



Upton Hall School FCJ

Year 8 Curriculum Booklet 2023-2024

Introduction

Dear Parents

Your daughter has now completed her first year in Secondary school and we are delighted to welcome her back to Year 8.

This is a challenging year when girls become young women and patterns of behaviour are established that can either promote or impede success.

We want to offer your daughter every opportunity to make the most of this academic year. This booklet has been designed to provide you with information which we hope will be useful to you and enable you to offer effective support to the work undertaken in school. Please keep this in a safe place for future reference.

There will be many opportunities available to your daughter this year and we hope that with your support, we can help her make the most of these and develop into a happy and successful young woman.

Mrs A Gaunt
HEADMISTRESS

Vision Statement FCJ Schools

Inspired by the Gospel and true to Marie Madeleine's founding ideal, our vision is that FCJ schools are communities of personal and academic excellence.

Strong in companionship, the unique giftedness of every person in these faith communities is recognised, nourished and celebrated.

Our hope and expectation is that, through God's grace working in us all, each young person grows into their best self, with zest for life and the generosity and confidence to use their talents and gifts in the service of others.

This vision is encapsulated in our six key FCJ values:

Excellence is an inclusive value in an FCJ school, incorporated in every aspect of school life and living. The ideal of excellence 'for God's greater glory and salvation of souls' pervades Marie Madeleine's writings and recommendations.

Companionship is an all-pervading quality present when we work together in an atmosphere of support and love. Companionship is breaking the bread of life together.

Dignity: It is of the essence that the dignity of each person is recognised, as that of a human being made in the image of God. Everyone is genuinely listened to and what they say is heard.

Justice: being in right relationship with God, self, others and creation.

Hope is a faith-based attitude of mind and heart which enables us to think, speak and act in accordance with Gospel beliefs and FCJ values. Hope inspires and enables us to persevere in the face of difficulties and disillusionment.

Gentleness: Above all, through God's grace, the whole is marked by gentleness, the gentle strength that comes from 'the fruit of quiet self-possession that has been gained through daily growth in self-understanding through the light of grace'.

School Motto

Age quod agis
Whatever you do - do well!

Curriculum Overview

We aim "high" to ensure that all of our pupils make outstanding progress

We believe that by having high aspirations we are able to secure the best possible outcomes for our pupils. Ability is not fixed or innate, and we firmly believe that ability can be enhanced through the adoption of a growth mindset. Your daughter must work extremely hard in the knowledge that human qualities and intellectual skills are cultivated through hard work, effort and having the character to overcome setbacks and utilise constructive criticism. Your daughter must display tenacity and persistence when confronting challenges, see failure as a valuable part of the learning process and display a readiness and passion for learning and self-improvement. She has the potential to grow and succeed, and in order to do this your daughter must take charge of her own learning. Your daughter has clear goals and aims, and must take the appropriate steps to make sure they happen. Some pupils may feel that meeting their targets is very difficult and it is important that we encourage them to be resilient. We must work in partnership with parents to ensure that we praise the effort that pupils make and celebrate achievements in all aspects of their work.

Assessment without Levels

In Years 7 & 8, pupils will be assessed regularly in all subject areas. Their assessments will take on a variety of formats including self, peer and teacher assessed tasks. After these assessments, the pupils will be categorised as 'Excellent', 'Secure' or 'Developing' in that particular topic. We will refer to these as grades. Some subjects have also chosen to provide parents with information about percentage scores alongside that of the year group. Our assessments will focus on the pupils' developing skills. Their feedback following on from each assessment will be formative and will be focussed on what they need to do to improve.

How will my daughter know which grade she is working at?

In English and Mathematics, our pupils undergo literacy and numeracy screening on entry to Upton Hall. Parents will receive information about how they did in these tests and you will be given some strategies to support them to progress from there. In all subjects your daughter will regularly discuss which grade she is working at and this information can also be found in her exercise books. She should be able to describe her grade and will know what she needs to do in order to progress. Your daughter will have opportunities to act upon advice received and if she is unsure of her current grade or what she needs to do in order to progress she should speak to her subject teacher.

What happens if my daughter isn't making the progress that we would expect?

If your daughter is not making expected progress, we will ensure that she is provided with the opportunities to improve. Intervention happens predominantly in the classroom, but staff may also offer additional support which takes place outside of lessons, uses student mentors or requires attendance at a study group. If your daughter is receiving extra intervention, it will be indicated on her progress report. Information will also be available through annual reports and at parents' evenings. It is really important that as parents, you discuss the information with your daughter as it is often helpful for pupils to verbalise how they are progressing.

Tracking of Progress

Your daughter will receive 2 Progress Sheets and an Annual Report throughout the course of the academic year. These documents will give the following information for each subject she is studying: -

Current Attainment:

This is the grade that your daughter is currently working at, as identified by the subject teacher.

Effort:

An effort grade is awarded based on the following criteria:

- 1 Outstanding
- 2 Good
- 3 Need to improve
- 4 Cause for concern

"Thorough! No matter what she undertook it was always the same, heart and soul"

Philomena Skiffen FCJ (1840 – 1898)

The curriculum that is taught and the assessments that take place throughout KS3 are designed to equip all of our pupils with the skills that they will need to be successful in the GCSE examinations. Over the past four years, GCSEs have been reformed. By the time that your daughter completes her GCSE exams in 2023, she will be awarded grades 9 - 1. The table below shows how the new and old gradings compare.

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	A*
7	A
6	B
5	B
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Attitude to Learning Descriptors

Attitude to Learning at home

1. All homework is completed to a meticulous standard. It is always handed in on time. The pupil takes the initiative to extend her own learning and solves problems proactively, attending support or intervention sessions when needed. Test results demonstrate that highly effective revision has taken place. The pupil acts on feedback and use the advice to improve her work.
2. All homework is completed to a good standard. It is usually handed in on time. The pupil takes the initiative to seek help when necessary, attending support or intervention sessions when needed. Test results demonstrate that effective revision has taken place. The pupils usually act on feedback and uses the advice to improve her work.
3. Most homework is completed to a good standard. It is sometimes handed in on time. The pupil does not usually show initiative. Test results suggest that there has been little effective revision. The pupil does not use feedback to improve her work consistently
4. Very little homework is completed to a good standard or handed in on time. Test results suggest little effective revision has taken place. There is no evidence that feedback has been read or acted on.

Attitude to Learning at school

1. The pupil joins in all class activities with a positive attitude. The pupil is on time to lessons. The pupil is well organized and has all the equipment/notes needed for the lesson. The pupil sustains concentration and is always focused on her learning. She asks intelligent questions and contributes to class and group discussions. She takes responsibility for her own learning. Every minute of the lesson is well used.
2. The pupil joins in all class activities with a positive attitude. The pupil is on time to lessons. The pupil is well organized and has all the equipment/notes needed for the lesson. The pupil sustains concentration and is focused on her learning, needing rare reminders. She contributes to class and group discussions. She takes responsibility for her own learning
3. The pupil sometimes needs reminding to join in with class activities. The pupil is usually on time to lessons. The pupil is sometimes organized and has all the equipment/notes needed for the lesson. The pupil sometimes loses concentration and can distract others or herself.
4. The pupil avoids some or all class activities. She is sometimes late for lessons and rarely has the necessary equipment. Her behaviour distracts others and has to be reminded to concentrate more than once.

English

In the second year of English, students will continue to hone their reading and writing skills through the study of subject content that presents greater depth and challenge. In English Literature, set texts have been chosen that will explore universal themes in power, social inequality, hypocrisy, loyalty and love. Technical accuracy and features of Standard English will continue to be taught explicitly in English Language, as well as developing the students' ability to refine their writing by examining different ways to structure and to craft their language use in fiction writing and the art of rhetoric in their non-fiction editorial writing.

	Content to be studied	Method of assessment
Autumn	<p>Fiction Reading and Creative Writing Unit: Dystopian will read and study the late 21st century Young Adult novel, North American novel <i>The Hunger Games</i> by Suzanne Collins, with a focus on genre, characterization, structure and the manipulation of reader response.</p> <p>In preparation for creative writing students will also study the 19th century French short story, 'The Necklace' by Guy de Maupassant, to apply the rules of writing a twist in the tale.</p>	<ol style="list-style-type: none"> Baseline Writing Assessment: A piece of descriptive writing based on the use of setting in <i>The Hunger Games</i>. A critical essay exploring the reader response to the relationship between Katniss and Peeta is presented. Story with a twist ending. <p>Stretch and challenge: Literary essay evaluating structural devices.</p>
Spring	<p>Contemporary Drama: Students read and study the genre of modern drama by reading The National Theatre's play version <i>The Curious Incident of the Dog in the Night-Time</i> by Simon Stephens.</p> <p>Magazines A range of magazine non-fiction text types are taught through the analysis of contemporary comment and online writing conventions.</p>	<ol style="list-style-type: none"> Write a scene in the style of a 21st century play that explores or the breakdown of a relationship. <p>Stretch and Challenge: Write a commentary of their original writing, analyzing the dramatic methods used to explore the relationship in their playscript extract.</p> <ol style="list-style-type: none"> Question on unseen non-fiction writing. Comment article on the theme of diversity / acceptance / social inclusion. Students can choose from a range of topics including, racial diversity, LGBT+ or disabled people.
Summer	<p>Magazines A range of magazine non-fiction text types are taught through the analysis of contemporary comment and online writing conventions.</p>	<ol style="list-style-type: none"> Reading comprehension. Comment article. Summer exam preparation.
Summer 2	<p>Love Poetry A selection of pre and post 1914 love poetry is taught, with an emphasis on the conventions of sonnet writing.</p> <p>Greek Myths Pupils read a number of classic myths in preparation for writing either a</p>	<ol style="list-style-type: none"> Write a sonnet on the theme of love. Literary essay on the theme of jealous love. <p>Stretch and challenge: An essay that compares a taught poem to an untaught one.</p>

	historical or contemporary version of a traditional myth.	Dramatic reading of their myth in the oral story-telling tradition.
Cultures' Week	Shakespeare: <i>The Tempest</i> The themes of power and colonialism are studied in set scenes through drama techniques and the play in production.	Group debate 'Who has the right to own the Island'?
Each Term	In addition to the core topics listed above, spelling, punctuation and grammar are taught in a lesson dedicated to it each fortnight.	1. Spelling Test 2. Grammar Hammer
	In addition to the core topics listed above, students will spend one week a term focusing on core reading, inference and analysis skills in unseen prose and poetry texts.	3. Question on unseen prose. 4. Paragraph on theme, poetic devices and sound effects in unseen poetry.

How will I know if my daughter is achieving this?

The English Department assesses students in a classroom context in an Assessment Booklet [this remains in school but is available to be viewed at Parent's Evening or by appointment]. Here the class teacher will determine whether your daughter's skills in reading, writing and speaking and listening tasks are developing, secure or excellent. Detailed diagnostic feedback is given, which celebrates achievement and explains the next steps to be taken. Feedback will address both content and technical accuracy in spelling, punctuation, grammar and vocabulary.

Your daughter is expected to read and act on these recommendations and to take responsibility to make progress towards meeting them on their next piece of work. The class teacher will also monitor your daughter's draft book, to check that the school's expectations for presentation and technical accuracy are being adhered to. The *Progress Guide* at the front of their draft book provides a record of your daughter's academic progress in their Assessment Booklet.

Finally, at the beginning of each academic year, your daughter will undertake literacy screening in spelling, reading and free writing to monitor their progression in these core English skills. You will receive a record of their results by letter in October of each year. If your daughter is not making expected progress, a programme of Literacy Intervention will be offered.

How can I help my daughter?

Promoting reading for pleasure is the most vital form of parental support the department asks for. At this age, you may begin to find encouraging your daughter to read a challenge. However, the Young Adult market is currently thriving and a trip to a bookshop which encourages active browsing is the best way to help your daughter find a genre of novel that will inspire her. Current film adaptations are a good way to promote books to reluctant readers. whatkidsarereading.co.uk provide an annually updated report on the reading habits of children of all ages.

Your daughter will also have a spelling test every fortnight, which you can help her to prepare for. Please see your daughter's Google Classroom to access both the recommended reading lists and spelling tests for each year group in Key Stage 3. Here you will also find links to useful websites.

Finally, increasing your daughter's cultural experiences through theatre, cinema, book festivals or author trips is a wonderful way to enhance their love of literature. The Royal Shakespeare Company, The National Theatre and The Royal Ballet and Opera stream their current performances live throughout the year, which offers world class theatre experiences for a fraction of the cost at *The Light Cinema* in New Brighton or *Picturehouse at Fact* in Liverpool. An additional resource is Digital Theatre +, where students can watch a wealth of recorded productions at home.

Enrichment opportunities

Year 8 Reading Group

Film Club

World Book Day Art Exhibition and competition

National Poetry Day workshops and poetry competitions

Theatre Trips to see the set texts are offered when feasible

Maths

Pupils are taught in forms throughout Year 7 but are set by ability in Year 8. Pupils will continue to develop key mathematical skills that are crucial for future success. They will gain skills in problem solving and be able to make connections between topics. They will work in groups on a variety of engaging and interactive activities. As a result, pupils will develop resilience, sound reasoning skills and be able to articulate their learning.

	Content to be studied	Method of assessment
Autumn 1 Factors and Indices Pythagoras' Theorem	Highest Common Factor Lowest Common Multiple Prime Factor Decomposition Reciprocals Discover Pythagoras' Theorem Use Pythagoras' Theorem	Unit test on Factors and Indices Unit test on Pythagoras' Theorem
Autumn 2 Algebra Circles Handling Data	Construct and solve linear equations Substitution Simplify or transform algebraic expressions Use formulae Parts of a circle, Circumference Area Averages from grouped data Scatter graphs Lines of Best Fit	Unit test on algebra Unit test on circles Unit test on Handling Data
Spring 1 Ratio & proportion Fractions, Decimals & Percentages	Relationship between ratio and proportion shape and ratio maps and scale drawings Convert between FDP percentages of amounts Increase and decrease by a percentage Calculate a percentage change	Unit test on ratio and proportion Unit test on FDP
Spring 2 Algebra 2	Substitution, nth term, $y = mx + c$, real-life problems	Unit test on Algebra 2
Summer 1 Transformations Prisms	Reflections, rotations, translations and enlargements Combination of transformations Area of 2D shapes, Surface Area and Nets Changing between units, Volume	Unit test on Transformations Unit test on Prisms
Summer 2 Angles and bearings Probability	Angle facts, Bearings, Interior and exterior angles of polygons, Outcomes Probability Spaces, Tree Diagrams	End of Year exam Unit test on Angles and bearings Unit test on Probability

How will I know if my daughter is achieving this?

Your daughter will have a folder of unit tests that will include a progress guide. The tests will have been marked by the teacher with an overall percentage awarded. Pupils are expected to work in groups to make corrections, with the class teacher going through questions the majority of the class found difficult. The pupils will have recorded their score and areas for improvement on the progress guides. Their homework books will also contain feedback and your daughter will have acted on this feedback in the form of corrections.

If your daughter has not made expected progress, they will be asked to attend an intervention session that will revisit the content of that unit test. Their tracking will report on their achievements being excellent, secure or developing according to their unit test scores.

How can I help my daughter?

Encourage your daughter to use www.vle.mathswatch.co.uk. This is a fantastic website that encourages our pupils to take responsibility for their own learning. It contains videos for each topic and provides plenty of practice questions to accompany the work taking place in lessons. A list of suitable clips will be inside the cover of your daughter's exercise book.

Please encourage your daughter to attend study support for help with homework and any other areas of confusion from lessons. This is a drop-in session that takes place every Tuesday, Wednesday and Thursday from 1.15pm in H7.

Enrichment opportunities

Your daughter will have the opportunity to take part in the UKMT Junior Maths Challenge. The Junior Mathematical Challenge is a 60-minute, multiple-choice competition aimed at students across the UK.

It encourages **mathematical reasoning**, **precision of thought**, and **fluency** in using basic mathematical techniques to solve interesting problems.

The problems on the Junior Mathematical Challenge are **designed to make students think**. Most are **accessible**, yet still challenge those with more experience.

Science

During her second year in the Science department your daughter will build on the skills mastered in year 7 to continue to answer Scientific questions through practical investigations. She will begin to find her passion and possible preference for one of the three Science disciplines she will study at GCSE next year.

	Content to be studied	Method of assessment
Autumn 1	<p>Investigation skills – pupils begin the year revisiting the science investigation skills covered in year 7 culminating in a short baseline assessment.</p> <p>Photosynthesis – pupils will study the process of photosynthesis and adaptations of plant. They will also investigate the effect of light on the rate of photosynthesis</p> <p>Interdependence & ecosystems – pupils will look at energy transfers through food chain and the terminology associated with this.</p>	<p>20 mark recap & baseline assessment on science investigation skills</p> <p>10 to 15 mark short exam style question marked by teacher and graded Developing, Secure or Excellent.</p>
Autumn 2	<p>Acids and alkalis – pupils will be introduced to the pH scale and identify the pH of acidic, alkali and neutral solutions. They will also investigate the concept of neutralisation and apply to everyday applications.</p> <p>Chemical changes – pupils will investigate the differences between physical and chemical changes. They will also write work equation for reactions between metals & oxygen/acids/carbonates</p> <p>Light & Sound Pupils will investigate how light and sound travel and how we see and hear things. They will also look at identify different sound types from waves.</p>	<p>40 mark exam style questions marked by teacher and graded Developing, Secure or Excellent.</p>
Spring 1	<p>Electricity – pupils will build and draw diagrams of series and parallel circuits explaining the differences in current and voltage.</p> <p>Magnetism – pupils will investigate magnetic fields and apply this to how a magnet work. They will also look at electromagnets and how they are used in our everyday lives.</p>	<p>10 to 15 mark short exam style question marked by teacher and graded Developing, Secure or Excellent.</p>
Spring 2	<p>Variation & Evolution – pupils will look at how the environment and genes are responsible for variation and how this can lead to natural selection and consequently evolution.</p> <p>Inheritance – pupils will discover the location and function of DNA and how it can be passed on during reproduction.</p>	<p>40 mark exam style questions marked by teacher and graded Developing, Secure or Excellent.</p>

Summer 1	<p>Speed – pupils will learn the formula for speed and apply this to speed, distance, time graphs to trace a typical journey on foot, bike or car.</p> <p>Earth and the atmosphere- pupils will apply the skills from Geography to a more Scientific understanding of rock formation and volcanoes</p>	End of year examination – pupils will complete a one-hour exam style question exam encompassing all topics and skills covered throughout the year.
Summer 2	<p>Universe –pupils will design a poster for display on the solar system including information on the planets and how the moon and sun interact to create night and day, the seasons.</p>	Pupils display their project work to the class and teacher which is graded secure, developing or Excellent.

How will I know if my daughter is achieving this?

Your daughter’s assessments will be marked by her teacher and graded against boundaries set by the head of key stage three Science. All feedback points are printed on the front of exam and those requiring attention will be highlighting by her teacher. This enables her to also identify topics and skills she has mastered well.

You can also check that she is responding to teacher feedback in her book by referring to the marking code checklists and half termly peach coloured book check slips.

Mentoring and intervention sessions will run one lunchtime per week in the Lingdale building with two members of staff and GCSE pupils to assist with your daughter’s needs.

How can I help my daughter?

Your daughter can continue to use her revision guide purchased in year 7 as it covers the material taught in both years 7 & 8. There are very helpful question pages at the end of each topic you can ask her when she is preparing for an assessment. You can also inside her book to see if she is responding to teacher feedback and mastering some of the early data presentation skills such as graph drawing. There is a handy SPAUL reference guide in her book which graphs are marked against.

We encourage pupils to take Science outside the classroom by visiting some of our wonderful local areas of Scientific interest. These include Tam O’Shanter Urban Farm, Chester Zoo, Spaceport at Seacombe Ferry terminal and New Ferry butterfly park.

Enrichment opportunities (Reading/Clubs)

At Key Stage Three Science pupils can become involved in our STEM club which runs a variety of activities through the school year including:

Unilever Bright Futures Challenge

Data logging

Growing your own in our solar dome

Steps into the NHS

DVLA decoding challenge

Religious Education

Students will explore a range of topics in Year 8 which alongside introducing or developing their religious knowledge a strong emphasis will be placed on aiding students in developing their evaluation and analysis skills. The Year 8 curriculum also enables students to consider and respond to a range of important questions related to their own spiritual development, the development of values and attitudes and fundamental questions concerning the meaning and purpose of life.

	Content to be studied	Method of assessment
Autumn 1	Students will study the concept of life as a journey, with particular emphasis on the spiritual journey a person may undertake. Students will also look at places of pilgrimage that Christians may physically journey to and examine and evaluate their religious significance.	Students will be assessed by summative assessment this half term.
Autumn 2	Students will study Catholic beliefs concerning the metaphorical nature of the creation story. Students will examine the religious concept of stewardship. Students will also compare the two infancy narrative of Jesus.	Formative assessment and class tests are used to assess progress this half term.
Spring 1	Students will study key Christians beliefs concerning the Trinity and the Beatitudes. Students will explore the lives of those who have shown Christian values in their own lives. An exploration of the dangers of prejudice and discrimination will be explored alongside an evaluation of Christian teachings which teach against the concepts.	Students will be assessed by summative assessment this half term.
Spring 2	Students will study the religion of Islam, examining keys beliefs and the religious practice of Muslims.	Students will be assessed by summative assessment this half term.
Summer 1	Students will study the religion of Judaism, examining keys beliefs and the religious practice of Jews. Students will study the story of Passover in depth and the affect the Moses story has on Jewish lives today.	Formative assessment and class tests are used to assess progress this half term.
Summer 2	Students will study the "Horrible Histories" of Christianity gaining an insight into the persecution faced by some Christians in the past and also some of the more unusual aspects of the history of the faith.	End of year assessment

How will I know if my daughter is achieving this?

Work is assessed in Religious Education throughout the year and through various methods. The assessment style used in Key Stage Three (Years 7-9) is in line with the criteria for assessment outlined by the Diocese of Shrewsbury.

Summative assessments are conducted at key points throughout the year and teachers will use formative assessment to ensure students' clarity of understanding and progress.

Students are given progress books in Year 7 which track their progress throughout Key Stage Three and allows students, parents and teachers to see the learning journey the student has undertaken throughout Years 7, 8 and 9.

How can I help my daughter?

Students are given a learning program which outlines each area covered in a specific module. This allows students and parents to clearly see the information students should have gained an understanding of during Religious Education lessons.

Students are given revision guides to support their independent consolidation of the knowledge gained in lessons.

Websites which may aid students to consolidate or extend their learning include:

<https://qualifications.pearson.com/en/subjects/religious-studies.html>

<https://www.bbc.co.uk/religion/religions/>

Students will be invited to join Google classrooms where resources will be shared to aid their learning.

Enrichment opportunities

There are multiple opportunities for Key stage three students to take their learning beyond the classroom:

- Bi-annually, students are invited to participate in a pilgrimage to Lourdes

Art and Design

Pupils are introduced to a variety of experiences exploring a range of media, processes and techniques that develop their awareness and understanding of colour, tone, texture, shape and form. Pupils are able to create responses using a combination of methods including;

- Painting, drawing, mixed-media and collage
- Sculpture and relief work
- Textiles

Pupils are set practical tasks that encourage an investigative approach to a given theme. To support the creative work they produce in school, pupils are set homework tasks that encourage independent study. Underpinning all of the units of work is the use of sketchbooks and the study of artists, crafts people and designers.

A piece of homework to extend classroom learning will be given each week.

	Content to be studied	Method of assessment
Autumn 1	Art and Architecture. A unit of work based on the architect Antoni Gaudi. This term, pupils will explore drawing, mark making, painting and mixed media and textile techniques in response to Gaudi's architecture.	Diagnostic drawing tests will link to the unit theme at the beginning of each unit of work. Pupils will be awarded a grade of Developing, Secure or Excellent for each piece of class work and homework.
Autumn 2	Art and Architecture. This unit of work continues, exploring the work of Antoni Gaudi. Pupils will produce a piece of textiles embellished with hand embroidery stitches.	Pupils will be awarded a grade of Developing, Secure or Excellent for each piece of class work and homework.
Spring 1	World Cultures and Art. During this term pupils will be introduced to a broad range of Art movements and styles and will be looking in depth at different cultures and embracing diversity. Pupils will have the opportunity to experiment and explore with a range of different media to enhance their understanding of how these artists/cultures produced their work.	Diagnostic drawing tests will link to the unit theme at the beginning of each unit of work. Pupils will be awarded a grade of Developing, Secure or Excellent for each piece of class work and homework.
Spring 2	Modern Art Movements. During this unit, pupils will be learning about Art through the ages. From Romanesque to Contemporary. Learning the key artists, styles and characteristics of each movement.	Pupils will be awarded a grade of Developing, Secure or Excellent for each piece of class work and homework.

Summer 1	Modern Art Movements. During this unit, pupils will be learning about Art through the ages. From Romanesque to Contemporary. Learning the key artists, styles and characteristics of each movement.	Pupils will be awarded a grade of Developing, Secure or Excellent for each piece of class work and homework.
Summer 2	Modern Art Movements. During this unit, pupils will be learning about Art through the ages. From Romanesque to Contemporary. Learning the key artists, styles and characteristics of each movement.	Pupils will be awarded a grade of Developing, Secure or Excellent for each piece of class work and homework.

How will I know if my daughter is achieving this?

At the beginning and end of each term all pupils will have a diagnostic drawing test. This helps us to monitor the progress of each pupil, allowing us to quickly identify and target the areas of strength or weakness.

Pupils will receive written or verbal feedback on each piece of work they produce. All pupils must act upon any feedback or advice given to ensure they are working to their full potential.

Pupils will be awarded a grade of Developing, Secure or Excellent for each piece of class work and homework.

How can I help my daughter?

Regular visits to Art Galleries and Exhibitions are always encouraged. Throughout Wirral and Liverpool there are a number of excellent Galleries that are free to enter.

The Williamson Art Gallery - Birkenhead
 Lady Lever Art Gallery - Port Sunlight
 Tate Gallery - Albert Dock, Liverpool
 The Walker Art Gallery – Liverpool.... to name but a few

Enrichment opportunities

There are a number of creative magazines available to read in the library as such as 'Molly Makes' and 'Creative Review'.

Design and Technology (including Cooking & Nutrition)

As citizens of the twenty-first century, pupils face an uncertain future. Energy and material shortages, the effects of climate change, increased reliance on technology, the Internet of Things and a manufacturing revolution are just some of the issues today's society faces. Design and Technology aims to equip pupils with the knowledge and skills required to succeed in the technological age. They will develop a wide range of problem-solving, mathematical and technical skills underpinned by a deep understanding of materials, components and systems, along with how and why products are manufactured in particular ways. The work of past and present designers influence pupils as they learn from their successes and failures. There is an acute focus on environmental impacts and meeting the needs and wants of a wide variety of consumers, including inclusive design for the less able or those with different cultures or faiths. In addition to the demands of this rigorous curriculum, there is also emphasis placed on building resilience, collaboration and companionship. The Design and Technology curriculum at Key Stage 3 aims to introduce pupils to solving problems through practical skills. By developing a foundation knowledge of materials, components, systems and processes, pupils can create functioning prototypes to solve problems in various situations. As pupils progress through Key Stage 3, the problems they solve become more complex and demand an increased knowledge of materials, components, systems, processes and their impacts on the environment. Year 8 pupils focus on a user-centred design approach. Pupils design and manufacture functional prototype for a particular user. They begin by exploring the user's needs and wants, leading them through the iterative design process in order to produce a quality prototype using a range of materials and processes. Alongside the prototype, pupils explore the art deco movement in order to design and manufacture a pewter-cast piece of jewellery, whilst learning about metals, their properties and applications. Pupils build upon their knowledge of systems from Year 7 to produce a functioning prototype for a safety product, honing their skills in manipulating compliant materials. The Cooking and Nutrition unit enable pupils to develop and demonstrate a range of food skills, increasing in complexity and accuracy, to cook a range of dishes, safely and hygienically, and to apply their knowledge of nutrition and food provenance. In addition, they will consider the factors that affect food choice, food availability and food waste.

	Content to be studied	Method of assessment
Design and Technology	<ul style="list-style-type: none"> • Applying surface finishes. • Assembling using standard components. • CAD and CAM • Communicating design through hand and isometric sketching. • Design and development. • Design professionals' study. • Electronic systems • End of topic test. • Ethical design • Evaluating their own work. • Forming polymers. • Human factors • Inclusive design • Life cycle assessment • Marking and measuring using tools and equipment. • Metal casting methods. • Mining • Product analysis 	<p>Self, peer and teacher marking throughout the series of lessons.</p> <p>There is an end-of-unit assessment during the final lesson of the series.</p>

	<ul style="list-style-type: none"> • Product disassembly • Prototyping • Smart and modern materials • Structures • Systems (mechanical) • Textiles • Types of metal, their properties and applications. • User centred design and research methods. 	
Cooking and Nutrition	<ul style="list-style-type: none"> • Cooking • Key nutrients and hydration • Energy • Protein • Food choice and dietary needs • Breads • Meal planning 	<p>Self, peer and teacher marking throughout the series of lessons.</p> <p>There is an end-of-unit assessment during the final lesson of the series.</p>

How will I know if my daughter is achieving this?

As with all Key Stage 3 subjects; developing, secure and excellent grades are given for assessments. In addition to the end-of-topic test, your daughter will be assessed on her design and ongoing design/practical work. Feedback can be found in the booklet that is usually kept in school, and in the homework booklet that goes home. Your daughter will receive regular feedback on her work and she will have the opportunity to reflect on this and ensure she makes further progress. If she is struggling with any of the concepts, then she will receive additional support in lessons and may be invited to some additional sessions at lunch time.

How can I help my daughter?

You can help your daughter by encouraging the use of the VLE. The Product Design VLE is full of useful resources, including, documents, videos and animations. Your daughter is encouraged to use the search function at the top right of the page to search any topics she is unsure of, or as part of her homework tasks. There are a number of other websites that are useful, that will support your daughter:

- BBC Bitesize <https://www.bbc.com/bitesize/subjects/zfr9wmn>
- Technology Student <http://www.technologystudent.com/>
- National Geographic <http://www.nationalgeographic.com/>

Please encourage your daughter to complete 'excellence' tasks, which feature in lessons and in homework. These tasks are designed to extend her thinking and stretch and challenge her.

Enrichment opportunities

STEM Club is an excellent opportunity for your daughter to work with other pupils on activities and competitions relating to Science, Technology, Engineering and Maths. Design and Technology as a subject encompasses all four of these, therefore if your daughter enjoys the subject she should get involved in any STEM activity she can, both inside and outside of school. Watching 'How It's Made' on TV or Youtube is a great way of seeing manufacture in action, it gives a much greater understanding of the scale involved in making a range of different products as well as exploring individual processes. The Smallpeice Trust is a charitable organisation that aims to increase the number of young people entering engineering-based careers. They offer a range of residential visits from Year 8 endorsed by the school which may be of interest. <http://www.smallpeicetrust.org.uk>. Looking ahead, your daughter could apply for an Arkwright Scholarship in Year 11, a prestigious award that is recognised by many universities and top employers in the field of engineering. Upton supports Year 11 pupils will all aspects of the application and interview process. <http://www.arkwright.org.uk>. Looking ahead, your daughter could apply for an Arkwright Scholarship in Year 11, a prestigious award that is recognised by many universities and top employers in the field of engineering. Upton supports Year 11 pupils will all aspects of the application and interview process. <http://www.arkwright.org.uk>

Drama

In Year 8, students will study Drama once a week. By the end of the year 8, student will:

- Be confident in their abilities to apply heightened and exaggerated physical skills, mime and movement in both improvised and scripted performance.
- Apply a range of vocal expression when interpreting text, dialogue and characters from scripts and other stimuli.
- Recognize a variety of theatrical styles and genres including mime, physical theatre and pantomime.
- Work co-operatively and creatively with peers to structure, rehearse and present small-scale performances.
- Evaluate their own and others' practical work using a growing knowledge of drama terms and vocabulary.

	Content to be studied	Method of assessment
Autumn 1	<p>Mime and physical theatre</p> <p>Pupils explore and develop skills associated with mime performance.</p> <ul style="list-style-type: none"> • Exaggeration • Movement and Gesture • Facial expression • Body Language • Story telling • Slapstick • Physical theatre • Comedy <p>Pupils develop their physical communication and performance skills through the use of mime and physical theatre techniques.</p>	<p>Pupils are assessed on their practical application of skills, and their ability to interpret and sustain characters through mime performance.</p> <p>Pupils participate in a formative assessment tasks.</p> <p>Pupils receive both verbal and written feedback from their peers and teacher based on their skills progression this half term.</p>
Autumn 2 / Spring 1	<p>Pantomime</p> <p>Pupils develop their understanding of the pantomime genre through the exploration of popular pantomime plots, stock characters and sight gags. Pupils interpret scripts and explore skills associated with pantomime performance, such as:</p> <ul style="list-style-type: none"> • Direct Address • Narration • Interacting with the audience • Singing • Dance • Ensemble/ choral work • Story telling • Heightened characterization <p>Pupils apply skills learnt in order to devise and script their own pantomimes for performance.</p>	<p>Pupils regularly evaluate their skills development and progress through both written and practical tasks.</p> <p>Pupils' complete formative and summative assessment tasks. They conduct self and peer assessment. Based on their achievement, all pupils set targets for improvement.</p> <p>Pupils receive an effort level and attainment grade from their teacher; which is noted in whole school tracking data as either <i>Developing, Secure or Excellent</i> based on their overall skills progression.</p>
Spring 2	<p>Alternative Tales</p>	<p>Pupils are assessed on their practical application of skills and their ability to</p>

	<p>Pupils explore popular culture, contemporary themes, moral issues and the FCJ values through the medium and exploration of popular fairy stories e.g. 'Goldilocks'.</p> <p>Pupils use explorative strategies to explore and develop characterization. Pupils participate in tasks such as:</p> <ul style="list-style-type: none"> • Role play • Thought-Tracking • Hot-seating • Forum Theatre <p>In order to explore contexts, understand social stereotypes and become aware of character motivations, actions and reactions.</p> <p>Pupils create and devise alternative scenes and endings for fairytale characters based on their in-depth character exploration work.</p>	<p>interpret characters/ roles and text for performance.</p> <p>Pupils participate in a summative and formative assessment tasks. Pupils conduct self and peer assessment.</p> <p>Pupils receive an effort level and attainment grade from their teacher; which is noted in whole school tracking data as either <i>Developing, Secure or Excellent</i> based on their overall skills progression.</p>
Summer 1	<p>Musical Theatre</p> <p>Pupils interpret scenes and characters from popular West End and Broad Way Musicals, such as 'Grease', 'Bugsy Malone' and 'Hairspray'.</p> <p>Through the exploration of:</p> <ul style="list-style-type: none"> • Plot • Context • Songs (lyrics) • Dance • Chorus • Humour/ Pathos • Dialogue • Monologues <p>Pupils explore and apply appropriate devices in order to interpret, rehearse and perform extracts in a musical theatre style.</p>	<p>Pupils regularly evaluate their skills development and progress through both written and practical tasks.</p> <p>Pupils' complete formative and summative assessment tasks. They conduct self and peer assessment. Based on their achievement, all pupils set targets for improvement.</p> <p>Pupils receive an effort level and attainment grade from their teacher; which is noted in whole school tracking data as either <i>Developing, Secure or Excellent</i> based on their overall skills progression.</p>
Summer 2	<p>Blood Brothers (by Willy Russell)</p> <p>Pupils explore the Musical Theatre script 'Blood Brother's'</p> <p>They read and explore a range of extracts from the full-length text, in-depth.</p> <p>Pupils develop a deeper understanding of how to interpret text and characters from scripts, through applying directorial approaches.</p> <p>Pupils know, understand and apply basic staging rules and techniques when working with text:</p> <ul style="list-style-type: none"> • Reading Stage Directions • Cue and Freeze • Entrances/ Exits • Space and Proxemics • Masking & Blocking • Transitions 	<p>Pupils regularly evaluate their knowledge and skills development through both written (research/ homework) and practical tasks.</p> <p>Pupils complete both formative and summative assessment tasks based on the texts/ genres explored.</p> <p>Pupils participate in self and peer assessment.</p> <p>Pupils set challenging targets for improvement and skill progression.</p> <p>Pupils receive an effort level and attainment grade from their teacher which is noted in whole school tracking data as either <i>Developing, Secure or</i></p>

	<ul style="list-style-type: none"> • Upstaging • Split Scene • Levels • Props and Costume <p>Pupils choose, rehearse and polish extracts for performance and assessment.</p>	<p><i>Excellent</i> based on their overall skills progression.</p> <p>Year 8 pupils receive a written progress report from their teacher in the summer term.</p>
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How will I know if my daughter is achieving this?

- Pupil effort (1-4) and attainment marks (Developing, Secure and Excellent) are recorded three times a year in whole school tracking and reporting documents.
- Verbal and written feedback will be offered to students during formative and summative assessment tasks.
- Written tasks, research/ homework, self and peer feedback is evident in pupil assessment booklets.
- Pupils and parents will attend one parent/ teacher evening a year to discuss pupil progress/ targets.

How will work be assessed?

- ◆ Pupils participate in regular **formative assessments** and termly **summative assessments**.
- ◆ The curriculum content, delivery and assessment format is based on National Drama/ GCSE (9-1) Level Descriptors.
- ◆ Pupils are assessed on their application of practical skills, knowledge and group work.
- ◆ Pupils reflect on their own and others progress through self, peer and teacher assessment tasks.
- ◆ Summative assessments take place at the end of each unit of work.

What feedback might they get? / What support might they get if they are not mastering the curriculum?

- Pupils receive personalized feedback in order to know and understand how to improve practical and performance skills, including voice and movement.
- Pupils are offered personalized targets in order to develop theory, knowledge and practice and increased use of Drama and Theatre vocabulary during verbal and written responses.
- Pupils are supported during group work in order to develop their skills and confidence.
- Pupils are able to evaluate and measure their effort and progress in their assessment booklets in order to consolidate their learning whilst targeting areas for improvement.

Enrichment opportunities

- Year 8 Drama club takes place once a week
- Year 8 pupils can participate in House plays, pantomimes and the School Production.
- Opportunities to participate in local and national Drama festivals e.g. Shakespeare in Schools
- The Drama Department arranges regular theatre visits to local venues to watch a range of live theatre, plays and Musical Theatre productions.

Modern Foreign Languages – French

Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to mutual understanding, a sense of global citizenship and personal fulfilment. The ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and around the world. In Year 8, we aim to lay down good foundations for the GCSE course with a strong emphasis on grammar and key vocabulary.

Above all, we would like our students to become confident speakers of French, to have fun, to work cooperatively with other members of the class and to develop a fascination to learn about other languages and cultures.

Aimez apprendre!

	Content to be studied	Method of assessment
Autumn 1	Free time Hobbies and sports (likes/dislikes) Grammar: Revision of the present tense (including irregular verbs and radical changing verbs) jouer à and faire de/ negation.	Weekly vocabulary tests Weekly translation tests End of unit assessment in Reading and Translation
Autumn 2	Family life Family members/pets/descriptions Grammar: adjectives (position and agreements)/ revision of key verbs.	Weekly vocabulary tests Weekly translation tests End of unit assessment in Listening, Reading and Writing
Spring 1	House/food Rooms in the house/ meals and food items Grammar: du/de la/de l'/des Aller+ infinitive Key verbs in the simple future	Weekly vocabulary tests Weekly translation tests End of unit assessment in Listening and Reading
Spring 2	My town/ at the cafe Places in town/preposition à/ buying snacks Grammar: immediate future/simple future	Weekly vocabulary tests Weekly translation tests End of unit assessment in Writing and Translation
Summer 1	The environment Local and global issues Revision of 2 tenses: present/ future	Weekly vocabulary tests Weekly translation tests End of unit assessment in Listening and Reading
Summer 2	The environment/ general revision Key vocab ; recycling Key time phrases: toujours/d'habitude/normalement/souvent /quelquefois/parfois/de temps en temps/ rarement/une fois par semaine etc.)	Speaking Assessment and/Oral Presentation

How will I know if my daughter is achieving this?

Making Progress - During the course of the academic year, you will be informed about your daughter's progress. An attainment of Excellent, Secure and outstanding will be given to each of the girls. Please find below the description for each of them:

Excellent – Excellent - In the skills of listening, reading, writing, speaking and / or translation I have produced very accurate and outstanding work and answers.

Secure – solide - In the skills of listening, reading, writing, speaking and / or translation I have produced accurate work and answers which show a sound understanding of the topics and grammar taught.

Developing – En progrès - In the skills of listening, reading, writing, speaking and / or translation I show some understanding of the topics and grammar taught. To progress further I need to work on my targets and regularly review my work.

How can I help my daughter?

Practising the Language

There is a number of ways students can practise their language skills interactively. Have a look at the following websites:

www.languagesonline.com

<https://uk.language-gym.com/>

<https://quizlet.com/>

<https://www.bbc.co.uk/bitesize/subjects/zd8kkty>

Enrichment opportunities

Annual European Week of Languages/ Cultural Project about France/French Speaking Countries (related to Customs, Festivals and Traditions).

Modern Foreign Languages – Spanish

Learning a foreign language provides an opening to other cultures. At Upton we believe that a high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. Pupils should have the opportunity to express their ideas and thoughts in Spanish and to understand and respond to its speakers, both in speech and in writing. Our aim is to encourage students to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. We would like to provide our students with the foundation for learning further languages, equipping them to study and work in other countries. We would like our students to become confident speakers of Spanish, to have fun, to work cooperatively with other members of the class and to develop a fascination to learn about other languages and cultures. **¡A disfrutar aprendiendo!**

	Content to be studied	Method of assessment
Autumn 1	Empezamos el español 1: Phonics, alphabet, personal details, pencil case, countries and nationalities. Grammar: Question words, Present Tense of Ser/Tener, Word Order, Gender of Words	Weekly vocabulary tests Weekly translation tests End of unit assessment in Listening and Reading
Autumn 2	Empezamos el español 2: Describing the place where you live, describing your home and giving opinions Grammar: Present Tense of Vivir, Plural and Singular Opinions	Weekly vocabulary tests Weekly translation tests End of unit assessment in Writing and Translation
Spring 1	Familia y Tiempo libre 1: Talking about family and pets, physical description. Grammar: Gender and Number of Adjectives, Adjectival Agreement. Revision of Ser/Estar	Weekly vocabulary tests Weekly translation tests End of unit assessment in Listening and Reading
Spring 2	Familia y Tiempo libre 2: Talking about free time activities Grammar: Infinitive verbs, Opinions using verbs	Weekly vocabulary tests Weekly translation tests End of unit assessment in Writing and Translation
Summer 1	El Futuro y la Cultura 1: Daily Routine, Helping at home and talking about the future Grammar: Immediate Future (IR + Infinitive), Radical Changing verbs.	Weekly vocabulary tests Weekly translation tests End of unit assessment in Listening and Reading
Summer 2	El Futuro y la Cultura 2: Spain/Spanish-Speaking Countries Research Project	Speaking Assessment and/Oral Presentation

How will I know if my daughter is achieving this?

During the course of the academic year, you will be informed about your daughter's progress. An attainment of Excellent, Secure and outstanding will be given to each of the girls. Please find below the description for each of them:

Excellent – Excelente - In the skills of listening, reading, writing, speaking and / or translation I have produced very accurate and outstanding work and answers.

Secure – Firme - In the skills of listening, reading, writing, speaking and / or translation I have produced accurate work and answers which show a sound understanding of the topics and grammar taught.

Developing – En desarrollo - In the skills of listening, reading, writing, speaking and / or translation I show some understanding of the topics and grammar taught. To progress further I need to work on my targets and regularly review my work.

Support is provided through intervention strategies that we have as a department. These include: Lunchtime Sessions, One to One Extra Support, Extra Work Given, Summer Work Given and Revision Sessions

How can I help my daughter?

There is a number of ways students can practise their language skills interactively. Have a look at the following websites:

<https://www.educationquizzes.com/spanish>

<http://www.spanishrevision.co.uk/ks3/index.htm>

<https://www.bbc.com/bitesize/subjects/zfckjxs>

www.linguascope.com

Enrichment opportunities

Y7 Trip to Spain

Spanish Language Club

Annual European Week of Languages

Cultural Project about Spain/Spanish Speaking Countries

Mandarin Chinese

Y8 Mandarin Chinese course is designed to help pupils to understand more about the Chinese language and culture. Pupils will not only develop their linguistic competence in writing, reading, speaking, listening and translation, but also develop their independent learning skills. Through the study, pupils will be able to demonstrate their ambitions and ability to communicate with native Chinese speakers. They are working towards GCSE Chinese Foundation level. At the end of Year 8, pupils will obtain GCSE Chinese Grades 3.

Y8 Chinese class pupils will have five lessons in every two weeks on the curriculum timetable, including cultural activities. They can continue to develop their Chinese language skills in Year 9 and further up to GCSE and A level.

We believe the Chinese language skills will make our pupils more attractive to their future employers.

	Content to be studied	Method of assessment
Autumn 1	Text book - Jinbu 1 Unit 2 Family and home Talking about pets Dates and Months Talking about birthday Family life in China	Weekly dictation exercise Research and presentation Unit test: Four skills
Autumn 2	Unit 3 Hobbies Talking about extra-curriculum activities Expressing interests and opinions Talking about sports Dates of the week Young people's hobbies in China	Weekly dictation exercise Research and presentation Progress evaluation Interviewing pupils Individual target setting Unit test: Four skills
Spring 1	Unit 4 My school Talking about school subjects Telling the time Talking about the school timetable Talking about my class Learning about schools in China Chinese New Year celebration – various cultural activities	Weekly dictation exercise Research and presentation Progress evaluation
Spring 2	Unit 5 Food and drink Talking about food and drink Express opinions on food Talking about daily meals	Weekly dictation exercise Unit test: Four skills Progress evaluation Interviewing pupils Individual target setting Group project: healthy eating
Summer 1	Unit 5 Food and drink (continued) Ordering food at a restaurant Culture: Chinese food and eating customs Revision period for the school exam	Weekly dictation exercise Individual target setting Research and presentation School exam: Four skills

Summer 2	Textbook - Jinbu 2 Unit 1 Holidays Weather and seasons Around the world My holidays Talking about different means of transport Visit China	Research and presentation Weekly dictation exercise Progress evaluation Individual target setting Interviewing pupils

How will I know if my daughter is achieving this?

Vocabulary is crucial in learning Chinese language. It will be continually assessed on a regular basis in Year 8. Pupils' progress on the four skill areas will be assessed at the end of each unit. Pupils will receive either verbal or written feedback from the teacher and peers regarding their performance in learning. Pupils will be required to analyze their own learning and set up their individual targets at the end of each term.

Regular homework is required for all Year 8 pupils. Completion and timely submission of homework are expected. Homework could be in any skill areas: speaking, listening, reading, writing or translation. It will also include some research related to the topics, as well as about China or Chinese culture to stimulate pupils' interest.

Lunchtime tutorial sessions will be allocated to Year 8 pupils to help them meet their potential and improve their performance in learning.

How can I help my daughter?

Pupils can use the websites below for their learning:

www.quizlet.com/subject.chinese

www.chinese-tools.com/tools/pinyin.htm/

Learning/memorizing vocabulary: <https://youtu.be/7iTAG5nehbc>

Writing Chinese character: www.mdbg.net

<http://www.bbc.co.uk/languages/chinese/games/characters.shtml>

Enrichment opportunities

- Pupils will participate in various Chinese cultural activities within the school and the local community.
- Pupils will be encouraged to participate in regional and national Chinese speaking competitions organized by the British Council.
- Pupils will have opportunities to visit Chinese departments in prestigious UK universities.
- Pupils will have opportunities to visit other UK schools where Chinese has been successfully introduced.
- Trip to China.

Geography

The Geography curriculum at Key Stage 3 is all about the bigger picture. Pupils cover a range of stimulating topics from global development to African biomes. The Geography curriculum progresses from the local scale though to the national and international. There is a blend of skills, issues and themes. There is progression in the complexity and nature of themes covered, including contemporary “must know” topics like climate change. Geography aims to challenge pupils’ sense of global stewardship. There is also progression in skills, from basic map skills to fieldwork.

	Content to be studied	Method of assessment
Autumn	Environmental Geography- World Biomes An overview of World Biomes and an issue-based study of Cold Environments and Tropical Rainforests.	Summative assessment Creative writing task Assessing the impacts of tourism in Antarctica
Spring 1	Indigenous groups An overview of the importance of indigenous culture and knowledge, alongside the role of past historical empires. A focused study on Masai Mara and the impacts of tourism in the Savanna on their way of life	Ingenious travel diary – pupils pick on indigenous group to explore
Spring 2 Summer 1	Human Development A variety of smaller sub-units including Measuring Development, Africa is not a Country and Diseases. Dangerous atmosphere Tropical Storms	Summer exam
Summer 2	Fieldwork- Snowdonia and a scheme of work looking at planning a new attraction in the area	Group presentation

How will I know if my daughter is achieving this?

We provide various methods of assessment which will enable pupils to achieve. Therefore, pupils will have the opportunity to produce enquiry-based projects and the occasional presentation. In preparation for future years, there will still be a bias toward the more traditional exam-based style of assessment.

Teacher and pupil self-assessment is continuous. Their Geography passport provides an opportunity for pupils to record their progress during the year.

The Geography teachers at Upton are always available to meet with individual pupils to discuss their progress, provide guidance and will respond to individual needs if and when they arise. Different topics can provide different challenges.

How can I help my daughter?

The local area environmental enquiry in the first term may need some parental supervision. Ideally your daughter will visit her local area and take photographs or carry out a simple survey of the environment. Geography is a topical and contemporary subject. We encourage pupils to keep a look out for news events either from the local area or faraway places.

Enrichment opportunities

Upton Hall's eco environment group is run by the geography department. This extra-curricular group provides opportunities for pupils to get involved with local eco based projects. We are also very lucky to have amazing school grounds with our own solar dome, allotment and orchard.

We enter a team of pupils for the annual Worldwise Geography Quiz hosted by Chester University.

There is also the Geography graduates' programme encouraging pupils to investigate an issues or topic of their own choice.

History

We will begin the year by considering the Civil War, including the role of women in the Civil War, the growing power of Parliament and the Levellers, building on our theme of power through time. We will then examine the huge societal shift that came with the Industrial Revolution, also linking this to an investigation into transatlantic slavery, with an emphasis on Liverpool's links to slavery. This enables pupils to see how the enquiries are relevant for them. Slavery will be linked to globalisation and empire, in order to provide the link with World War I. Following this, an investigation into the inter-war years will provide the pupils with background information which is highly relevant to their later study of Weimar and Nazi Germany, whilst also giving insight into economic history, and the history of protest and change in the 20th century. Again, so that our pupils can see themselves reflected in our curriculum, the changing role of women will be examined, including women who led resistance to slavery, as well as women's changing position both in the USA and Britain.

	Content to be studied	Method of assessment
Autumn 1 Autumn 2	<p>How did the balance of power change in the 17th century? The English Civil War. Introduction and causes. Was there a revolution for women? Was there a revolution for the poor? Who had the power after the English Civil War?</p> <p>When did the UK become the UK? Acts of Union. Should Scotland have become part of the UK?</p> <p>Introduction to the Industrial Revolution. Impact on jobs, environment and living conditions</p> <p>What has slavery got to do with us?</p> <ul style="list-style-type: none"> • Introduction to the Industrial Revolution. Impact on jobs, environment and living conditions • What has slavery got to do with us? Study of transatlantic slavery, including a study of West African societies before slavery and Liverpool's connections to slavery. • How did abolition change America? Jim Crow laws and the Civil Rights movement. • How did Britain build an Empire and what impact did it have on the world? 	<ul style="list-style-type: none"> • Year 8 begins with a timeline task and review of prior learning from Year 7. • Assessment by regular retrieval practice, short-answer knowledge tests and longer pieces of writing. • Pupils read challenging texts, particularly when considering the Civil Rights movement. • Meanwhile, Elsewhere online homework task on Sara Forbes Bonetta helps personalise slavery and the Bristol Bus Boycott helps ensure understanding that racism and the Civil Rights movement are relevant themes in Britain • Creative abolition of slavery project, group presentation, individual extended written work.
Spring 1 Spring 2	<ul style="list-style-type: none"> • Why was World War I described as 'the war to end all wars'? Enquiry including an investigation of the causes of World War I, life in the trenches and the usefulness of Wilfred Owen as a source. Propaganda and conscientious objectors. • How did World War I end? Was the Treaty of Versailles fair? 	<ul style="list-style-type: none"> • Short-answer knowledge tests and regular retrieval practice understanding. These include testing of tier 3 vocabulary. • Assessment continues by retrieval practice, short-answer knowledge tests and modelled longer pieces of writing. • Meanwhile, Elsewhere homework on Gertrude Bell helps pupils to reflect on the

		position and status of women during World War I, foreshadowing later study of the campaign for women's suffrage.
Summer 1 Summer 2	What was life like after World War I? <ul style="list-style-type: none"> • Campaign for women's suffrage in the UK. • The changing life of women in America. 	<ul style="list-style-type: none"> • Summer exam, testing cumulative knowledge since the beginning of the year, including short-answer questions and longer source analysis questions. <p>Meanwhile, Elsewhere homework on New Zealand women getting the vote helps to contextualise the changing role of women both in the USA and in Britain</p>

How will I know if my daughter is achieving this?

Work will be assessed through regular short-answer tests, with supported re-sits where 'secure' level of understanding has not been reached. Pupils will undertake structured reading of historians' work in class and comprehension questions will assess their understanding of this.

Feedback will be given regularly through marking of exercise books, guided self-assessment, peer assessment and verbal feedback. Pupils will be guided to reflect on their work, make corrections and set targets to assist their progress.

How can I support my daughter?

There are a number of video and other resources for World War I and on transatlantic slavery

<https://www.bbc.com/bitesize/topics/z4crd2p>

<https://www.bbc.com/bitesize/topics/z2qj6sg>

If it is possible to visit the International Slavery Museum in Liverpool, this would greatly enhance your daughter's learning about transatlantic slavery.

In addition, the History Honours Programme encourages pupils to do extension work on 'Herstory,' conducting research and producing an artefact relating to the contribution of women to history.

Computing

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing comprises the three disciplines of computer science, digital literacy and information technology (IT). **Computer science** is the study of how computers work, the mathematical basis of their operation and how they can be programmed; **Information technology** is the study of the design and use of computer systems by individuals and businesses; **Digital literacy** is the ability to use computer systems effectively and to understand the social and ethical issues such systems raise. By the end of Year 9 we aim for students to: Have a secure grounding in the fundamentals of computer systems including the hardware, software and how they are integrated; Be independent and creative users of IT, equipped with skills that will support their learning in all subjects; Begin to understand the complex social, moral, cultural and legal implications of the impact of computer technology on society, including their own online safety and privacy.

Students have the option from Year 10 to study GCSE and A-level qualifications in computer science which focus on computer science, or choosing BTEC IT in sixth form which will further develop their digital literacy skills.

	Content to be studied	Method of assessment
Autumn 1 & 2	Binary Bits and Bobs <ul style="list-style-type: none"> ◆ Understand the binary number system and why it is important in computing. Learn how text, images and sounds are represented in binary on computer systems.	Self and teacher marking throughout the series of lessons. Final summative topic test.
Spring 1 & 2	Introduction to Python Programming Applying the programming constructs of sequence, selection and iteration in Python programming language.	Self and teacher marking throughout the series of lessons. Final summative topic test.
Summer 1	CyberExplorers An exciting online, interactive initiative led by HM Government Department for Digital, Culture, Media and Sport focusing on the cybersecurity industry.	Online challenges and missions.
Summer 2	Online Safety <ul style="list-style-type: none"> ◆ Using and managing passwords effectively. ◆ Protecting devices and accounts. Managing and reporting suspicious contact and content.	Self and teacher marking throughout the series of lessons.
	iDEA Award Introduction to the online 'inspiring Digital Enterprise Award'. Pupils will begin their Bronze Award in year 8.	

How will I know if my daughter is achieving this?

As with all Key Stage 3 subjects; developing, secure and excellent grades are given periodically. In addition to end-of-topic tests, your daughter will be assessed through the use of Google form assessments after each lesson in order to view her understanding. Feedback can be found via her Google Classroom.

Your daughter will receive regular feedback on her work and she will have the opportunity to reflect on this and ensure she makes further progress. If she is struggling with any of the concepts, then she will receive additional support in lessons and may be invited to some additional sessions at lunch time.

How can I support my daughter?

You can help your daughter by encouraging the use of the resources on her Google Classroom.

BBC Bitesize <https://www.bbc.com/bitesize/subjects/zvc9q6f> is an excellent resource that your daughter can use to support her learning.

The iDEA Award and information on the badges students can complete, can be found at: <https://idea.org.uk/bronze>

Enrichment opportunities

Year 8 will be invited to an extra-curricular lunchtime club which will allow them to complete the iDEA Award (inspiring Digital Enterprise Award). This is an accredited national programme that helps to develop digital enterprise skills. It is designed to address the digital skills gap.

Music

Music is a universal language that embodies one of the highest forms of creativity. In Year 8, your daughter's music education will continue to engage and inspire her to develop a love of music and her talent as a musician, and so increase her self-confidence, creativity and sense of achievement. As she progresses and builds upon the skills introduced in Year 7, she will develop a critical engagement with music, allowing her to compose, and to listen with discrimination to the music of the great composers through history, and a range of music from different places, styles and cultures.

	Content to be studied	Method of assessment
Autumn 1	Form and Structure Exploring Musical Structures and Pitch <ul style="list-style-type: none"> • Notation, Melody Writing, Q & A Phrases, Binary, Ternary, Rondo, Song Structure, Ostinato, Drone, Pentatonic 	Self-assessment, peer assessment and teacher-led formative assessment through verbal feedback. Summative assessment in the form of a final performance and/or a listening examination at the end of each unit.
Autumn 2	Theme & Variations Exploring Ways to Develop Musical Ideas <ul style="list-style-type: none"> • The Elements of Music, Varying Melodies, Ground Bass, Major/Minor, Sequence, Ornamentation 	
Spring 1	Minimalism Exploring motifs, polyrhythms and repetition <ul style="list-style-type: none"> • Cyclic Rhythms, Polyrhythms, Phase Shift, Rhythmic and Melodic motivic transformation, Textures & Layers, Mood, Links between music and Art 	
Spring 2	Hooks and Riffs Exploring Repeated Musical Patterns <ul style="list-style-type: none"> • Hooks – (Verbal, Melodic, Rhythmic), Riffs, Ostinato, Bass Line, Melody • Treble Clef, Bass Clef 	
Summer 1	Popular Song Exploring Songs & Arrangements - Musical Arrangements, Cover Songs, Popular Songs, Song Structure, Textures & Layers, Recording a Song, Music Technology, Digital Effects	
Summer 2	Samba Exploring Polyrhythms & Improvisation <ul style="list-style-type: none"> - Carnival Music, Latin-American Instruments, Rhythm & Pulse, Ostinato, Call and Response, Percussion Textures & Timbres 	

How will I know if my daughter is achieving this?

Formative assessment (i.e. assessment *for* learning) is to help pupils themselves understand what they need to do next in order to improve. It entails a dialogue with pupils, giving feedback which is personalised, so that pupils know what steps they need to take next and what a quality outcome will look like in the topic they are working on.

Summative assessment (i.e. assessment *of* learning) focuses on the product or the outcome of learning. Pupils will be awarded a grade of Developing, Secure or Excellent for each summative assessment.

How can I support my daughter?

Encourage your daughter to attend extra-curricular activities, for reasons of personal fulfilment, companionship with like-minded pupils, and the challenge of extending her performing skills and experience. Involvement in extra-curricular music can generate a greater sense of self-worth and motivation, and could lay the foundation for the enjoyment of music in later life. In addition, encourage your daughter to listen to as much music as possible, preferably music and genres that she doesn't normally listen to, in order to broaden her musical experience.

Enrichment opportunities

Any pupils wishing to take up peripatetic musical instrumental lessons within school, please visit <https://www.musicforlife.org.uk> to book lessons

Beatz Percussion Club Wednesdays 12.45 – 1.10 – Open to all pupils in year 8

Junior Choir Thursdays 12.45 – 1.10 – Open to all pupils in year 8

Junior Band Fridays 12.45 – 1.10 – Open to any pupils who play an instrument Grade 0-3

Senior Orchestra Thursdays 4-5pm – Open to all pupils who play an instrument Grade 3+

Physical Education

The Physical Education curriculum is broad and balanced allowing students to develop the knowledge and skills to be physically active and promote a healthy balanced active lifestyle now and in later life. Our curriculum will promote a love and passion for physical activity and the confidence to participate in a variety of sports. In addition, students will learn to evaluate their own health and fitness levels using data effectively.

By working in a variety of contexts of their own, in groups and teams, pupils learn to work both independently and collaboratively. By participating as performers, leaders and officials, pupils develop the ability to communicate effectively in a range of ways both verbally and non-verbally.

PE encourages learners to be enterprising and work cooperatively and effectively with others. Taking on the roles of the leader or official develops a sense of respect for others and the ability to apply rules fairly. Sportsmanship should be visible in all lessons with students abiding by rules and being humble in victory and gracious in defeat. Competition is an integral part of sport and embedded throughout.

	Content to be studied	Method of assessment
Autumn 1	<p>Netball/Hockey/Football – Pupils will enhance knowledge of basic principles of games and outwitting opponents. Pupils will focus on enhancing basic skills and implementation into a game.</p> <p>Gymnastics/Dance – Develop basic skills further by adding apparatus and choreography.</p>	Self, peer and teacher assessment throughout lessons. Each topic taught a set task will be set. A level descriptor of Excellent, Secure and Developing will be recorded in school.
Autumn 2	<p>Netball/Hockey/Football – Pupils will develop knowledge of tactics of games and outwitting opponents. Pupils will focus on enhancing skills and implementation into a game.</p> <p>Gymnastics/Dance – Build on basics and develop and refine phrases and sequences of movement</p> <p>Badminton – Enhance skills and tactics and application of skills into a game.</p> <p>Orienteering- Introduction to map skills and problem-solving activities.</p>	Self, peer and teacher assessment throughout lessons. Each topic taught a set task will be set. A level descriptor of Excellent, Secure and Developing will be recorded in school.
Spring 1	<p>Netball/Hockey/Football- Pupils will acquire knowledge of basic principles of games and outwitting opponents. Pupils will focus on developing basic skills and implementation into a game.</p> <p>Badminton- Develop and acquire knowledge, skills and tactics of net games.</p> <p>Trampolining – Enhance basic skills further by adding rotation and application into routines.</p> <p>Fitness – Develop understanding of various fitness methods of training.</p>	Self, peer and teacher assessment throughout lessons. Each topic taught a set task will be set. A level descriptor of Excellent, Secure and Developing will be recorded in school planner.
Spring 2	<p>Handball/Basketball- Pupils will acquire knowledge of basic principles of games and outwitting opponents. Pupils will focus on developing basic skills and implementation into a game.</p>	Self, peer and teacher assessment throughout lessons. Each topic taught a set task will be set. A level

	<p>Badminton- Develop and acquire skills, tactics and knowledge of net games.</p> <p>Trampolining – Enhance basic skills further by adding rotation and application into routines.</p> <p>Fitness – Introduction to Health and Fitness</p>	descriptor of Excellent, Secure and Developing will be recorded in school.
Summer 1	<p>Tennis- Pupils will acquire knowledge of principles, skills and tactics of net games.</p> <p>Cricket – Pupils will acquire knowledge of batting, fielding and bowling and application into a game.</p> <p>Athletics – Pupils will acquire knowledge of Running, Jumping and Throwing to maximum levels.</p> <p>Rounders – Pupils will acquire knowledge of striking and fielding skills.</p>	Self, peer and teacher assessment throughout lessons. Each topic taught a set task will be set. A level descriptor of Excellent, Secure and Developing will be recorded in school.
Summer 2	<p>Tennis- Pupils will acquire knowledge of basic principles of net games.</p> <p>Cricket – Pupils will acquire knowledge of batting, fielding and bowling.</p> <p>Athletics – Pupils will acquire knowledge of Running, Jumping and Throwing.</p> <p>Rounders- Pupils will acquire knowledge of striking and fielding skills.</p>	Self, peer and teacher assessment throughout lessons. Each topic taught a set task will be set. A level descriptor of Excellent, Secure and Developing will be recorded in school.

How will I know if my daughter is achieving this?

Competence in physical activity and the sense of enjoyment brought about by being active and successful engenders a sense of confidence, self – esteem in pupils and enables them to become increasingly independent. This confidence encourages them to get involved in physical activity for its own sake and as part of a healthy active lifestyle.

In Year 8 pupils will embed the basic skills taught in Year 8 and apply them to game situation.

Opportunities for assessing progress are built into each lesson/unit. Personal and peer observations/evaluations are constantly used including self-assessment sheet completed in their planner every half term. A teacher assessment with level descriptors and comments/targets are reported to parents through the school tracking system.

How can I support my daughter?

We look for your support in the recognition that purposeful engagement in activities out of lessons enhances pupils' skill levels, confidence, self-esteem and feelings of competence. We encourage girls to watch sport and read news articles with regards to sport. This enhances their knowledge of competitive play and rules.

Additionally, in Year 8 pupils are encouraged to attend an outdoor residential trip to Glanllyn in Bala, North Wales. This provides them with a challenging environment. The trip is open to all Year 8 pupils.

Enrichment opportunities

Students will be given the opportunity to experience competitive sport by representing their house in regular house events once a half term. All students have the opportunity to engage in our extensive extra-curricular programme that is delivered by PE staff and specialist sports coaches. Clubs are at lunchtime and after school. Pupils have the chance to play against other schools locally and regionally. In addition to this, students have the opportunity to attend trials for the county and national representation in various sports.

Personal, Social, Health & Economic Education

At Upton Hall FCJ, all students follow a comprehensive programme of study for Personal, Social, Health and Economic education which has become compulsory in all secondary schools from 2020. The DfE states, **“All elements of PSHE are important and the government continues to recommend PSHE is taught in schools”**. The intent of our Personal Development curriculum is to support our students to become informed confident, healthy, resilient, and empathetic citizens who are fully prepared for life beyond Upton. Our engaging curriculum offers our students a platform to explore, debate and discuss real life topics and develop relevant life skills. As a Catholic School, our PSHE and RSE curriculum is underpinned by our FCJ values of excellence, companionship, hope, dignity, justice and gentleness.

Our curriculum is implemented by form tutors at least fortnightly and sometimes weekly. Form tutors deliver high quality lessons that cover a wide range of topics. Our implementation goes above and beyond the Government guidance in our planning and delivery of several contemporary themes that are of great importance to society and the modern world we live in. Sometimes our blend of traditional Mass, assemblies and form-time activities are supported (where applicable) by our school Chaplain, our local Parish Priest, guest speakers and specialist external bodies to provide holistic and specialist delivery for our students. Overall, our implementation of PSHE and RSE promotes well-being, spiritual, moral, cultural, mental and physical development as well as preparing our students for the opportunities, responsibilities and experiences of later life.

Across all year groups, Relationships and Sexual Education (RSE) and Health education is covered in age-appropriate topics. We use high-quality materials from which are developed through ‘Life To The Full’ (TEN:TEN) which covers the statutory elements of RSE and Health Education through a Catholic lens. Within these sessions, sex is always discussed in the context of a loving, healthy and safe relationship. Some lessons maybe supported or delivered by specialist professionals.

<https://www.tentenresources.co.uk/> .

	Content to be studied	Method of assessment
Autumn 1	<ul style="list-style-type: none"> • LGBTQ+ What is it? • Homophobia in school and society • Challenging homophobia • Being an ally • Transphobia • Coming out • TENTEN: Appreciating difference 	<p>Pupils self-assess and reflect on their learning throughout the PSHE programme.</p> <p>Pupils receive regular oral feedback in lessons from form teachers.</p>
Autumn 2	<ul style="list-style-type: none"> • Introduction to relationships and sex education • Healthy relationships: STIs and HPV • Dealing with conflict • TENTEN: Identity • TENTEN: Tough relationships • Periods and the menstrual cycle • Maternal health and period poverty 	
Spring 1	<ul style="list-style-type: none"> • TENTEN: Sharing county lines • TENTEN: Think before you share • TENTEN: Wider World • Employability: skills and practice 	

	<ul style="list-style-type: none"> • Careers: Labour market • Careers: interests and jobs 	
Spring 2	<ul style="list-style-type: none"> • Society • Crime and the Law • Law making in the UK • Prison: Reform and Punishment 	
Summer 1	<ul style="list-style-type: none"> • TENTEN: Feelings • TENTEN: Before I was born • Pregnancy • Types of Bullying • Healthy eating • Stress management 	
Summer 2	<ul style="list-style-type: none"> • Self-esteem and the media • Online safety and cyber bullying • Grooming • Drugs and Alcohol • Substance misuse • Child exploitation online – county lines 	

How will I know if my daughter is achieving this?

Pupils reflect on their learning as they go through the PSHE programme. They keep a PSHE folder in their form room which contains the activities they have participated in. If your daughter is not grasping any of the concepts of the programme, then these will be revisited. Your daughter's form teacher will also comment on her progress in PSHE in her school report.

How can I help my daughter?

You can help your daughter by encouraging her to keep up with current affairs. Reading about political and cultural issues would be extremely helpful and support the nature of the conversations and debate that take place in PSHE lessons. The following website could prove to be useful for this

<https://theday.co.uk/> .



Created and chosen

Exploring sexuality and gender.



Healthy relationships

Identify and managing healthy relationships. Dealing with conflict.



Challenging hate

Dealing with homophobia, transphobia.



Equality

Maternal health and Period poverty.



Drugs and Alcohol

Substance misuse, drugs and alcohol safety.



Making the right choices

Online safety – cyber safety and county lines.



British Society

How crime impacts communities.



Law making

How laws are made the criminal justice system.



My Wellbeing

Self care, bullying and stress management.



Future me

Careers, the labour market, options and employability



Year 8 Team

Mrs W Crone	Head of Year
Miss K Fletcher	8U
Mrs A Wood	8H
Mrs E Davies	8C
Miss V Newton	8S
Miss R Marriott	8J

Homework and the Pupil Planner

Homework is set according to the homework timetable, a copy of which can be found on the school website.

When homework is given, instructions are clear and pupils are given time in class to write these requirements in their planner or notebook. Homework is also set on SIMS by the teacher which can be checked on the SIMS Parent and SIMS Student mobile apps. Homework is checked regularly. Pupils who do not complete homework can expect to be asked to do missed work during lunch time at school during what is known as Study Hall. For pupils who have difficulty in establishing a regular homework routine, contact will be made with parents or guardians. This may be via a phone call, a message in the pupil planner or by a more formal letter. There are pupils who require extra support to ensure that homework is completed. Support to establish better study habits can take different forms but in general involves collaboration between the pupil, Form Tutor, Head of Year, teachers and parents. If you feel that your child needs extra support, please get a message to your child's Form Tutor at school.

How You Can Help at Home

It is very useful if pupils plan what time each evening they are going to sit down to do homework. These may be different times on different days depending on other commitments. Year 8 pupils are expected to set aside approximately 90-105 minutes per night for homework. It is easier for pupils to focus on their homework if the house is relatively quiet during this designated homework time. It also helps to have the TV off during this time. If possible, encourage your daughter to complete homework on the night that it is set. This avoids having lots of homework piling up and too much to do on a particular evening. Ask to see the pupil planner - pupils are aware that these are not personal diaries and that they will be asked to show them to teachers and to parents.

Extra-Curricular Activities

One of the great strengths at Upton is the range and quality of the extra-curricular activities that are on offer. The staff at the school are generous with their time and totally committed to developing the all-round education of every pupil.

At lunchtimes and after school, clubs, societies, groups and teams meet to work together. These activities are valued by staff as a chance to work with the pupils outside the constraints of the curriculum.

Many of these activities revolve around music and sport. However, for those who are not musical or athletic there is still much on offer. We strongly encourage all pupils to participate in at least two of the activities each week. Of course, there are many pupils who find themselves doing something every day. Active and committed involvement in extra-curricular work has so many benefits. The few pupils who do not get involved are missing a valuable opportunity.



























The list of activities change from time to time as new activities are added to the programme. Pupils are kept informed of these developments as and when they happen.




What follows is a list of the activities currently on offer to our pupils in Year 8. The list changes from time to time as new activities are added to the programme. Pupils are kept informed of these developments as and when they happen. The SIMS Parent App will also contain information about activities.











Transport difficulties can be a barrier to participation in the after-school activities, particularly if pupils live some distance from the school. Usually, a solution can be found especially if parents are able to co-operate with each other over lifts.

We place a high value on these activities at Upton. They provide your daughter with a fantastic opportunity to work with a different group of people and to develop new sets of skills. Pupils must show commitment to at least two of these activities each week and note them down in your planner.

Extra-Curricular Activities Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
Lunch	Lunch	Lunch	Lunch	Lunch
 Design4SDGs H2: Y7-9 1.00-1.45	 KS3 Gym Club Sports Hall 1.00-1.30	 Dance Club Sports Hall 1.00-1.30	 Gym Club (Team only) Sports Hall 1.00-1.30	 French choir G9 1.15-1.45
 STEM/Science Support - L3 1.15-1.40	 Hockey Club Sports Hall 1.00-1.30	 Football Club Sports Hall 1.00 - 1.30	 Badminton Sports Hall 1.00-1.30	 Fitness Club Sports Hall 1.00-1.30
	 School Production Rehearsals/ Tech Club – M3/M4 1.00-1:40	 Trampolining: Y8 Sports Hall 1.00-1.30	 Latin Club U8 12.45-1.15	 Drama Club: Y8 & 9 H4 1.15-1.40
	 Kindness Club: Wk B H11 12:45-1:15	 Craft Club U8 12.45 - 1.45	 Junior Choir M1: Y7 & 8 12:45-1:15	 Harry Potter Club H17: Y7 & 8 1.15-1.45: Wk A
	 Debating D7: Y7 & 8 1.15-1.40	 School Production Rehearsals: Wk A Only M3/H4 1.00:1:40	 German Club (invitation only) U8 1.15 - 1.45	 Junior Band M1: Grade 0 - 2 12:45-1:15
	 Maths study support H7: Y7-9 1.15-1.45	 BEATZ Percussion group M1 12:45-1:15	 WorldWise- Geography Quiz U11 1.15-1.45	 Music Theory Club M6 12:45-1:15

Monday Lunch	Tuesday Lunch	Wednesday Lunch	Thursday Lunch	Friday Lunch
			 School Production Rehearsals (1pm-1:40pm) in M3/H4 (SJA)	 Film-makers' club D5 12.45-1.15
			 Maths study support H7: Y7-9 1.15-1.45	

After School	After School	After School	After School	After School
	 Cross country Sports Hall 3.45-4.45	 Netball club Sports Hall 3.45-4.45	 Football club Sports Hall 3.45-4.45	
	 School Production Rehearsals & Band M1/M3/H4 4.00-5:30	 Badminton Club all years (SBU): 3.45 – 4.45 Sports Hall	 Dance Club all years (AST) 3.45 – 4.45 Sports Hall	
	 Book club (Wk B) Library 4.00-5.00	 School Production Rehearsals inc. Singing M1/M3/H4 4.00-5:30	 School Production Rehearsals inc. Dance M1/M3/H4 4.00-5:30	
			 Senior Orchestra Grade 3+ M1 4.00-5.00	

Key Dates 2023 - 2024

Autumn Term 2023

Friday 1 September	School Development Day
Monday 4 September	School Development Day
Tuesday 5 September	Year 7, 12 and 13 return
Wednesday 6 September	All pupils return
<i>Mon 23 - Fri 27 October</i>	<i>Autumn Half-term</i>
Wednesday 20 December	Term ends 1.15pm

Spring Term 2024

Monday 8 January	Pupils return
<i>Mon 19 - Fri 23 February</i>	<i>Spring Half-term</i>
Thursday 28 March	Term ends 3.45pm

Summer Term 2024

Monday 15 April	Pupils return
Monday 6 May	Bank Holiday
<i>Mon 27 May - Fri 31 May</i>	<i>Summer Half-term</i>
Friday 19 July	Term ends 1.15pm

The School Day

8.30am	Pupils arrive
8.35am	Warning bell
8.40 – 8.45am	Registration and prayer
8.45 – 9.40am	Lesson 1
9.40 – 10.35am	Lesson 2
10.35 – 10.55am	Break
10.55 - 11.50am	Lesson 3
11.50am-12.45pm	Lesson 4
12.45-1.50pm	Lunch
1.50 – 1.55pm	Registration and prayer
1.55 – 2.50pm	Lesson 5
2.50 – 3.45pm	Lesson 6

NB: Timetable for Wednesday mornings (Week A and Week B)

8.40 – 8.55am Form Period

8.55 – 9.45am Lesson 1

9.45 – 10.35am Lesson 2

The rest of the day will follow the usual schedule

School opening times

The Library and School Dining Room is open to pupils from 8.00am. Breakfast Club begins serving food shortly after opening. At the end of the day pupils may remain in school up to 5.00pm. Unless your daughter is working with a member of the teaching staff, she must read or work in the school Library where she will be supervised.

Parental Contact with School

Parents are welcome to telephone or call to the school if they have a message to convey or an enquiry to make. If a parent has a concern he or she is invited to telephone the school to make an appointment to see the Form Teacher or the Head of Year. Parents should expect a call back in 48 hours if the query is not urgent or otherwise, 24 hours. Please do not turn up to school and expect to be seen immediately by a member of staff as it is likely that this may not be possible.

The **email address** for parents of Year 8 pupils to contact the school office is yeareight@uptonhall.org

To protect the health and safety of all the pupils, parents are asked NOT to drive vehicles into the grounds or stop outside the gates.

Online Safety

The Internet can be a wonderful tool but can also pose challenges to young people's safety and wellbeing.

Conduct: children may be at risk because of their own behaviour, for example, by sharing too much information or spending too long online

Children need to be aware of the impact that their online activity can have on both themselves and other people, and the digital footprint that they create on the internet. It's easy to feel anonymous online and it's important that children are aware of who is able to view, and potentially share, the information that they may have posted. When using the internet, it's important to keep personal information safe and not share it with strangers. Discuss with your child the importance of reporting inappropriate conversations, messages, images and behaviours and how this can be done.

When children feel anonymous online sometimes this can tempt them to use social media in unkind ways, often saying things they would never say face-to-face. It is important your child understands how hurtful this conduct can be and that posting or liking unkind messages or images is potentially bullying.

Some young people's use of social media or games can affect their wellbeing, especially if it prevents them getting a good night's sleep.

Content: age-inappropriate or unreliable content can be available to children

Some online content is not suitable for children and may be hurtful or harmful. This is true for content accessed and viewed via social networks, online games, blogs and websites.

Contact: children can be contacted by bullies or people who groom or seek to abuse them

It is important for children to realise that new friends made online may not be who they say they are and that once a friend is added to an online account, you may be sharing your personal information with them. Regularly reviewing friends' lists and removing unwanted contacts is a useful step. Privacy settings online may also allow you to customise the information that each friend is able to access. If you have concerns that your child is, or has been, the subject of inappropriate sexual contact or approach by another person, it's vital that you report it to the police via the Child Exploitation and Online Protection Centre (www.ceop.police.uk). If your child is the victim of cyberbullying, this can also be reported online and offline. Reinforce with your child the importance of telling a trusted adult straight away if someone is bullying them or making them feel uncomfortable, or if one of their friends is being bullied online.

Commercialism: young people can be unaware of hidden costs and advertising in apps, games and websites

Young people's privacy and enjoyment online can sometimes be affected by advertising and marketing schemes, which can also mean inadvertently spending money online, for example within applications. Encourage your children to keep their personal information private, learn how to block both pop ups and spam emails, turn off in-app purchasing on devices where possible, and use a family email address when filling in online forms.

Tips for online safety

It is vital that you know what your children are doing online and who they are talking to. Ask them to teach you to use any applications you have never used.

Keeping the computer in a family room means that you can share your child's online experience – and that they are less likely to act inappropriately (i.e. via webcam). Be aware of how they are using their phones.

Help your children to understand that they should never give out personal details to online friends – personal information includes their messenger ID, email address, mobile number and any pictures of themselves, their family or friends. If your child publishes a picture or video online, anyone can change it or share it. Remind them that anyone may be looking at their images and one day a future employer could!

If your child receives spam/junk email texts, remind them never to believe them, reply to them or use them. It's not a good idea for your child to open files that are from people they don't know. They won't know what they contain – it could be a virus, or worse – an inappropriate image or film. Help your child to understand that some people lie online and therefore it's better to keep online friends online. They should never meet with any strangers.

Always keep communication open for a child to know that it's never too late to tell someone if something makes them feel uncomfortable. Teach young people how to block someone online and how to report them if they feel uncomfortable. The Thinkuknow website offers a range of useful videos which it may be helpful to watch with your child.

Set an online 'curfew' to ensure your child's use of the internet is not interfering with their sleep. Consider buying them an alarm clock so that they can leave their phone downstairs for the night.

Further advice and information is available from the Child Exploitation and Online Protection Centre (CEOP). A link to this agency can be found on the school website.

Helpful Websites:

www.ceop.gov.uk

www.thinkuknow.co.uk

<https://www.saferinternet.org.uk/advice-centre/parents-and-carers>

Attendance

Simply put – if your daughter does not attend Upton Hall she will not achieve. We want all pupils and Sixth Form students to achieve high levels of attendance and give themselves the very best chance in life. There are 175 non-school days per year for holidays, shopping and appointments. There is no need, except in extreme circumstances to miss a day's education. If your daughter misses one session in a week (remember, there are two sessions per day) her attendance will be 90%. This may look acceptable but it means she will miss 19 days of education in a year and risk dropping one grade in each of her GCSE exams (DfE research statistics)

We take absence seriously. We target intervention with students whose attendance falls below our target of 97% or better. We use "truancy call" which is an automated message system that will keep ringing parents to request explanations for absence. If a response is not received letters are sent home to resolve reasons for absence and reduce likelihood of future absence.

Absence to be granted only under exceptional circumstances

From September 2013, schools may **not** grant leave of absence during term time unless there are 'exceptional circumstances'. **Therefore, the Headmistress can no longer authorise holidays or extended leave.**

This is the result of amendments that have been made to the 2006 pupil registration regulations in the Education (Pupil Registration) (England) (Amendment) Regulations 2013, which will come into force on 1 September 2013. The 2013 amendments to the 2006 regulations remove references to family holidays and extended leave as well as the statutory threshold of 10 school days.

Upton Hall School will pursue penalty notices with parent(s)/guardian(s) where a pupils' school attendance is at an unacceptable level. This is in line with amendments that have been made to the 2007 penalty notices regulations in the Education (Penalty Notices) (England) (Amendment) Regulations 2013. These amendments came into force on 1 September 2013. Furthermore, if the absence is not authorised then the pupil may be deleted from the roll after 20 school days. In such an event the parent/guardian(s) would have to re-apply for a place at the school.

Punctuality

We want to work closely with you to make clear to all our pupils the message that attending punctually will mean higher levels of attainment. Arriving just 5 minutes late every day equals 3 days of education lost over the whole year. Arriving half an hour late every day is equivalent to 18 days absence. No employer would tolerate this.

It is vital we work to teach our pupils the value of attending Upton Hall at 8.30am each day.

We do understand that on some occasions children may be ill and unable to attend school.

Please make sure you call the school's absence line on 0151 641 8133 on every day of absence and follow this up with a note or letter explaining the reason for absence. You may email attendance@uptonhall.org with any evidence of medical appointments, etc.

Charging Policy

Except in the case of activities which fulfil any requirement of a syllabus for a prescribed public examination or of the National Curriculum, the cost of activities which take place wholly or mainly outside normal school hours must be met in full by parents. From time to time, the cost may be reduced by fund-raising or by subsidy from school funds.

It is the policy of the Governing Body:

- ◆ to make the appropriate charge to parents for all board and lodging requirements on residential visits;
- ◆ to charge for activities wholly or mainly outside school hours, where appropriate;
- ◆ to ensure that, on occasions where charges may be made, no pupil is disadvantaged solely by her inability to pay;
- ◆ to leave to the Head's discretion the proportion of costs for an activity which can properly be charged to public or non-public funds;
- ◆ to encourage and support:
 - a) the work of the Friends of Upton Association which sustains and subsidises a wide range of school activities and resources, and
 - b) the maintenance of the voluntary School Fund;
- ◆ to ask parents of pupils who do practical subjects such as Technology or Art to provide their own ingredients and/or materials for the finished products which they will take home;
- ◆ to charge pupils travel expenses for work experience and to refund excess costs over normal daily travel;
- ◆ to charge the entry fee for examination of any pupil who, in the Head's judgement, has not prepared herself adequately by effort or study, or of any pupil who, without adequate reason, does not sit an examination for which she has been entered. A charge will be made for re-sits;
- ◆ to submit to the Headmistress and Chairman any issue which may require a decision over implementation of the policy in any particular circumstance.

General Regulations

- ◆ Pupils are expected to behave in a responsible and courteous manner, showing respect to their teachers, fellow pupils and all members of the school community. Considerate and appropriate behaviour is expected at all times, including the journey to and from school. Any behaviour which demeans another through bullying will not be tolerated.
- ◆ Pupils are expected to obey the health and safety rules of the school and of each departmental area. Pupils may not leave the school premises without permission. All absences must be authorised by the school.
- ◆ **Uniform rules are strictly enforced.** Skirts must be of knee length. Shoes must have a heel of no more than 1½” and be appropriate for a day’s movement around school. They must be black leather or leather look that can be polished. All items of clothing and personal belongings must be marked with the owner’s name. Make-up and nail varnish are not allowed for Years 7 – 11.
- ◆ **School Bags:** All pupils should have a plain black waterproof bag for their school books. Logos, flashes of colour or brand names are not acceptable. It must have handles and be large enough to carry and protect large text books and files. Plastic carrier bags and bags with drawstring ties are not acceptable and will not be allowed.
- ◆ Jewellery and other valuable objects should not be brought to school. The only permitted jewellery is a watch. Expensive watches (including smart watches) should not be worn for school. Money should be kept in a blazer pocket and never left in cloakrooms or in school bags. Each pupil has a locker which must be kept locked. Padlocks are purchased in Year 7.
- ◆ PE Kit should be brought to school on the days of PE lessons and taken home when appropriate.
- ◆ The school accepts no responsibility for pupils’ money or effects lost or damaged on school premises.
- ◆ Pupils are **NOT** permitted to bring the following items into school:
 - Magazines
 - Radios
 - Playing cards
- ◆ Chewing gum and any sort of aerosol are strictly forbidden in school.

Study Hall will be attended during the lunch break by any pupil who has not completed homework. School detention is held for pupils where behaviour needs to improve.

Mobile phones are an integral accessory for life in the 21st century. Pupils are allowed to bring their mobile phone to school. As soon as pupils get into school their phone must be switched off and placed in her bag. If a pupil is found using a mobile phone around the school or in a lesson, the phone will be confiscated and handed to the school administrative office. Mobile phones will be returned when a parent comes into school to collect them between the hours of 3.45pm and 4.30pm daily.

Anti-Bullying Policy (extract)

WHAT DO WE MEAN BY BULLYING?

Bullying can take many forms:

- ◆ physically hurting someone
- ◆ verbally threatening someone
- ◆ making a person feel isolated and alone by encouraging others to exclude or ignore them
- ◆ calling someone names or commenting on their race, sexuality, family, clothes, appearance or ability
- ◆ interfering with or destroying another's property
- ◆ intimidation through the use of social media or mobile phone texting

Bullying is a repeated attack which causes distress not only at the time of each attack, but also by the threat of future attacks.

Definitions of bullying written by pupils at Upton:

- ◆ A bully is someone who picks on you and hurts you physically or with what they say or how they behave online
- ◆ A bully is someone who threatens or mocks another person and gets pleasure out of making fun of them
- ◆ A bully is someone who makes your life very unhappy
- ◆ A bully is someone who goes out of their way to upset and depress others for their own enjoyment
- ◆ A bully makes you feel afraid

What should we do if we think bullying is happening?

If I feel I am being bullied, I should:

- ◆ talk to someone I trust: my Form Teacher or Head of Year, a member of staff, a Senior Prefect or one of the Well-Being Champions
- ◆ tell my parents/carers about what is happening
- ◆ be prepared to write down what has happened and my feelings about it
- ◆ try to remain calm and avoid retaliation

If I think someone else is being bullied I should:

- ◆ offer support and companionship in a gentle manner
- ◆ be prepared to tell my Form Teacher, my Head of Year, a member of staff, a Senior Prefect or one of the Well-Being Champions
- ◆ refuse to be drawn into any group situation in which one person is feeling isolated or mocked

If I am bullying someone, I should:

- ◆ stop the behaviour immediately
- ◆ try to put myself in the shoes of the other person and treat them as I would want to be treated myself
- ◆ behave in a kind and courteous manner to the person I have bullied
- ◆ apologise

A full copy of these policies including the Complaints procedure are available on the school website www.uptonhallschool.co.uk