



Upton Hall School FCJ

Year 8 Curriculum Booklet 2025-2026

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 |
| U | 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






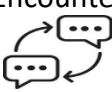
1. All homework is completed to a meticulous standard. It is always handed in on time. The pupil takes the initiative to extend her own learning and solves problems proactively, attending support or intervention sessions when needed. Test results demonstrate that highly effective revision has taken place. 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.

Religious Education

Students will follow the newly published Religious Education Curriculum Directory. Students will explore 6 topics in Year 8. Each topic builds upon the learning journey students followed in Y7. The curriculum is designed to enrich students' religious knowledge and aid their development of key literacy, evaluation and analytical skills. The Year 8 curriculum also enables students to understand, discern 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 religious life.

| | Content to be studied | Method of assessment |
|---|---|---|
| Autumn 1 Introduction unit & Creation and Covenant  | In this unit students will return to the beginning of the narrative of salvation history but focusing this time on the human condition and how the account of the Fall in Genesis 3 is a figurative reflection on flawed human nature. There will be a focus on baptism as the sacrament by which all sins are forgiven, both original sin and all personal sins, through a participation in Christ's death and resurrection. | Students will be assessed via forms of assessment: Keyword assessments, Knowledge assessments, understanding based assessments and Discern assessments. |
| Autumn 2 Prophecy and Promise  | Students will look at Advent liturgies and cultural practices from around the world. Students will carry a detailed study of one prophetic text, identifying the ways in which the message and life of the prophet mirrors the prophetic patten identified. | Students will be assessed via forms of assessment: Keyword assessments, Knowledge assessments, understanding based assessments and Discern assessments. |
| Spring 1 Galilee to Jerusalem  | In this unit, students study the ministry of Jesus, focusing particularly on his proclamation of the kingdom reign of God through his action, parables and miracles. This is the second time students will have engaged in a more detailed study of a Marcan theme, building on their study of St Mark's titles for Jesus in year 7. | Students will be assessed via forms of assessment: Keyword assessments, Knowledge assessments, understanding based assessments and Discern assessments. |
| Spring 2 Desert to Garden  | In this unit, we ask the deeper question about the meaning of human suffering and confront the mystery of suffering: if God loves us, why does he allow us to suffer? This question can only be answered by a Christian in light of Jesus' own suffering and death | Students will be assessed via forms of assessment: Keyword assessments, Knowledge assessments, understanding based assessments and Discern assessments. |
| Summer 1 To the ends of the Earth  | In this unit we look to God's final answer to the mystery of suffering, which is the promise that all suffering will ultimately be overcome by God's love; death will be defeated and we shall look upon God face to face | Students will be assessed via forms of assessment: Keyword assessments, Knowledge assessments, understanding based assessments and Discern assessments. |
| Summer 2 Dialogue and Encounter  | This unit focuses on other religious traditions and the dialogue between Catholics and those who hold other beliefs. | Students will be assessed via forms of assessment: Keyword assessments, Knowledge assessments, understanding based assessments and Discern assessments. |

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

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, <i>The Hunger Games</i> by Suzanne Collins, with a focus on genre, characterisation, structure and the manipulation of reader response.</p> <p>Transactional and Persuasive Writing: Inspired by the content of <i>The Hunger Games</i> pupils will write two pieces of transactional and persuasive writing.</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. <p>Stretch and challenge: Literary essay evaluating structural devices.</p> <ol style="list-style-type: none"> A persuasive letter <p>A guide</p> |
| Spring | <p>Shakespeare: <i>Romeo and Juliet</i> This is Shakespeare's most well-known tragic tale of illicit love, with spectacular dramatic scenes.</p> <p>Parent and Child Poetry A selection of pre and post 1914 poetry on the theme of the relationships between parents and caregivers is taught, with a focus on contemporary poets.</p> | <ol style="list-style-type: none"> Character study set design and costume task. Critical essay on the relationship between Romeo and Juliet. <p>Stretch and challenge: Extended discussion of the theme of romantic relationships in the balcony scene and the rest of the play.</p> <ol style="list-style-type: none"> A prose account inspired by one of the poems in the selection. Literary essay on the representation of maternal love in one poem. <p>Stretch and challenge: Comparative essay discussing two poems of their choice.</p> |
| Summer 1 | <p>Non-Fiction Reading and Writing: In preparation for the summer examination pupils will read and analyse a range of contemporary non-fiction texts and develop their skills in magazine journalism.</p> | <ol style="list-style-type: none"> Reading comprehension. Comment article. Summer exam preparation. |

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| Summer 2 | Creative Writing - Tales with a Twist: Pupils will study a selection of stories with unexpected endings with a focus on how the narrative twist has been crafted by the author. Pupils will then write their own tale with a twist. | Writing of their own narrative with an unexpected ending. |
| Each Term | In addition to the core topics listed above, spelling, punctuation and grammar are taught in a lesson dedicated to it each fortnight. | <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 3. Question on unseen prose. 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> |

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| 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

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 | <p>Modern art Movements</p> <p>During this unit of work pupils will be introduced to a broad range of Art movements and the historical context in which these movements were formed. Pupils will be analysing the 'History of Art' and questioning the representation of art from a Western perspective and the issues this creates. Pupils will explore different styles of art and will be looking in depth at different cultures and embracing diversity.</p> <p>Pupils will have the opportunity to experiment and explore with a range of different media to enhance their understanding of how these artists produced their work.</p> | <p>Diagnostic drawing tests will link to the unit theme at the beginning and end of each unit of work.</p> <p>Pupils will be awarded a grade of Developing, Secure or Excellent for each piece of class work and homework.</p> |
| Autumn 2 | <p>Modern art Movements</p> <p>During this unit of work pupils will be introduced to a broad range of Art movements and the historical context in which these movements were formed. Pupils will be analysing the 'History of Art' and questioning the representation of art from a Western perspective and the issues this creates. Pupils will explore different styles of art and will be looking in depth at different cultures and embracing diversity.</p> <p>Pupils will have the opportunity to experiment and explore with a range of different media to enhance their understanding of how these artists produced their work.</p> | <p>Diagnostic drawing tests will link to the unit theme at the beginning and end of each unit of work.</p> <p>Pupils will be awarded a grade of Developing, Secure or Excellent for each piece of class work and homework.</p> |
| Spring 1 | <p>Art & Architecture- Antoni Gaudi</p> <p>Pupils will explore and respond to the environment and investigate and research the work of artists and architects. This unit of work is largely based on the architect Antoni Gaudi.</p> <p>This term, pupils will explore drawing, mark making and mixed media techniques in response to Gaudi's architecture.</p> | <p>Diagnostic drawing tests will link to the unit theme at the beginning and end of each unit of work.</p> <p>Pupils will be awarded a grade of Developing, Secure or Excellent for each piece of class work and homework.</p> |

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| Spring 2 | <p>Art & Architecture- Antoni Gaudi</p> <p>Pupils will explore and respond to the environment and investigate and research the work of artists and architects. This unit of work is largely based on the architect Antoni Gaudi.</p> <p>This term, pupils will explore drawing, mark making and mixed media techniques in response to Gaudi's architecture.</p> | <p>Diagnostic drawing tests will link to the unit theme at the beginning and end of each unit of work.</p> <p>Pupils will be awarded a grade of Developing, Secure or Excellent for each piece of class work and homework.</p> |
| Summer 1 | <p>Art & Architecture- Antoni Gaudi</p> <p>This unit of work continues, exploring the work of Antoni Gaudi through a painted and collaged outcome.</p> | <p>Diagnostic drawing tests will link to the unit theme at the beginning and end of each unit of work.</p> <p>Pupils will be awarded a grade of Developing, Secure or Excellent for each piece of class work and homework.</p> |
| Summer 2 | <p>Art & Architecture- Antoni Gaudi</p> <p>This unit of work continues, exploring the work of Antoni Gaudi through a painted and collaged outcome.</p> | <p>Diagnostic drawing tests will link to the unit theme at the beginning and end of each unit of work.</p> <p>Pupils will be awarded a grade of Developing, Secure or Excellent for each piece of class work and homework.</p> |

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

In the twenty-first century, pupils face a rapidly evolving world with challenges such as energy and material shortages, climate change, and overpopulation. The Design and Technology curriculum aims to prepare students for this uncertain future by equipping them with essential knowledge and skills for success in the technological age.

Through this curriculum, pupils will develop a broad range of problem-solving, mathematical, and technical skills, all grounded in a deep understanding of materials, components, and systems. They will explore the processes and reasons behind product manufacturing, learning from the achievements and failures of past and present designers. A significant emphasis is placed on the environmental impacts of design, as well as the importance of meeting the diverse needs of consumers, including inclusive design considerations for individuals with disabilities and various cultural backgrounds.

The curriculum also prioritises the development of resilience, collaboration, and teamwork, ensuring that pupils are well-prepared to face the demands of modern society.

Key Stage 3 Overview

At Key Stage 3, the Design and Technology curriculum introduces pupils to problem-solving through hands-on practical skills. They will build a foundational understanding of materials, components, systems, and processes, enabling them to create functional prototypes to address various challenges. As pupils progress, the complexity of the problems they tackle increases, requiring deeper knowledge of materials, systems, processes, and their environmental impacts.

| | Content to be studied | Method of assessment |
|--|---|---|
| User-Centred Design | <ul style="list-style-type: none"> Develop empathy and understand user needs through targeted design activities. Enhance practical skills in creating prototypes that address specific user requirements. Enhance knowledge of materials and components. Utilise 3D CAD software to visualise and iterate on design concepts. <p>Reflect on the design process to identify strengths and areas for improvement.</p> | Self, peer and teacher marking throughout the series of lessons. Summative assessment. |
| Art Deco Style Work for Hotel Chocolat | <ul style="list-style-type: none"> Gain proficiency in 2D CAD software for detailed design work. Understand and apply the principles of the Art Deco design movement. Explore polymer forming techniques to create aesthetically pleasing and functional products. <p>Analyse the work of other designers to inform and inspire their own design work.</p> | Self, peer and teacher marking throughout the series of lessons. Summative assessment. |
| Robotics to Improve Everyday Life | <ul style="list-style-type: none"> Examine the ethical implications of robotics in everyday life. Achieve advanced robotic movements through sophisticated programming and control techniques. Consider diverse user needs and perspectives in the design of robotic solutions. | Self, peer and teacher marking throughout the series of lessons. Summative assessment. |

| | | |
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| | Develop programming skills to control robotic functions effectively. | |
| Cooking and Nutrition | <ul style="list-style-type: none"> • Prepare a variety of dishes while, considering safety and hygiene. • Understand the importance of key nutrients and hydration for a balanced diet. • Explore the role of energy and protein in nutrition. • Make informed food choices based on dietary needs. Develop meal planning skills to create balanced and nutritious meals. | Self, peer and teacher marking throughout the series of lessons. There is an end-of-unit assessment during the final lesson of the series |

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 summative assessments, your daughter will be assessed on her technical knowledge, as well as her ongoing creative/practical work. Feedback can be found in the booklet that she uses.

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.co.uk/bitesize/subjects/z23vkhv>
- 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. There are often extra-curricular D&T activities that your daughter can get involved in.

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>

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.</p> <p>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</i>, <i>Secure</i> or <i>Excellent</i> based on their overall skills progression.</p> |

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| <p>Spring 2</p> | <p>Alternative Tales Pupils explore popular culture, contemporary themes, moral issues and the FCJ values through the medium and exploration of popular fairy stories e.g. 'Goldilocks'. 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 character motivations, actions and reactions. Pupils create and devise alternative scenes and endings for fairy tale characters based on their in-depth character exploration work.</p> | <p>Pupils are assessed on their practical application of skills and their ability to 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> |
| <p>Summer 1</p> | <p>Exploring Text Pupils read and explore an appropriate full-length text, in-depth.</p> <p>Pupils develop a deeper understanding of how to interpret text and characters from scripts, including form and context. 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 • Upstaging • Split Scene • Levels • Props and Costume <p>Pupils choose, rehearse and polish extracts for performance and assessment.</p> | <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. 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 Excellent</i> based on their overall skills progression.</p> |

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| <p>Summer 2</p> | <p>Musical Theatre</p> <p>Pupils interpret scenes and characters from popular West End and Broad Way Musicals, such as 'Grease', 'Annie' and 'Oliver'. 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</i>, <i>Secure</i> or <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> |
|-----------------|---|---|

How will I know if my daughter is achieving this?

- Pupil effort (1-4) and attainment marks (Developing, Secure and Excellent) are recorded four 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.
- Pupils will receive an end of year Drama report.

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?

- 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 | Holidays Talking about School holidays/saying what you did and where you went. Grammar: present tense revision (key verbs)/perfect tense with avoir of regular and irregular verbs/ être verbs/ time phrases and asking questions. | Weekly vocabulary tests Weekly translation tests End of unit assessment in Reading and Translation |
| Autumn 2 | Free time Hobbies and sports (likes/dislikes) Grammar: Revision of the present tense (including irregular verbs and radical changing verbs) negation/ Time phrases. | Weekly vocabulary tests Weekly translation tests End of unit assessment in Listening, Reading and Writing |
| Spring 1 | Sports Talking about sports/giving opinions/injuries and illness Grammar : jouer à and faire de/il faut (you must) /comparatives and imperatives. | Weekly vocabulary tests Weekly translation tests End of unit assessment in Listening and Reading |
| Spring 2 | My town Talking about where you live, and things to do in your town. Grammar: pouvoir+infinitive/revision of adjectives/tenses. | Weekly vocabulary tests Weekly translation tests End of unit assessment in Writing and Translation |
| Summer 1 | Future plans Pocket money/Jobs and careers Grammar: vouloir/ near future | Weekly vocabulary tests Weekly translation tests End of unit assessment in Listening and Reading |
| Summer 2 | Future plans (continued) Talking about what will happen in the future. Grammar : simple future/ Key time phrases/ using past, present and future tenses. | 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 and personality, numbers, family and pets. 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 | Mi tiempo libre: Sports, activities to do in spare time, opinions about hobbies, weather. Grammar: Present tense of various regular and irregular verbs. Plural and Singular Opinions | Weekly vocabulary tests Weekly translation tests End of unit assessment in Writing and Translation |
| Spring 1 | Mi insti: Describing school, subjects, activities during break and lunch time, opinión of school. Grammar: Gender and Number of Adjectives, Adjectival Agreement, revision of Ser/Estar/ Hay/Me gustaría/Immediate Future | Weekly vocabulary tests Weekly translation tests End of unit assessment in Listening and Reading |
| Spring 2 | Family and Friends and Physical Descriptions Talking about family and Friends and using adjectives to describe people . Grammar: Using Tener with different persons. Focus on adjectival agreement and word order. Introduction of possessive adjectives | Weekly vocabulary tests Weekly translation tests End of unit assessment in Writing and Translation |
| Summer 1 | Mi ciudad: Describing your town and saying what there is to do. Giving opinions about your town. Saying what you are going to do at the weekend Grammar: Immediate Future (IR + Infinitive). Revision of Hay. Se puede + Infinitive | 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?

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 – 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

Practising the Language

There is a number of ways students can practise their language skills interactively using our subscription to Language Gym. Have a look at the following websites as well:

<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

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 |

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| 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 |
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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 analyse 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

<https://www.chinese-tools.com/tools>

Learning/memorizing vocabulary:

<https://quizlet.com/user/yishanlu/folders/jinbu1?i=29p1r&x=1xqt>

Writing Chinese character: www.mdbg.net

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. In Year 8 pupils cover a range of stimulating topics from global development to biomes including cold environments and the tropical rainforest. There is progression in the complexity and nature of themes covered, including contemporary “must know” topics like climate change and how this is impacting the indigenous communities across the world. 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 (The Hydrosphere and The Biosphere) 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 and a decision-making activity on development within a tropical rainforest. |
| Spring 1 | Indigenous groups (The Anthropocene) 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 | Indigenous travel diary – pupils pick on indigenous group to explore |
| Spring 2 Summer 1 | Human Development (The Anthropocene) A variety of smaller sub-units including Measuring Development, Africa is not a Country and Diseases. Dangerous earth (The Lithosphere)- Earthquakes | Summer exam |
| Summer 2 | Fieldwork (Issues)- 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 assessments undertaken this year, involve more independent research either web or book based, so access to local libraries would be a great asset. Also, some assistance at home on managing world load and deadlines would be appreciated. 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 and keeping up to date with news events around the world would be most beneficial.

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 Worldwide 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 |

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| | | 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 their KS3 journey, 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 | <p>Binary Bits and Bobs</p> <p>Pupils will be introduced to the binary numbering system and how various forms of data, such as text, images and sounds, are represented within a computer. The unit will cover the principles of binary arithmetic, the conversion between binary and other number systems, and the methods by which digital devices encode and store different types of information.</p> | <p>Self and teacher marking throughout the series of lessons.</p> <p>Final summative topic test.</p> |
| Autumn 2 and Spring 1 | <p>Introduction to Coding</p> <p>Farmbot is a gamified introduction to coding. It is a friendly learning environment in which code is used to control a Farming Robot. Code moves the robot around the screen planting, harvesting and shipping crops. Deliberately highly visual, it's easy to spot any mistakes. Students will begin by filling in missing blocks of scaffolded code, before progressing to typing code and being mindful of syntax while writing algorithms from scratch.</p> | <p>Self and teacher marking throughout the series of lessons.</p> |
| Spring 2 | <p>Computer Systems & Artificial Intelligence</p> <p>This unit aims to provide students with an understanding of how computers operate, the role of software and hardware and the basics of AI. They will be able to use AI to assess their drawing ability, use AI to create images and consider the impact of AI on society, eg. how AI could be used to help in some jobs, or replace jobs in the future.</p> | <p>Self and teacher marking throughout the series of lessons.</p> <p>Final summative topic test.</p> |

| | | |
|----------|--|--|
| Summer 1 | <p>Careers: Women in Computing</p> <p>Pupils are introduced to a diverse range of women in computing, past and present, and helps challenge any misconceptions about the women who choose this career path. Pupils are encouraged to think about the contribution that women can bring to computing and reasons why in the UK less than 20% of the people working in computing today are women.</p> | Research project. |
| Summer 2 | <p>Online Safety</p> <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. |

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 document 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.

Enrichment opportunities

'Coding Club' is a weekly lunchtime club for students who have a keen interest in coding, or want to learn how to code.

Computing students are entered for the annual Bebras Competition as well as the Merseyside Police Cyber Challenge Competition.

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 Week A 12.45 – 1.20 – Open to all pupils

Big Band Wednesdays Week B 12.45 – 1.20 – Open to all pupils in who play wind instruments

Junior Choir Thursdays 12.45 – 1.20 – Open to all pupils in year 7 & 8

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

String Ensemble Fridays Week A 12:45-1:20 - Open to all pupils who play string instruments

Flute Choir Fridays Week B 12:45-1:20 - Open to all flautists

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.

Flourish

A Holistic Curriculum Covering:
 Personal, Social, Health and Economic Education (PSHE)
 Relationships and Sex Education (RSE) and Health Education
 Careers Information, Advice and Guidance (CIAG)
 Citizenship – National Curriculum

| Autumn 1: Health and Wellbeing | | |
|---|---|--|
| Healthy Choices: Understanding Substances, Habits and Peer Influence | | |
| Week Commencing | Fridays | Mondays (after Assembly) |
| 8 Sep 2025 | Lesson 1 – What are the effects of medicinal and recreational drugs on our health and wellbeing? | Academic Target Setting |
| 15 Sep 2025 | Lesson 2 – How do alcohol, nicotine, e-cigarettes and energy drinks impact our bodies and minds? | Topical Talk 1 |
| 22 Sep 2025 | Lesson 3 – How should over the counter and prescription medications be used responsibly? | Topical Talk 2 |
| 29 Sep 2025 | Lesson 4 – What is the difference between habit and dependence and how can we recognise it? | Topical Talk 3 |
| 6 Oct 2025 | Lesson 5 – How can we respond to influences, peer pressure and issues of consent? | Healthy Choices Assessment |
| 13 Oct 2025 | Lesson 6 – How can we promote positive social norms to support healthy decision-making? | |
| 20 Oct 2025 | Lesson 7 – What strategies can we use to manage daily wellbeing, emotions and coping with challenges? | |
| Autumn 2: Relationships and Sex Education | | |
| Ten: Ten Life to the Full | | |
| Week Commencing | Fridays | Mondays (after Assembly) |
| 3 Nov 2025 | Lesson 1 – Created and Chosen | Ten: Ten Pre-Assessment |
| 10 Nov 2025 | Lesson 2 – Appreciating Differences | Topical Talk 4 |
| 17 Nov 2025 | Lesson 3 – Feelings | Topical Talk 5 |
| 24 Nov 2025 | Lesson 4 – Before I Was Born | Topical Talk 6 |
| 1 Dec 2025 | Lesson 5 – Feast Day | |
| 8 Dec 2025 | Lesson 6 – Think Before You Share | |
| Spring 1: Relationship with Self and Others | | |
| Dove Self-Esteem Project | | |
| Week Commencing | Fridays | Mondays (after Assembly) |
| 5 Jan 2026 | Lesson 1 – Dove: Unrealistic Appearance Ideals | Ten: Ten Post-Assessment |
| 12 Jan 2026 | Lesson 2 – Dove: The Impact of Social Media, Celebrity Culture and Advertising | Forms will work with Mrs Douglas on Unifrog (on carousel). |
| 19 Jan 2026 | Lesson 3 – Dove: How to Reduce Appearance Focused Conversations and Comparisons | |
| 26 Jan 2026 | Lesson 4 – Dove: Body Activism and Positive Behaviour Change | |
| 2 Feb 2026 | Lesson 5 – Dove: Be the Change | |

| Spring 2: Living in the Wider World | | |
|--|---|--|
| Empowered Futures: Equality, Careers and Social Responsibility | | |
| Week Commencing | | Mondays (after Assembly) |
| 23 Feb | Lesson 1 – What does quality of opportunity mean in life and work, and why is it important? | SP1 Assessment |
| 2 Mar 2026 | Lesson 2 – How can we challenge stereotypes and discrimination in work and pay? | Topical Talk 7 |
| 9 Mar 2026 | Lesson 3 – What are the differences between employment, self-employment and voluntary work, and how can they align with our aspirations and goals for the future? | |
| 16 Mar 2026 | Lesson 4 – How can we set aspirational goals for future careers and make informed year 9 options choices? | Topical Talk 8 |
| 23 Mar 2026 | Lesson 5 – How can we recognise and challenge racism, religious discrimination and phobias in the workplace? | SP2 Assessment |
| Summer 1: Citizenship | | |
| Citizenship in Action: Understanding Power, Media and Global Challenges | | |
| Week Commencing | Fridays | Mondays (after Assembly) |
| 13 Apr 2026 | Lesson 1 – How is the UK governed and why should we understand how it works? | Topical Talk 9 |
| 20 Apr 2026 | Lesson 2 – What is the role of the media in a democratic society and can we trust it? | Lesson 5 – How can we respond to global problems with responsibility and hope? |
| 27 Apr 2026 | Lesson 3 – What are laws and how do they shape justice for young people? | Citizenship Assessment |
| 4 May 2026 | Lesson 4 – How do citizens create change and influence democracy? | |
| 11 May 2026 | Lesson 6 – Why was the struggle for the vote important today? | |
| Summer 2: Living in the Wider World | | |
| Staying Safe Online: Communication, Security and Responsibility | | |
| Week Commencing | Fridays | Mondays (after Assembly) |
| 8 Jun 2026 | Lesson 1 – How can we communicate safely and responsibly online? | Topical Talk 10 |
| 15 Jun 2026 | Lesson 2 – What is grooming and how can we recognise and protect ourselves from it? | |
| 22 Jun 2026 | Lesson 3 – How can we identify and challenge fake news? | Topical Talk 11 |
| 29 Jun 2026 | Lesson 4 – What are the risks and benefits of publicly and privately sharing information online? | How can we protect our financial security and understand the risks associated with gambling? |
| 6 Jul 2026 | Lesson 5 – Why do age restrictions exist and how do they help keep us safe? | SU2 Assessment |

Flourish Curriculum Map

Year 7 to 13

Autumn 1 Health and Wellbeing

- Mental Health and Wellbeing
- Physical Health and Lifestyle Choices
- Personal Identity and Strengths
- Personal Safety and Risk

Autumn 2 Ten:Ten Life to the Full

- Relationships and Love
- Respect and Dignity
- Catholic Teaching and Formation
- Consent and Boundaries

Spring 2 Living in the Wider World – Careers

- Careers and Aspirations
- Equality and Rights
- Workplace Readiness
- Health and Safety

Summer 2 Living in the Wider World – Financial Literacy and Media

- Money and Finance
- Digital Literacy and Media Influence
- Enterprise and Employability
- Personal Development and Independence

Spring 1 Relationships with Self and Others

- Diversity and Inclusion
- Healthy Relationships
- Values and Social Action
- Digital Citizenship

Summer 1 Citizenship

- Democracy and Government
- Rights and Responsibilities
- Active Citizenship
- Law, Justice and Power



Resilience, Relationships and Responsibility.

Forming character, community and care through a Catholic lens.

Year 8 Team

| | |
|-----------------|--------------|
| Mr M Whisker | Head of Year |
| Miss H Coyne | 8U |
| Mrs A Liversage | 8H |
| Mr H Lee | 8C |
| Mrs S Fox-Parry | 8S |
| Ms L Cano | 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.

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

| YEAR 8 EXTRA-CURRICULAR TIMETABLE | | | | |
|--|---|---|--|---|
| Monday | Tuesday | Wednesday | Thursday | Friday |
| Lunch | Lunch | Lunch | Lunch | Lunch |
|  Drama Club M3 12.50-1.20 |  Maths study support H7 1.15-1.45 |  Maths study support H7 1.15-1.45 |  Maths study support H7 1.15-1.45 |  SVP Group U3 1.00-1.40 |
|  STEM club L10: Y7 & 8 1.15-1.45 |  School Production Rehearsals M3/H4/AH 1.00-1:40 |  School Production Rehearsals M3/H4/AH 1.00-1:40 |  School Production Rehearsals M3/H4/AH 1.00-1:40 |  School Production Rehearsals M3/H4/AH 1.00-1:40 |
|  Fitness Club Fitness suite 1.10-1.40 |  Gymnastics Club Sports Hall 1.00-1.40 |  BEATZ (Wk A) M1 12:45–1:10 |  音符 Music Chinese Songs G2 1.15-1.45 |  French Choir G9 1.15-1.45 |
| |  Hockey Club Sports Hall 1.10-1.40 |  English Study Support D3 12.45-1.15 |  Junior Choir M1 12:45–1:15 |  String Ensemble (Wk A) M1 12.45-1.15 |
| |  KS3 Computing club (Wk A) L6 12.45-1.15 |  Big Band (Week B only) Brass/guitars/keyboards/ vocalists/drummers wanted) – M1 12.45-1.15 |  Gymnastics Team Only Sports Hall 1.10-1.40 |  Flute Choir (Wk B) M1 12.45-1.15 |
| |  English drop-in D3 12.45-1.15 |  Feel Good Club H11 12.45-1.15 |  Badminton Sports Hall 1.10-1.40 |  Cricket club Sports Hall 1.10-1.40 |

| Monday Lunch | Tuesday Lunch | Wednesday Lunch | Thursday Lunch | Friday Lunch |
|-----------------|------------------|--------------------|-------------------|-----------------|
|-----------------|------------------|--------------------|-------------------|-----------------|

| | | | | |
|--|--|---|--|--|
| | |  Dance Club Sports Hall 1.1-1.40 | | |
| | |  Football club Astro 1.10-1.40 | | |
| | |  Trampolining Club (Yr 8&9) – Sports Hall 1.10-1.40 | | |

| After School | After School | After School | After School | After School |
|--|---|---|--|--------------|
|  Book club Library 3.45-4.30 |  School Production Rehearsals M3/H4/AH 4.00-5.30 |  School Production Rehearsals M3/H4/AH 4.00-5.30 |  School Production Rehearsals M3/H4/AH 4.00-5.30 | |
|  Netball Fixtures |  School Production Band Rehearsals 4.00-5.00 |  Cross country Outside 3.45-4.45 |  Senior Orchestra Grade 3+ M1 4.00-5.00 | |
| |  Netball club Netball courts 3.45-4.45 |  Badminton Sports Hall 3.45-4.45 |  Netball Teams Only Netball courts 3.45-4.45 | |
| | | |  Football club Astro 3.45-4.45 | |

Key Dates 2025 - 2026

Autumn Term 2025

| | |
|--------------------------------|--------------------------|
| Monday 1 September | School Development Day |
| Tuesday 2 September | School Development Day |
| Wednesday 3 September | Year 7, 12 and 13 return |
| Thursday 4 September | All pupils return |
| <i>Mon 27 Oct - Fri 31 Oct</i> | <i>Autumn Half-term</i> |
| Monday 3 November | School Development Day |
| Friday 19 December | Term ends 1.15pm |

Spring Term 2026

| | |
|---------------------------------|-------------------------|
| Monday 5 January | Pupils return |
| Friday 13 February | School Development Day |
| <i>Mon 16 - Fri 20 February</i> | <i>Spring Half-term</i> |
| Friday 27 March | Term ends 3.45pm |

Summer Term 2026

| | |
|--------------------------------|-------------------------|
| Monday 13 April | Pupils return |
| Monday 4 May | Bank Holiday |
| <i>Mon 25 May - Fri 29 May</i> | <i>Summer Half-term</i> |
| Monday 1 June | School Development Day |
| Friday 17 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