

Year 8 Subject Information

Subject	Art and Design
Main Topics and Skills Covered During Year 8	<p>Perspective Drawing Assessment - Covers drawing skills and the Art Elements; shape, form, line, tone, texture and composition leading to an observational drawing test. Analysis of the elements that make a good drawing; building on confidence and drawing skills taught in Year 7.</p> <p>Still Life Drawing Assessment - An opportunity to demonstrate the progress they have made in Year 8 based on still life with a focus on ellipses and refraction. They will arrange their own Still Life arrangements leading to an observational drawing test. Students analyse a range of artist's work and will take inspiration from their preferred Artist's style.</p> <p>Environment Project - Students work in groups to analyse a range of landscape artist's work ranging from past to present including Chinese, David Hockney, Sean Hillen, Georgia O Keeffe and Banksy. One point/two point and atmospheric perspective is taught in this project. Students will choose to an Artist's work to analyse and work in similar style to gain an understanding of process, content, mood and form. Media includes, collage, drawing, painting and stencilling. Students will be asked to respond to the theme environments and some will consider deeper issues concerning their own or world environment. Developing an understanding of the art language/artist analysis and evaluating own and work of others is integral to this project. There is a strong focus on creative thinking and innovative experimentation. There will be opportunities for group, pair and individual work.</p>
How Are Students Grouped?	Students are taught in mixed ability classes.
Home Learning	<p>One formal set home learning differentiated task will be set once every half term with small collecting homework tasks given as required. (Collecting home learning tasks may include collecting materials, finding relevant artists/adverts/learning about the perspective etc...) Formal Home learning tasks will focus on drawing and Artist analysis.</p> <p>KS3 students are encouraged to join us in Art 2 after school on a Monday from 3.20 pm till 4.20 pm.</p> <p>This is an opportunity for students to complete home learning or extend class work.</p> <p>Resources will also be added to the Art Department twitter (@ArtTrinityCA1) eg visual examples of atmospheric perspective for Year 8. We do also at times share good examples of students work.</p>
<p>Main Knowledge, Understanding and Skills to Develop</p> <p>Literacy</p> <p>SMSC</p>	<p>Understanding the art elements: Line, Tone, Texture, Pattern, Colour, Shape and Form.</p> <p>To analyse artists' use of media, art elements, ideas and intentions.</p> <p>To write about their own work and that of others analysing and evaluating key words.</p> <p>To improve and extend a range of practical skills including; drawing, painting, printmaking, 3D modelling, collage, colour mixing.</p> <p>To make progress based on peer assessment and next step feedback provided by your Art teacher. Students are taught to use materials and equipment safely.</p> <p>To learn the key words appropriate for our subject. Students will refer to our Department Literacy Mat which will be referred to in student's sketchbooks.</p> <p>We promote spiritual, moral, social and cultural development in our subject by exploring different Artists and Cultures interpretations of life experiences, environments and events.</p> <p>Students explore how Art works reflect different moral attitudes/beliefs and explore their own feelings and responses to those artworks. We develop team skills and respect for the learning environment, resources, and peers and teaching staff alike.</p> <p>Students work together to evaluate and review each other's work; helping each other to succeed. We encouraging students to explore and contrast different beliefs and ways of living in Britain and abroad. Students develop aesthetic and critical awareness of art work from around the world. We also encourage students to enter competitions both locally, nationally and internationally.</p>

Year 8 Subject Information

Subject	Design and Technology - Product Design
Main Topics Covered During Year 8	<p>During this year students work on a series of design and workshop assignments to help develop their Design and Technology capability. The work covered is seen as progression from Year 7.</p> <p>Hook It Project - An experience and skills based project. Students will learn to use a variety of metalworking processes to make a coat hook. They will be assessed by their ability to plan the task.</p> <p>Ball Bearing Game Project - Students will learn how to use 2D Design software to design a maze game that can be cut on a CAM Router. They will also learn about industrial methods used to make the games they can buy in the shops. They will get the chance to learn about and develop packaging for the game too.</p> <p>Hold It Project - This is an assessed design and make task. Students design, model and potentially make a storage unit to satisfy the needs of a client.</p> <p>Computer Technology - This will involve students building upon the coding/programming skills that they learnt in Year 7 Computing. They will get to control a range of products.</p>
How Are Students Grouped?	<p>Students will be taught in mixed ability groups.</p>
Home Learning Plans	<p>There will be a series of home learning tasks that will support ongoing project work during the year. This work will form part of students' assessment and will be used to determine the progress that they are making.</p> <p>A student version of 2D Design can be downloaded for free from the school website (students should ask their teacher about this) this is the CAD/CAM software which is used by all year groups.</p> <p>www.technologystudent.com is a useful and student friendly site which is interactive.</p>
Main Knowledge, Understanding and Skills to Develop	<p>Better understanding of the design process. Be able to create a relevant design specification to a brief. Know how to plan the making of a developed idea. Carry out a reflective evaluation of completed work and draw up modifications as a result. Improved understanding about soldering skilfully and be able to identify a wider range of electronic components. Skilfully use Computer Aided Design and manufacture to produce accurate products.</p> <p>Learn how to break down an operation or process into a sequence of steps. Downloading 2D Design will help with much of their work, especially the 'Hold It' project.</p>

Year 8 Subject Information

Subject	Design and Technology - Cooking and Nutrition
Main Topics Covered During Year 8	<p>Healthy Eating and Nutrition; Adapting recipes to meet the Eatwell Guide, protein, vitamins, minerals, energy and fibre requirements.</p> <p>Food Hygiene and Safety; the 4 C's of food hygiene. HACCP controls.</p> <p>Sainsbury 2* Award; a Sainsbury certificate is awarded to students on completion of the award. Researching their chosen task from themes of pizzas, pasta or special delivery students will cook a range of high quality dishes.</p>
How Are Students Grouped?	Mixed ability.
Home Learning Plans	<p>There will be a series of home learning tasks that will support ongoing project work during the year.</p> <p>This work will form part of students' assessment and will be used to determine the progress that they are making.</p> <p>Later in the year there will be a Year 8 Cooking and Nutrition examination which will be required to prepare for.</p>
Main Knowledge, Understanding and Skills to Develop	Have a broad understanding of the main topics covered. Know how to develop recipes to meet specific criteria. Carry out relevant research and use this to design a range of original products. Nutritional analysis. Be able to work safely and independently and develop a range of practical skills.

Year 8 Subject Information

Subject	Design and Technology - Textiles
Main Topics Covered During Year 8	<p>Gather a wide range of research on hats and their function and present it.</p> <p>Use research to develop design ideas using various design idea techniques.</p> <p>Understand the working properties of polar fleece.</p> <p>Learn how to annotate and evaluate design ideas.</p> <p>Understand how to use stencil/patterns to construct hats.</p> <p>Trial a range of decorative techniques.</p> <p>Understand the relevance of evaluation and testing a product.</p>
How Are Students Grouped?	<p>Students are mixed ability with differentiated work sheets and challenge criteria.</p>
Home Learning Plans	<p>Students are required to carry out individual research on the topic. Feedback is given through peer/self and teacher assessment.</p>
Main Knowledge, Understanding and Skills to Develop	<p>Learn how to link research to develop design ideas.</p> <p>Understand a range of strategies to help design more imaginatively.</p> <p>Know how synthetic fabrics are produced and learn their properties.</p> <p>Improve practical skills in cutting out and constructing hat pieces using the sewing machine.</p> <p>Use a variety of approaches to generate ideas.</p> <p>Develop and communicate design ideas using annotated sketches and detailed plans.</p> <p>Investigate new and emerging technologies.</p> <p>Test, evaluate and refine ideas.</p> <p>Understand developments in Design and Technology, its impact on individuals, society and the environment.</p> <p>Formal teacher assessment of the completed hat and supporting portfolio which contributes to the overall level that students will be awarded for Design and Technology KST3.</p> <p>A final written test is also completed and used to inform the final grade.</p>

Year 8 Subject Information

Subject	English
<p>Main Topics Covered During Year 8</p>	<p>Across Key Stage 3 students will study the history of English Literature chronologically. The Year 8 course focuses on the development of English Literature from the Renaissance, through the development of writing in English across the world (such as slave narratives and the Harlem Renaissance) to Victorian literature. All classes will cover the following:</p> <p>Reading Poetry - from <i>Paradise Lost</i>, through Blake up to Maya Angelou, drama texts such as Shakespeare's <i>Hamlet</i> and <i>The Tempest</i>, and a variety of prose and non-fiction units will be covered throughout the year.</p> <p>Writing A range of writing units will be taught across the year - with particular focus on producing extended pieces of writing, planning whole texts, advanced uses of punctuation, ambitious vocabulary and paragraphing for meaning.</p>
<p>How are Students Grouped?</p>	<p>Students are grouped according to their Year 7 ability and progress at the start of the year. After baseline testing in writing and reading in Year 7, students are tracked according to the assessment objectives they will meet at KS4 (using the new GCSE criteria and assessment structure), and moved between groups, if necessary.</p> <p>Groups are reviewed at key points in the year based on students' progress.</p>
<p>Home Learning Plans</p>	<p>There are unit specific homework tasks which are set by the class teacher on an individual basis, but these reflect the department's development of 'flipped learning'. Each week, students should also have shorter grammar, punctuation or spelling work to complete.</p>
<p>Main Knowledge, Understanding and Skills to Develop</p>	<p>English Language: Reading</p> <p>AO1 Identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts.</p> <p>AO2 Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO3 Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p>AO4 Evaluate texts critically and support this with appropriate textual references.</p> <p>English Language: Writing</p> <p>AO5 Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</p> <p>AO6 Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>English Literature The criteria for English Literature are very similar to the reading assessment objectives; AO1 and AO2 are very similar. AO3 is different, assessing students' ability to show understanding of the relationships between texts and the contexts in which they were written. AO4 is on written communication - so even when completing English Literature work students will need to have excellent language skills.</p>

Year 8 Subject Information

Subject	Geography
Main Topics Covered During Year 8	Following our review of our Key Stage 3 units, all Year 8 Geography students will study the following units: <ul style="list-style-type: none">• China• Tropical Rainforests• Uganda• Mexico - US Migration (Hot Deserts)• Alaska (Cold Deserts)• Tectonics and Rocks
How Are Students Grouped?	Students are placed into four groups based on ability across Geography History and Music, based upon their performance in Year 7.
Home Learning Plans	All Year 8 students will be given homework fortnightly involving a range of tasks and skills to reinforce our learning in lessons, and through research, to boost our understanding and knowledge.
Main Knowledge, Understanding and Skills to Develop	Our Year 8 Geography students will further practice their map skills and atlas skills. They will continue to add to their geographical vocabulary of specialist terms for each unit. They will in addition be increasingly aware of the choices that we face in each country and each part of the world about how we use our resources.

Year 8 Subject Information

Subject	History
Main Topics Covered During Year 8	<p>Britain 1500 - 1750 (Tudors and Stuarts).</p> <p>Britain 1750 - 1900 (The Industrial Revolution).</p> <p>The British Empire and India.</p>
How Are Students Grouped?	<p>In Year 8 the classes are taught in mixed ability sets in half year populations.</p>
Home Learning Plans	<p>We set Home Learning tasks every half term eg on Tudor and Stuart Lifestyle, The Voyages of Discovery, Richard Arkwright, The Jacobites, Political Leaders 1750-1900, Monarchs 1750-1900, Modern India.</p> <p>Revision for tests and assessments will be set as appropriate.</p>
Main Knowledge, Understanding and Skills to Develop	<p>Communication Skills - Describing and explaining in paragraphs.</p> <p>Using sources - Comprehension, comparison and evaluation of reliability.</p> <p>Causation - Why events happen in history.</p> <p>Change - What changes took place and who was affected.</p> <p>Interpretations - Understanding there are different views about history and how these views come about.</p>

Year 8 Subject Information

Subject	Mathematics
Main Topics Covered During Year 8	<p>Numbers and the number system We will study integers, powers and roots; place value, ordering and rounding, fractions, decimals, percentages, ratio and proportion.</p> <p>Calculations Pupils are taught to use number operations and the relationships between them; use written methods, mental methods, calculator methods, and to check results.</p> <p>Algebra We move forward with our work on equations, formulae and identities, sequences, functions and graphs.</p> <p>Measures We formalise our work with geometrical reasoning for rules involving lines, angles and shapes; Work further with transformations, coordinates, construction and loci and measures and mensuration.</p> <p>Statistics and Probability The uses of statistics for specifying a problem, planning and collecting data, processing and representing data, interpreting and discussing results and probability.</p>
How Are Students Grouped?	<p>Pupils are regrouped at the start of Year 8 according to performance in Year 7. They will work in these sets for three of the four hours of mathematics. For the fourth hour they will work on key skills in half year sets.</p>
How Will They be Grouped in Year 9?	<p>In Year 9 the whole year group will be set as a single stream by ability based on the upcoming end of year test and student performance throughout the year.</p>
Home Learning Plans	<p>Maths homework is set regularly by the class teacher. Students should expect to get a 30 minute homework at least once a fortnight. Maths is not part of the home learning timetable.</p>
Main Knowledge, Understanding and Skills to Develop	<p>Numbers and the Number System.</p> <p>Calculations.</p> <p>Algebra.</p> <p>Shape, Space and Measures.</p> <p>Handling Data.</p>

Year 8 Subject Information

Subject	MFL - French
Main Topics Covered During Year 8	<p>Free time including sports, hobbies, TV programmes.</p> <p>Inviting people on a date, to a party.</p> <p>Food and drink (recipes, restaurant dialogues).</p> <p>Pocket money and how they spend/save it.</p> <p>New technologies including the advantages and disadvantages of these.</p> <p>Fashion and opinions on fashion.</p> <p>Holidays and journeys.</p>
How Are Students Grouped?	<p>Students are grouped according to data received via summative and formative assessments on the four skill areas. Students are regularly assessed by the teacher and via departmental monitoring to ensure that they are in the correct set.</p>
Home Learning Plans	<p>Students are given assignments on a regular basis via Doodle. They are also asked to learn new vocabulary/structures/tenses prior to the lesson as part of flipped learning homework.</p> <p>Learning of vocabulary on the current topic to establish spellings and accuracy over gender.</p> <p>Using a tutorial, you tube clip on line to extend grammar knowledge/vocabulary - flip learning.</p> <p>Extension homework activities could look like the following; Sentence manipulation, changing the tense, register, person, adjectives and gender. Red/yellow/green translation activities.</p> <p>Reading activity asking students to gist read, read for main points of detail to show good comprehension skills and use the model as a source of creating their own writing.</p> <p>Written task criteria - in one hundred words write a paragraph about a particular area of study. Criteria given to students to ensure they know the success ingredients.</p> <p>Listening homework from various websites or the Active teach on the VLE. Answers checked in class.</p>
Main Knowledge, Understanding and Skills to Develop	<p>Pronunciation patterns.</p> <p>Dictionary skills and using it for the correct use of the word.</p> <p>Detailing what is happening in photos, cartoons and other images.</p> <p>Identifying their own targets and strengths through regular peer and self assessment opportunities.</p> <p>Improved understanding of the literacy terms in language and employment of these in discussion.</p> <p>Grammatical Accuracy (using different tenses).</p> <p>Identify points of view.</p> <p>Listening to longer passages for main points of detail including opinions, reasons, justifications and tenses.</p> <p>Reading longer passages for main points of detail and being able to manipulate and replace the language.</p> <p>Recall of vocabulary and strategies for learning answers.</p> <p>Develop writing and speaking using a range of tenses, connectives, opinions, reasons and justifications.</p>

Year 8 Subject Information

Subject	MFL - Spanish
Main Topics Covered During Year 8	<p>Free time including sports, hobbies, TV programmes.</p> <p>Inviting people on a date, to a party.</p> <p>Food and drink (recipes, restaurant dialogues).</p> <p>Pocket money and how they spend/save it.</p> <p>New technologies including the advantages and disadvantages of these.</p> <p>Fashion and opinions on fashion.</p> <p>Holidays and journeys.</p>
How Are Students Grouped?	<p>Students are grouped according to data received via summative and formative assessments on the four skill areas. Students are regularly assessed by the teacher and via departmental monitoring to ensure that they are in the correct set.</p>
Home Learning Plans	<p>Students are given assignments on a regular basis via Doodle. They are also asked to learn new vocabulary/structures/tenses prior to the lesson as part of flipped learning homework.</p> <p>Learning of vocabulary on the current topic to establish spellings and accuracy over gender.</p> <p>Using a tutorial, you tube clip on line to extend grammar knowledge/vocabulary - flip learning.</p> <p>Extension homework activities could look like the following: Sentence manipulation, changing the tense, register, person, adjectives and gender. Red/yellow/green translation activities.</p> <p>Reading activity asking students to gist read, read for main points of detail to show good comprehension skills and use the model as a source of creating their own writing.</p> <p>Written task criteria - in one hundred words write a paragraph about a particular area of study. Criteria given to students to ensure they know the success ingredients.</p> <p>Listening homework from various websites or the Active teach on the VLE. Answers checked in class.</p>
Main Knowledge, Understanding and Skills to Develop	<p>Pronunciation patterns.</p> <p>Use of photos, cartoons and images to depict in the target language what is happening.</p> <p>Dictionary skills and using it for the correct use of the word.</p> <p>Identifying their own targets and strengths through regular peer and self assessment opportunities.</p> <p>Improved understanding of the literacy terms in language and employment of these in discussion.</p> <p>Grammatical Accuracy (using different tenses).</p> <p>Identify points of view.</p> <p>Listening to longer passages for main points of detail including opinions, reasons, justifications and tenses.</p> <p>Reading longer passages for main points of detail and being able to manipulate and replace the language.</p> <p>Recall of vocabulary and strategies for learning answers.</p> <p>Develop writing and speaking using a range of tenses, connectives, opinions, reasons and justifications.</p>

Year 8 Music Information

Subject	Music
Main Topics Covered During Year 8	<p>Through a variety of practical and theoretical activities students learn about music notation, performance, composition and develop skills in singing and keyboard.</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Theme and Variations. • Music in the Media. • Body Percussion. • Blues. • Band Project.
How Are Students Grouped?	<p>In Year 8 Music classes are streamed in half year groups with History and Geography.</p>
Home Learning Plans	<p>Students receive one homework project each half term and this research work is in preparation for the following half term's topic. Students will show their research through the appraising task and the appraising task will be either teacher, peer or self assessed with G and I feedback.</p>
Main Knowledge, Understanding and Skills to Develop	<p>Keyboard Skills.</p> <p>Composition Skills.</p> <p>Performance Skills.</p> <p>Context of the Music.</p> <p>Musical Language.</p>
SMSC	<p>We promote spiritual, moral, social and cultural development in our subject by exploring context behind the set works.</p> <p>We also encourage students to join ensembles inside and outside school, see a wide range of music in concert. There is also the opportunity to enter festivals and competitions in Carlisle and Nationally.</p>

Year 8 Subject information

Subject	Physical Education
<p>Main Topics Covered During Year 8</p>	<p>Games activities:</p> <ul style="list-style-type: none"> • Rugby • Football • Basketball • Badminton • Netball • Hockey • Swimming • Gymnastics • Dance • Trampolining • Athletics • Cricket • Rounders • Short Tennis • Tennis <p>The activities will be dependent on availability of facilities.</p>
<p>How Are Students Grouped?</p>	<p>Students are in ability groups based on approach, performance and attitude from Year 7.</p>
<p>Home Learning Plans</p>	<p>Homework is not set BUT we do expect students to:</p> <ul style="list-style-type: none"> • Develop skills/fitness outside of lessons where possible. • Take up opportunities to join extracurricular clubs. • Pack PE kit the night before the lesson.
<p>Main Knowledge, Understanding and Skills to Develop</p>	<p>Aims Develop previous skills, become more competent and confident in their techniques, and apply these across a range of different sports and physical activities.</p> <p>Understand what makes a performance effective and how to apply these principles to their own and others' work.</p> <p>Continue to develop confidence and interest. Get involved in exercise, sports and activities outside of school.</p> <p>Be physically active for sustained periods of time.</p> <p>Understand and apply the long term health benefits of physical activity.</p> <p>Further develop knowledge and understanding of the activities covered, through work in lessons, extra-curricular activities, watching/reading.</p> <p>Develop ability to lead small groups.</p> <p>Expectations To bring full/correct Trinity kit to every lesson. To try my best in all activities.</p> <p>Remember Healthy Body = Healthy Mind. Attitude and Effort = Achievement.</p>

Year 8 Subject Information

Subject	Religious Education
<p>Main Topics Covered During Year 8</p>	<p>The Big Ones (Questions of Meaning).</p> <p>Let's Take a Trip (Pilgrimages).</p> <p>Is it Fair? (Equality and Justice).</p> <p>Archbishop of York Youth Trust Young Leaders Award Faith, Hope and Action.</p> <p>The Award is accessed through a combination of taught modules - (Faith and Hope) and community action (Hope and Action).</p> <p>The Award is internally assessed, based upon pupil's involvement in lessons and community activities. A selection of pupil's portfolios and Challenge Logs will be sent to the Trust.</p> <p>Community activities - Hope and Action:</p> <ul style="list-style-type: none"> • In School Charity and Community Service. • Wider Community Service. • Personal Volunteering Work. <p>The activities should lead to 'change' within the community.</p> <p>Pupils maintain a 'Challenge Log' - VLE.</p> <p>At the end of the course there will be an Awards Evening.</p>
<p>How are Students Grouped?</p>	<p>Students are set into mixed ability groups together with History, Geography and Music.</p>
<p>Home Learning Plans</p>	<p>Home learning is set half termly for the two teaching modules. Students have two weeks to complete the tasks; they will have a choice of learning styles for some of the tasks. All home learning should take at least two hours to complete. Most of the home learning is based around their personal challenges. There will be additional research for the Archbishops Award as and when required.</p> <p>The Award requires that all student are involved in all three community activities - learning and volunteering outside the classroom.</p> <ol style="list-style-type: none"> 1 Group Community Project: This could be serving in a local hospice, redecorating a local park, creating a community garden, putting on a performance for elderly residents, running sports clubs for the local primary school. 2 School Community Project: For example; organising a field litter pick, painting a tired area of school, organising charity cake stalls, helping clean up or serve in the canteen. 3 Personal Volunteering Challenges: They will need to think of something which they can do on their own or in small groups to help serve the community. This could be a sponsored walk/run/swim/climb, running an activity about serving others in their scouts/guides or youth group, collecting old newspaper for the local animal refuge centre etc... Three challenges are to be completed here.
<p>Main Knowledge, Understanding and Skills to Develop</p>	<p>The two main RS skills are for students to be Informed and to be Reflective.</p> <p>They should have knowledge and understanding about the religious and non- religious responses to the big questions of life and how these are seen and put into action in everyday life.</p> <p>Students should reflect on and express their own views while thinking about the beliefs and values of others.</p> <p>The Archbishop of York Youth Trust Young Leaders Award should enable students to see the connections between faith and action. It should also equip young people to be a force for good in their local community.</p>

Year 8 Subject Information

Subject	Science
<p>Main Topics Covered During Year 8</p>	<p>Pathogens Examples and the diseases they cause. The immune system and antibacterial chemicals.</p> <p>Photosynthesis and Respiration The photosynthesis equations and the uses of glucose.</p> <p>Nerves, Hormones, Genetics and Classification Structure and function of the nervous system and endocrine system. Variation and genetics. Selective breeding. Classification.</p> <p>Chemical Analysis Purity, formulations, identifying substances, flame tests, cation and anion tests.</p> <p>Rates of Reaction Measuring rates of reaction, drawing graphs, interpreting graphs, kinetic/collision theory, concentration and rate, surface area and rate, equilibria.</p> <p>Atoms and Radiation Structure of the atom and its component parts. Radiation, ionising radiation and the nature of radioactive material and its hazards</p> <p>Electricity Magnetism and electromagnetism, simple electronic circuits and the relationship between voltage, current and resistance.</p> <p>Waves Types of waves and their effects focusing on the electromagnetic spectrum and its uses and hazards.</p>
<p>How Are Students Grouped?</p>	<p>The year group is split into two half populations, x and y. Classes are set by ability. Pupils will have three subject specialist teachers and will have one biology, chemistry and physics lesson each week.</p>
<p>Home Learning Plans</p>	<p>Students are set regular homework - this may be learning, research, reading or a written homework designed to consolidate or extend learning in class. Longer homework tasks may be set over number of weeks.</p>
<p>Main Knowledge, Understanding and Skills to Develop</p>	<p>Knowledge and understanding of key facts from topics listed above.</p> <p>Application of knowledge.</p> <p>Evaluation of experimental technique.</p> <p>Analysis of data.</p> <p>Maths skills.</p>