account for updates from the PE Department [@DriffieldPE](https://twitter.com/DriffieldPE)
- www.teachpe.com

APEX

The APEX curriculum aims to develop students' personal development, alongside teaching the importance of British values. APEX is designed to develop our students into thoughtful, responsible and informed members of the community who are prepared for life beyond school. Students will explore how they can keep themselves safe and make considered choices about their personal development and well-being.

The APEX programme will have one dedicated hour per week in Year 8.

| Autumn | Spring | Summer |
|---|--|---|
| Drug Education Students will learn about the importance of knowing the different types of drug, their effects, their impact on everyday life and the way that they can alter behaviours and interactions with others. | Crime and The Law Students will learn about the impact of the law and what is criminal activity. They will also learn about the legal system, social awareness, impact on everyday life and longer-term effects of breaking the law. | Healthy Living Students will learn about mental health and well-being alongside physical health and fitness. They will learn about the importance of balancing physical and mental well-being and the ability to perceive, judge everyday situations rationally and make sound decisions. |
| Relationship and Sex Education Students will learn how interactions with others, both in person and online, physical and emotional health and well-being and the importance of healthy relationships. | Enterprise and Careers Students will learn about future prospects and potential careers and next steps. They will explore the impact of being happy in work. | Politics Students will learn about everyday life and how this is impacted by politics. They will study the local government, national government alongside the law and legal processes. |

Our Year 8 Curriculum goals:

- To provide age appropriate PSHE (Personal, Social, Health, Economic) for our students so they can make safe and considered choices about their personal development and well-being
- To provide effective healthy lifestyle education to all students
- To make connections between their own lives and the wider world that we live in
- To prepare our students for the next steps in educational, training or employment pathways



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