

## Year 8 Subject Information

<b>Subject</b>	<b>Art and Design</b>
<b>Main Topics and Skills Covered During Year 8</b>	<p><b>Perspective Drawing Assessment</b> 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><b>Landscape Painting Project</b> Students analyse a range of landscape artist's work ranging from past to present. One point/two point and atmospheric perspective is taught in this project as are painting skills. The art language/artist analysis/evaluating own and work of others is covered in this project.</p> <p><b>Celtic Clay Project</b> Students learn to research, design and model their own clay designs based on Celtic influence and typography. Analysis of the impact of Celtic art on contemporary design will inform their ideas and design practice. Students are encouraged to experiment with media when working on their Celtic Presentations. Links to mathematics explored. The art language/artist analysis/evaluating own and work of others in covered in this project.</p> <p><b>Final Drawing Assessment</b> An opportunity to demonstrate the progress they have made in Year 8.</p>
<b>How are Students Grouped?</b>	Students are taught in mixed ability classes.
<b>Home Learning</b>	<p>(Please refer to the KS3 Art Department Home Learning Timetable for more details on Moodle.)</p> <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 colour wheel 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; 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>Information regarding Home Learning will be found on Moodle: <a href="https://vle.trinity.cumbria.sch.uk/">https://vle.trinity.cumbria.sch.uk/</a></p>
<p><b>Main Knowledge, Understanding and Skills to Develop</b></p> <p><b>Literacy</b></p> <p><b>SMSC</b></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 and online on Moodle.</p> <p>We promote spiritual, moral, social and cultural development in our subject by exploring different Artists and Cultures interpretations of life experiences 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

<b>Subject</b>	<b>Design and Technology - Cooking and Nutrition</b>
<b>Main Topics Covered During Year 8</b>	<p>Through a range of design and make tasks, the following will be covered:</p> <ul style="list-style-type: none"> <li>Function of Ingredients;</li> <li>Sensory Analysis;</li> <li>Healthy Eating - Macro Nutrients/Micro Nutrients and Dietary Needs of Adolescents;</li> <li>Adapting Recipes for Dietary Needs;</li> <li>Production Methods;</li> <li>Quality Controls/HACCP;</li> <li>Packaging and Labelling of Food Products.</li> </ul>
<b>How are Students Grouped?</b>	Mixed ability.
<b>Home Learning Plans</b>	<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 Design and Technology examination which will be required to prepare for.</p>
<b>Main Knowledge, Understanding and Skills to Develop</b>	<ul style="list-style-type: none"> <li>Have a broad understanding of the main topics covered.</li> <li>Know how to develop recipes to meet specific criteria.</li> <li>Carry out relevant research and use this to design a range of original products.</li> <li>Be able to work safely and independently and develop a range of practical skills.</li> </ul>

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<b>Subject</b>	<b>Design and Technology - Product Design</b>
<b>Main Topics Covered During Year 8</b>	<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><b>Hold It Project</b> This is an assessed design and make task. Students design, model and then make a storage unit to satisfy the needs of a client.</p> <p><b>Hook It Project</b> 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><b>Electronic Project</b> Students will learn how to populate PC's and make a toothbrush timer product.</p> <p><b>2D/3D Modelling Using ICT</b> A module of work to develop student's use of ICT packages for design work.</p>
<b>How are Students Grouped?</b>	Students will be taught in sets. The sets are based on the potential they showed in Year 7 D&T work.
<b>Home Learning Plans</b>	<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><b>Trinity Moodle VLE</b> Available on the school website. There is supportive advice and content for each design assignment. Students should access this when working through assignments. On this site a student version of 2D Design can be downloaded, this is the CAD/CAM software which is used by all year groups. Simply follow the online instructions - make sure that the program and licence files are downloaded.</p> <p><a href="http://www.technologystudent.com">www.technologystudent.com</a> is a useful and student friendly site which is interactive.</p>
<b>Main Knowledge, Understanding and Skills to Develop</b>	<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.</p> <p>Students should make more use of Moodle to help them to study independently. Downloading 2D Design will help with much of their work, especially the 'Hold It and 'Night light' projects.</p>

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<b>Subject</b>	<b>Design and Technology - Textiles</b>
<b>Main Topics Covered During Year 8</b>	<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>
<b>How are Students Grouped?</b>	<p>Students are mixed ability with differentiated work sheets and challenge criteria.</p>
<b>Home Learning Plans</b>	<p>Students are required to carry out individual research on the topic.</p> <p>Feedback is given through peer/self and teacher assessment.</p>
<b>Main Knowledge, Understanding and Skills to Develop</b>	<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 costume 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

<b>Subject</b>	<b>English</b>
<b>Main Topics Covered During Year 8</b>	<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><b>Reading</b> Poetry - from <i>Paradise Lost</i>, though 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><b>Writing</b> 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>
<b>How are Students Grouped?</b>	<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>
<b>Home Learning Plans</b>	<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>
<b>Main Knowledge, Understanding and Skills to Develop</b>	<p><b>English Language: Reading</b></p> <p><b>AO1</b> Identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts.</p> <p><b>AO2</b> 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><b>AO3</b> Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.</p> <p><b>AO4</b> Evaluate texts critically and support this with appropriate textual references.</p> <p><b>English Language: Writing</b></p> <p><b>AO5</b> 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><b>AO6</b> Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p><b>English Literature</b> The criteria for English Literature are very similar to the reading assessment objectives; <b>AO1</b> and <b>AO2</b> are very similar. <b>AO3</b> is different, assessing students' ability to show understanding of the relationships between texts and the contexts in which they were written. <b>AO4</b> is on written communication - so even when completing English Literature work students will need to have excellent language skills.</p>

## Year 8 Subject Information

<b>Subject</b>	<b>Geography</b>
<b>Main Topics Covered During Year 8</b>	Following our review of our Key Stage 3 units, all Year 8 Geography students will study the following units: China; Tropical Rainforests; Uganda; Polar Regions; Hot Deserts; Tectonics and Rocks;
<b>How are Students Grouped?</b>	Students are placed into four groups based on ability across Geography History and Music, based upon their performance in Year 7.
<b>Home Learning Plans</b>	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.
<b>Main Knowledge, Understanding and Skills to Develop</b>	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

<b>Subject</b>	<b>History</b>
<b>Main Topics Covered During Year 8</b>	Britain 1500 - 1750 (Tudors and Stuarts). Britain 1750 - 1900 (The Industrial Revolution). The British Empire and India.
<b>How are Students Grouped?</b>	In Year 8 the classes are taught in sets in half year populations.
<b>Home Learning Plans</b>	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.
<b>Main Knowledge, Understanding and Skills to Develop</b>	<p><b>Knowledge and Communication</b> Being able to communicate accurate historical information.</p> <p><b>Causation</b> <b>Understanding Why Things Happen</b> Eg Why did Henry VIII break with Rome?/Why did Britain want an Empire?</p> <p><b>Using and Evaluating Sources</b> Eg The Execution of Charles I/Children in Factories.</p> <p><b>Explaining Change</b> Eg The Transport Revolution/The Industrial Revolution.</p> <p><b>Interpretation - Understanding Different Views</b> Eg Oliver Cromwell/ Victorian attitudes to Work.</p>

## Year 8 Subject Information

<b>Subject</b>	<b>Mathematics</b>
<b>Main Topics Covered During Year 8</b>	<p><b>Numbers and the Number System</b> We will study integers, powers and roots; place value, ordering and rounding, fractions, decimals, percentages, ratio and proportion.</p> <p><b>Calculations</b> 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><b>Algebra</b> We move forward with our work on equations, formulae and identities, sequences, functions and graphs.</p> <p><b>Shape, Space and Measures</b> 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><b>Handling Data</b> The uses of statistics for specifying a problem, planning and collecting data, processing and representing data, interpreting and discussing results and probability.</p>
<b>How are Students Grouped?</b>	Pupils are regrouped at the start of Year 8 according to their 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.
<b>How will they be Grouped in Year 9?</b>	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.
<b>Home Learning Plans</b>	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.
<b>Main Knowledge, Understanding and Skills to Develop</b>	<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

<b>Subject</b>	<b>MFL - French</b>
<b>Main Topics Covered During Year 8</b>	<p>Free time including sports, hobbies, TV programs.          Inviting people on a date, to a party.          Food and drink (recipes, restaurant dialogues).          Pocket money and how they spend/save it.          New technologies including the advantages and disadvantages of these.          Fashion and opinions on fashion.          Holidays and journeys.</p>
<b>How are Students Grouped?</b>	<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>
<b>Home Learning Plans</b>	<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><b>Extension homework activities could look like the following;</b>          Sentence manipulation, changing the tense, register, person, adjectives and gender.</p> <p>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 100 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>
<b>Main Knowledge, Understanding and Skills to Develop</b>	<p>Pronunciation patterns.</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 Subject Information

<b>Subject</b>	<b>MFL - Spanish</b>
<b>Main Topics Covered During Year 8</b>	<p>Free time including sports, hobbies, TV programs.          Inviting people on a date, to a party.          Food and drink (recipes, restaurant dialogues).          Pocket money and how they spend/save it.          New technologies including the advantages and disadvantages of these.          Fashion and opinions on fashion.          Holidays and journeys.</p>
<b>How are Students Grouped?</b>	<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>
<b>Home Learning Plans</b>	<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><b>Extension homework activities could look like the following:</b>          Sentence manipulation, changing the tense, register, person, adjectives and gender.</p> <p>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 100 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>
<b>Main Knowledge, Understanding and Skills to Develop</b>	<p>Pronunciation patterns.</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

<b>Subject</b>	<b>Music</b>
<b>Main Topics Covered During Year 8</b>	<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:            Theme and Variations;            Music in the Media;            Body Percussion;            Blues;            Band Project.</p>
<b>How are Students Grouped?</b>	<p>In Year 8 Music classes are streamed in half year groups with History and Geography.</p>
<b>Home Learning Plans</b>	<p>Students receive one homework each half term. Students are given details of this in class and the information is also on the school website.</p> <p>Homework's involve research and then sharing of this information either as a presentation or a word search with questions.</p>
<b>Main Knowledge, Understanding and Skills to Develop</b>	<p>Keyboard Skills.</p> <p>Composition Skills.</p> <p>Performance Skills.</p> <p>Context of the Music.</p> <p>Musical Language.</p>
<b>SMSC</b>	<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><b>Main Topics Covered During Year 8</b></p>	<p>Games activities:  Rugby;  Football;  Basketball;  Badminton;  Netball;  Hockey;  Swimming;  Gymnastics;  Athletics;  Cricket;  Rounders;  Short Tennis;  Tennis.</p>
<p><b>How are Students Grouped?</b></p>	<p>Students are in ability groups based on approach/performance from Year 7.</p>
<p><b>Home Learning Plans</b></p>	<p>Homework is not set BUT we do expect students to:  Develop skills/fitness outside of lessons where possible.  Take up opportunities to join extra curricular clubs.</p>
<p><b>Main Knowledge, Understanding and Skills to Develop</b></p>	<p>Develop knowledge and understating of topics listed above through work in lessons, extra curricular activities, watching/reading. Develop the ability to work with others in group situations, giving help and advice.</p> <p>Pack kit the night before the lesson.</p> <p>Bring Full/correct Trinity kit for all lessons.</p> <p>Give your best in all activities.</p> <p>Take advantage of opportunities on offer through extra-curricular clubs, activities and teams.</p> <p><b>Remember</b>  Healthy Body = Healthy Mind  Attitude and Effort = Achievement</p>

**Year 8 Subject Information**

Subject	Religious Studies
<p><b>Main Topics Covered During Year 8</b></p>	<p><b>The Big Ones</b> (Questions of Meaning).  <b>Let's Take a Trip</b> (Pilgrimages).</p> <p><b>Archbishop of York Youth Trust Young Leaders Award: Faith, Hope and Action.</b></p> <p>The Award is accessed through a combination of taught modules - <b>(Faith and Hope) and community action (Hope and Action).</b></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:  <b>In School Charity and Community Service;</b>  <b>Wider Community Service;</b>  <b>Personal Volunteering Work.</b></p> <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><b>How are Students Grouped?</b></p>	<p>Students are streamed with RS, History, Geography and Music into similar ability groups. There are 5 groups for each half year group.</p>
<p><b>Home Learning Plans</b></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. All tasks are available on the Home Learning page of the Moodle website. There will be additional research for the Archbishops Award as and when required.</p> <p><b>The Award requires that all student are involved in all three community activities - learning and volunteering outside the classroom.</b></p> <p>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.</p> <p>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.</p> <p>Personal Volunteering Challenge: 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.</p>
<p><b>Main Knowledge, Understanding and Skills to Develop</b></p>	<p>The two main RS skills are for students to be <b>Informed</b> and to be <b>Reflective</b>.</p> <p>They should have <b>knowledge and understanding</b> 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 <b>reflect</b> on and express their own views while thinking about the beliefs and values of others.</p> <p><b>The Archbishop of York Youth Trust Young Leaders Award</b> should enable students to see the <b>connections between faith and action</b>. It should also equip young people to be a <b>force for good</b> in their local community.</p>

## Year 8 Subject Information

Subject	Science
<p><b>Main Topics Covered During Year 8</b></p>	<p><b>Understanding Organisms</b> Includes cells, tissues, organs and systems.</p> <p><b>Understanding the Environment</b> Includes food webs, decay and adaptations.</p> <p><b>Particles</b> Includes elements, mixtures and compounds and their chemical reactions.</p> <p><b>Chemical Resources</b> Includes metals, rocks and their uses.</p> <p><b>Energy, Forces and Electricity</b> Includes the types energy and forces.</p> <p><b>Waves, Nuclear and Space</b> Includes the electromagnetic spectrum, uses of radiation and theories about the origins of the universe and our solar system.</p>
<p><b>How are students grouped?</b></p>	<p>The year group is split into two half populations, x and y. Classes are banded within these populations, into an upper and lower band. Individuals may be moved groups if their teachers feel this would benefit their learning.</p>
<p><b>Home Learning Plans</b></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. Students in shared groups will have work set by each of the teachers on a rotating basis.</p>
<p><b>Main Knowledge, Understanding and Skills to Develop</b></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>