



# Programme of Learning

## Year 8

Spring Term

2021-22

## Key Stage 3 Curriculum

Departments have recently completed a review of their Key Stage 3 curriculum, evaluating the content to ensure that our students are taught relevant and useful skills, and learn appropriate, accurate and necessary knowledge. We believe that topics covered across all subjects in our KS3 curriculum form a strong foundation for study at Key Stages 4 and 5, as well as provide our students with a robust base for lifelong learning in a world beyond the classroom.

This booklet includes an overview of each unit of work. Each page shows;

- the length of the unit
- the intended Skills and Knowledge to be taught throughout that time
- inclusion of wider themes such as Social, Moral and Cultural aspects
- a brief description of the style of assessment is shared, to explain how the teacher will measure the student's learning for that particular unit

Literacy and Numeracy are taught in English and Maths but also form an integral part of all subjects across the curriculum.

Citizenship is delivered within the Religious Education curriculum and British Values and Careers are incorporated across all subjects.

Key Stage 3 offers a range of opportunities for students to participate in extra-curricular clubs, trips and visits.

All students at Key Stage 3 follow the core curriculum, which operates on thirty, 100-minute lessons, across a two week timetable. The number of lessons per subject, per fortnight are shown here.

Subject	Number of Lessons per Week		
	Year 7	Year 8	Year 9
English	4	4	4
Mathematics	4	3	4
Science	3	3	4
Religious Education	3	3	3
Art	2	2	1
Computing	1	1	1
Design & Technology	2	2	2
Drama	1	1	1
French	2	2	2
Geography	2	2	2
History	2	2	2
Music	1	2	2
Physical Education	3	3	2

## **Statement of Intent**

All Hallows aims to deliver a full, broad and balanced curriculum, providing a wealth of learning opportunities and experiences for our students. We believe that all students should build cultural capital throughout their time at All Hallows, engaging in learning opportunities from a full range of subjects. Each department offers extra-curricular experiences that enhance considered, structured lesson content, and delivered by subject specialists. Supporting the strong subject-based diet, students receive a rich personal development education focused around PSHE, Relationship & Sex Education, British Values and Citizenship, all underpinned by our Core Values.

## **Statement of Implementation**

At All Hallows, our staff will:

- Deliver lessons that build on students' previous experiences and helps them acquire, develop, secure and retain knowledge and skills over time.
- Use a variety of appropriate evidence-based learning & teaching methods.
- Give students the opportunity to practise and develop the school's 5 Core Values.
  
- Set meaningful homework that supports learning in class.
- Recognise and reward student achievement and make progress visible.
- Engender high expectations of students.
- Encourage a love of learning & of the subject.
  
- Develop students' literacy and reading skills.
- Ensure all students, including those with SEND can access the curriculum and are given opportunities to succeed.
- Use assessment to help students embed and use knowledge fluently, check understanding and inform teaching.
- Ensure feedback is regular and concise so that students know their strengths, next steps and are given opportunities to address them.
- Work in partnership with parents, keeping them informed regularly.

## **Statement of Impact**

At All Hallows, our aim is that all students, no matter their ability or background;

- Realise their academic potential and find their vocation in life.
  
- Progress successfully to the next stage of their education or career.
- Leave school equipped with the qualifications, skills and confidence that enable them to make a positive contribution to the world.
- Secure knowledge and skills relevant to adult life in a world of rapid and continuous change, and with the confidence and resilience to adapt to that change.
- Develop personal and moral values, respect for shared values and for other cultures, religions and ways of life.
- With an accrued cultural capital that allows them to take an active role in society and appreciate the beauty of life and the world.
- Have grown stronger in their faith.

Information in this booklet is correct at the time of publication: July 2021. Please be aware that departments may update and amend their curriculum at any time and any questions regarding this should be directed to your child's teacher or the Head of Department.

# Art & Design

Art and design is a wonderfully diverse, challenging and rewarding subject that has at its foundation an engagement with both your imagination and the extraordinary world around you, together with an understanding of how this permeates through all aspects of everyday life.

The department is a rich source of inspiration from the subject specialists who teach in it to the students who immerse themselves in their art on a daily basis. Our aim is to give every student the skills, knowledge and experiences they need to allow them to not only reach their potential but to be able to make an informed decision about their direction in life.

The curriculum is designed to engage each child in a creative dialogue with both the art of the past and that of the present day, understanding the origins of art and design informs the contemporary landscape that we inhabit and allows for a richer and more productive engagement with the subject.

From the very start of KS3 students are challenged in their understanding of both material and technique, of what constitutes a successful piece of artwork and the development of a vocabulary which makes the discussion of art a language accessible to all.

Through demonstration, support, engagement and feedback, students will start to uncover the breadth of skills, materials and approaches that will allow them to communicate their ideas, in an imaginative and expressive way. By continually referring to artists in our teaching the purpose of media choice and style of art becomes relevant and connection between the real world and even the most conceptual artwork better understood.

We aim to allow every student the space and experience to start to develop their own visual language regardless of what specialist area that might take them into. Art and Design is an open and holistic subject area that allows each individual an opportunity to discover their inner artist complemented by the tools to express their ideas to the benefit of all.

# Scheme of Learning

**SUBJECT:** Art & Design  
**YEAR GROUP:** 8  
**TERM:** Spring  
**TITLE OF UNIT:** Surrealism  
**(LENGTH)WEEKS:** 13 Weeks

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Skills</li> <li>• Pupils will explore the use of tone in paintings and how artists have developed skills in observational drawing to show the tonal qualities of form.</li> <li>• Pupils will develop their skills of observational drawing.</li> <li>• Pupils will create their own Surrealist pieces exploring a variety of mediums.</li> </ul>	<ul style="list-style-type: none"> <li>• Skills</li> <li>• Pupils will explore the use of tone in paintings and how artists have developed skills in observational drawing to show the tonal qualities of form.</li> <li>• Pupils will develop their skills of observational drawing.</li> <li>• Pupils will create their own Surrealist pieces exploring a variety of mediums.</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<ol style="list-style-type: none"> <li>1. Respect</li> <li>2. Courage</li> <li>3. Responsibility</li> <li>4. Consideration</li> <li>5. Intellectual Curiosity</li> </ol> <p>In the department, we create various opportunities for students to meet the core values in every lesson.</p>	<p>Tolerance            Democracy            Rule of Law            Mutual Respect            Individual Liberty</p> <p>British values are present and at the heart of our teaching and learning.</p>	<p><b>Catholicism is present in all of our efforts to achieve SMSC.</b></p> <p><b>Social</b> – Student worked displayed and celebrated. Group activities, pupil evaluation about peer’s artwork.</p> <p><b>Moral</b> - The department rules are clear guidelines to which pupils adhere. They incorporate mutual respect and the consideration for others' work. Pupils are encouraged to show compassion when assessing the work of others. Students are encouraged to look at work that will often pose a moral question. The student's outcomes are supported with a rationale or a meaning that will often convey a message.</p> <p><b>Cultural</b> – Students explore the roles and achievements of artists, craftspeople, and designers in both the past and contemporary and catholic society. Students explore a range of culturally diverse artwork designed to encourage critical thinking skills.</p> <p><b>Spiritual</b> – Students enquire and communicate their ideas, meanings, and feelings. Students will investigate visual, tactile, and other sensory qualities of their own and others work. We encourage independent thinking that will enable students to develop their ideas and intentions and express these in an appropriate manner.</p>
<p><b>It is an expectation of the department that students exercise these values in every aspect of their art lessons.</b></p>		

Literacy/Reading/Numeracy	Career specialisms referenced in studies
<p><b>Literacy skills:</b> Critical evaluation of others and their own artwork. Research techniques.</p> <p><b>Keywords:</b> Composition. Proportion. Scale. Realism. Shading. Constructive criticism. Tone. Colour. Perspective.</p> <p><b>Numeracy skills:</b> Scaling and proportioning – Composing artwork.</p>	<p>Artist Model maker/sculptor</p>

<b>How will this topic be assessed?</b>
<ul style="list-style-type: none"> <li>• Fortnightly homework</li> <li>• Summative Feedback Half-termly target &amp; working grade.</li> <li>• Formative Feedback in lessons.</li> <li>• Pupils peer and self-assessment.</li> <li>• End of Project Evaluation</li> </ul>

# Computing

We aim to equip our students with the skills required to be active participants in a digital world and to be able to operate effectively in any future workplace. We teach the valuable ICT and Computing basics by developing their use of common software applications such as those within Microsoft Office. We also introduce the students to a variety of computing skills including visual and text-based programming, namely Scratch and Python. Our students learn by doing; where every lesson is built around practical computing tasks. We encourage independence and expect the students to keep a record of their progress by using an online diary. Our lessons are always busy and our students enjoy a full and varied curriculum. We plan interesting tasks which teach the students the skills they need, not just for Computing lessons but also to support other curriculum subjects.

We provide instruction and feedback to the students as they complete challenging activities and we witness the students develop their skills and interest in computing as they progress through the school. We continually review what we teach students to ensure it reflects the changes to this subject area.

We offer extra-curricular opportunities such as Coding Club and offer support sessions for the lower school and after school sessions for those students who study the subject at Key Stage Four or at Key Stage 5.

# Scheme of Learning

**SUBJECT** Computing  
**YEAR GROUP** Year 8

**TITLE OF UNIT** E-Safety  
**(LENGTH) LESSONS** 2

**By the end of this unit, students will be able to know/do:**

grey font indicates where a refresher will be given about those issues

Knowledge	Skills
<ul style="list-style-type: none"> <li>How to maintain personal safety online - privacy settings</li> <li>How to report any online concerns / issues</li> <li>Recognise risks of online activity / behaviour</li> <li>Cyberbullying</li> <li>Online shopping / buying - safety and security</li> <li>Digital footprint / tattoo</li> <li>How data is captured by online organisations</li> <li>Use of data captured by online organisations</li> <li>GDPR - rights re. data</li> <li>Persuasive design - eg gaming - money spent - time spent</li> </ul>	<ul style="list-style-type: none"> <li>Security - passwords</li> <li>Search engines - ranking, selecting and targeting people</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Rule of Law Mutual Respect Individual Liberty	

Literacy/Reading/Numeracy	Careers
Digital literacy – keywords Writing of a short essay – structure / conclusion. Spell check.	

How will this topic be assessed?
Students will be set an essay to write on the topic of 'digital footprint' - Using the case study of Paris Brown watched in lesson. The assignment will be set on Teams.

# Scheme of Learning

**SUBJECT** Computing  
**YEAR GROUP** 8

**TITLE OF UNIT** 8.2 Multimedia Project  
**(LENGTH) LESSONS** 6

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Digital multimedia tools</li> <li>• Promote / advertise an outside family attraction</li> <li>• Organise a digital project</li> </ul>	<ul style="list-style-type: none"> <li>• Research a local activity venue – Alice Holt</li> <li>• Use Slide Master in PowerPoint</li> <li>• Add notes to slides</li> <li>• add online videos to slides</li> <li>• Add downloaded videos to slides</li> <li>• Crop videos</li> <li>• Slide transitions</li> <li>• Slide animations</li> <li>• create and store a video from a PowerPoint presentation</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Intellectual Curiosity		Outdoor activity, leisure time

Literacy/Reading/Numeracy	Careers
Summarising written information Promoting a venue – language to use	

How will this topic be assessed?
Assessment will be in the form of a completed PowerPoint file, the plan of that PowerPoint file and the way in which the elements have been researched and stored in a file area. Evidence will be added to online diary.

# Scheme of Learning

**SUBJECT** Computing  
**YEAR GROUP** 8

**TITLE OF UNIT** 8.2 Multimedia Project  
**(LENGTH) LESSONS** 6

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Digital multimedia tools</li> <li>• Promote / advertise an outside family attraction</li> <li>• Organise a digital project</li> </ul>	<ul style="list-style-type: none"> <li>• Research a local activity venue – Alice Holt</li> <li>• Use Slide Master in PowerPoint</li> <li>• Add notes to slides</li> <li>• add online videos to slides</li> <li>• Add downloaded videos to slides</li> <li>• Crop videos</li> <li>• Slide transitions</li> <li>• Slide animations</li> <li>• create and store a video from a PowerPoint presentation</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Intellectual Curiosity		Outdoor activity, leisure time

Literacy/Reading/Numeracy	Careers
Summarising written information Promoting a venue – language to use	

How will this topic be assessed?
Assessment will be in the form of a completed PowerPoint file, the plan of that PowerPoint file and the way in which the elements have been researched and stored in a file area. Evidence will be added to online diary.

# Scheme of Learning

**SUBJECT** Computing  
**YEAR GROUP** 8  
**TERM** Spring - Spring  
**TITLE OF UNIT** Computing 1 – Programming Constructs  
**(LENGTH)WEEKS** 10

**By the end of this unit, students will be able to know / do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>Programming constructs: Sequence Selection Iteration</li> <li>Scratch programming Language, graphics based</li> </ul>	<ul style="list-style-type: none"> <li>Using sequences of code to achieve a goal</li> <li>Programming loops</li> <li>Programming selection</li> <li>Opening files</li> <li>Saving files</li> <li>Problem Solving</li> <li>Drawing images on screen</li> <li>Computer game creation</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Responsibility Intellectual Curiosity		Contribute to class discussions to share and develop understanding Collaborative work on problem-solving activities Resilience and perseverance to overcome difficulties

Literacy/Reading/Numeracy	Careers
Keywords: Sequence, Iteration, Selection  X Y co-ordinates for placing and moving sprites	The core concepts introduced are a key skill for most computing careers and essential for the CS GCSE, and can applied to most STEM subjects.

How will this topic be assessed?
Self and Peer assessment of completed games to a set assessment grid.

# Design & Technology

The Design and Technology department believe that students require the knowledge and creativity to make informed decisions for their future.

The Design and Technology department aims to deliver a curriculum that develops and enhances their creativity, imagination and realisation skills as they progress through the school. The students should feel they are gaining knowledge in all areas of Design and Technology.

In each specialism, students will build experience of research, analysis, generating ideas, development, making and evaluation skills.

As a department, we provide a comfortable and purposeful environment for the students to thrive with high quality experiences and facilities. With a varied and engaging curriculum, students can make confident and informed decision at the end of each Key stage, to pursue their study of Design & Technology.

We believe that whichever medium the students are focusing on, they learn about the skills, processes, materials and equipment needed to develop designs using creativity and independence. We also see it of great importance that students understand the impact on society and our collective responsibility in caring and preserving our resources and the natural environment. We ensure students are fully aware of Cultural, Moral, Social and Spiritual differences in Design and Technology and how the students can apply this to their own life experiences.

Our curriculum promotes lifelong learning as well as academic and personal achievement. We believe whichever vocation students choose, every skill and piece of knowledge they gain in this subject can be beneficial in their educational journey, and applied to life after their time at All Hallows.

In Design and Technology, we try to offer students enrichment opportunities where possible to support their studies. In the past these have included a 'Teen Tech' day out with Year 8 students, Aquarium visit to support the KS4 Textiles students and the Design Museum to support Year 10 Graphic designers in their projects. We have also taken the KS5 Art and Design students to the Farnham Sculpture Park for inspiration, and hope to introduce international trips soon.

# Scheme of Learning

**SUBJECT:** Design & Technology - Food Technology

**YEAR GROUP:** Y7/8

**TERM:** Spring 1

**TITLE OF UNIT:** Introduction and Healthy multicultural project

**LENGTH WEEKS:** 14 (100-minute lessons)

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>Bacteria growth and food storage.</li> <li>Basic Food Hygiene and food preparation</li> <li>Safety in the kitchen</li> <li>To learn what a healthy Eatwell guide is</li> <li>To learn about nutrients</li> <li>To learn the healthy eating guidelines set out by the Government</li> <li>To learn the skills/function of each of these: hob, oven, grill and other equipment.</li> <li>Using sensory descriptors to evaluate a food product.</li> <li>Understanding multicultural foods.</li> <li>The design Process</li> </ul>	<ul style="list-style-type: none"> <li>Applying heat: grill, hob, (boiling, simmering), oven,</li> <li>knife skills; chopping, slicing and dicing,</li> <li>rubbing in, simmering, boiling, frying, Roux sauce.</li> <li>Learning how to use a variety of equipment.</li> <li>Safe working practice.</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	<b>Tolerance</b> - Learning about other people's eating habits. <b>Democracy</b> - sharing equipment <b>Rule of Law</b> - Learning about the UKs governments Healthy eating guidelines <b>Individual Liberty</b> - being able to enjoy foods in a different way, depending on your beliefs.	Awareness of dietary needs and opinions of others and what others eat in other cultures.

Literacy/Reading/Numeracy	Careers
<b>Literacy skills:</b> Reading and following instructions, Comprehension, writing up reports. <b>Keywords</b> Cross contamination, bacteria, high risk foods, dietary fibre, carbohydrates, fats, sugar, vitamins, balanced guide, <b>Numeracy skills:</b> Weighing, comparing quantities, working with clock timings, oven temperatures, units of measure, star diagrams.	Catering Nutritionist Chef

How will this topic be assessed?
<ol style="list-style-type: none"> <li>Student self-Assessment criteria is on the inside front cover of the written books</li> <li>Work will be marked according to the school marking policy every 2 weeks using www: and EBIs; this is recorded in the book using the school stamp.</li> <li>Practical work assessed and graded on completion of the practical session.</li> <li>Students will be having an end of module test to assess their knowledge and understanding.</li> </ol>

# Scheme of Learning

**SUBJECT : Design & Technology – GRAPHIC PRODUCTS**

**YEAR GROUP: Years 7 and 8**

**TERM – Rotations over 1.5 terms**

**TITLE OF UNIT BOARD GAMES**

**(LENGTH)WEEKS 12 weeks**

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>To gain knowledge of the use of Graphic Products by consumers, understanding what users need.</li> <li>To consider corporate identity is and what makes a strong brand, and how to take influence from what they see and turn this observation into their own good brand.</li> <li>To be able to create and use design criteria and understand how to explain how a product will meet these needs.</li> <li>To understand the purpose of packaging and the materials used to package products.</li> <li>To develop an understanding of the impact that packaging has on the environment.</li> </ul>	<ul style="list-style-type: none"> <li>To develop new or existing analysis skills when studying existing products to learn from their construction and existence.</li> <li>To be able to complete a piece of relevant research, linked to a theory topic delivered in Graphic Products.</li> <li>To introduce CAD skills through the use of Techsoft 2D Design to generate print and laser cut machine files.</li> <li>To develop 3D modelling skills using paper and board, to test and plan 3D outcomes before committing to colour printing and machine files.</li> <li>To learn and develop measuring and accuracy skills used when creating products that are to scale.</li> <li>To safely use a craft knife, cutting board and safety rule and various hand tools for creating 3D outcomes out of paper and board.</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<b>Respect</b> <b>Courage</b> <b>Responsibility</b> <b>Consideration</b> <b>Intellectual Curiosity</b>	<b>Mutual Respect</b> <b>Tolerance of others with different cultures and beliefs.</b>	<b>Social:</b> Understanding the impact branding/advertising has on consumers. <b>Moral:</b> Creating appropriate games for specific age groups. <b>Cultural:</b> Discussion around the impact or acceptance of different brands around the world.

Literacy/Reading/Numeracy	Careers
<b>Key words:</b> ACCESSFM, typography, logo, template, net, colour theory, primary colours, secondary colours, tertiary colours, branding, corporate identity. <b>Research covering:</b> The origins of paper and board, types of branding, use of colour, measuring paper and card to make nets, using 2D design accurately to draw up nets to set measurements.	Graphic designer Product Designer Advertising & Media TV, branding, packaging Games designer

How will this topic be assessed?
Design and theory book showing notes and drawing techniques as well as presentation. There will be 1 practical outcomes that will be assessed, consisting of paper and board made products, with acrylic laser cut counters. There will be a practical skills and written knowledge assessment per half term.

# Scheme of Learning

**SUBJECT: Design & Technology** - Resistant Materials

**YEAR GROUP:** Years 7 and 8

**TERM : SPRING**

**TITLE OF UNIT:** Investigating and manipulating materials – Pencil Holder/Plastic Product

**(LENGTH)WEEKS:** 12 WEEKS (100-minute lessons)

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• To classify the categories, properties, and uses,</li> <li>• To understand the environmental impact of plastics, use in society.</li> <li>• Practical skills using tools and materials to produce a range of small products</li> <li>• modelling techniques to expand creative thinking and generate ideas.</li> <li>• To understand the environmental impact of using woods in product design.</li> <li>• Finishing Techniques in Woods</li> <li>• To understand the term 'Planned Product Obsolescence'.</li> <li>• To understand the term Market Pull and Technology Push.</li> <li>• Drawing Techniques to support production.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of a variety of tools and machinery within the workshop.</li> <li>• Pillar Drill and Band Facer</li> <li>• Smoothing Plane, Coping Saw and Tenon Saw use</li> <li>• Planning and drawing technique.</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	<b>Tolerance of others</b> Democracy Rule of Law <b>Mutual Respect</b> Individual Liberty	<b>Ethical choices</b> <b>Cultural design differences</b>

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>• Plastics types and categories</li> <li>• Environmental design</li> <li>• Memphis design</li> <li>• Wood types and categories</li> <li>• Metal types and categories</li> <li>• Key words: timber, wood, metal, plastic, softwood, hardwood, ferrous, non-ferrous, thermo/thermoset</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental Science</li> <li>• Plastics manufacture</li> <li>• Product designer</li> <li>• Carpentry</li> <li>• Metalworking and metallurgy</li> <li>• Engineering</li> </ul>

How will this topic be assessed?
<ul style="list-style-type: none"> <li>• Teacher assessment of knowledge of categories and material names</li> <li>• Students to self-assess and peer assess when projects are completed to gauge skill level.</li> <li>• Teacher assessment of product outcome, assessment criteria provided.</li> </ul>

# Scheme of Learning

**SUBJECT:** Design & Technology – TEXTILES

**YEAR GROUP:** Years 7 and 8

**TERM** – Rotations over 1.5 terms

**TITLE OF UNIT** UGLY DOLL

**(LENGTH)WEEKS** 12 WEEKS (100-minute lessons)

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>Names of sewing machine parts</li> <li>Names of basic textiles equipment</li> <li>Fibres and Fabrics – origins/ natural and synthetic/ specific fabrics and properties</li> <li>6R'S – definitions and the Hierarchy of Sustainability</li> <li>Electronic Circuits – input/ output/ process/ how to build a circuit</li> </ul>	<ul style="list-style-type: none"> <li>The Design Process</li> <li>Sewing machines (threading/rethreading + how they work)</li> <li>Stitch selections – for machine embroidery and applique</li> <li>Cutting – safely and correctly using fabric scissors</li> <li>Dyeing techniques – Sponge dye (Yr8 – shaving foam)</li> <li>Surface decoration (applique, pre-existing stamps, stencilling using templates from the computer for complex ones)</li> <li>Hand stitching – running stitch/ buttons and sequins or beads</li> <li>Basic pattern drafting</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	<b>Tolerance</b> Democracy Rule of Law <b>Mutual Respect</b> Individual Liberty	Consideration of usage of equipment and materials affecting the environment. 6Rs.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>Keywords: Sewing machine, Embellishments, Dyeing, Stitch, Skills, Quality, Decoration, Analysis, Input, Process, Output.</li> <li>Measuring accurately throughout project, Using cm, mm and metres. Wattage and circuitry. 3D and 2D shapes.</li> </ul>	Tailor Costume Designer Toy maker

How will this topic be assessed?
<ol style="list-style-type: none"> <li>Teacher assessment of knowledge of categories and material names</li> <li>Students to self-assess and peer assess when projects are completed to gauge skill level and understand mistakes and successes.</li> <li>Teacher assessment of final outcome, assessment criteria provided in the form of a folding paper resource to document outcome.</li> </ol>

# Drama

"I regard the theatre as the greatest of all art forms..." — Oscar Wilde

All Hallows Drama offers excellent learning opportunities that are designed to foster each student's uniqueness and celebrate their individuality. Through a diverse, enriching and holistic curriculum approach, we aim to develop their shared sense of morality and empathy.

The core of Drama revolves around the 7 C's which epitomise our pedagogical approach. It underpins the development of each student's ability to Create, Collaborate and Commit to their learning with Consistency, Consideration and Courage. The most highly valuable and transferable skill taught in our department is Communication.

In today's world, we believe that whatever pathway our students choose to follow after Drama, their ability to connect, network and facilitate themselves and others is essential to their own success. All of our teaching reinforces the significance of written communication as taught across the school.

We endeavour to support students' learning by offering theatre trips, in-school workshops with actors and directors and also residential trips abroad. We teach and challenge students via an experiential process based on the strands of Performance, Response and Evaluation.

Across KS3, 4 and 5 we aim to cover a wide range of topics that includes key dramatic skills, theatre history, technical pathways, physical theatre, key theatre practitioners, theoretical analysis and evaluation of live theatre as well as differing acting styles such as devised, Naturalistic or Epic.

The knowledge and understanding gained from our collaborative approach encourages students to work effectively in group situations. We nurture leadership skills and emphasise the importance of ongoing creative development. We believe all students should have the opportunity to reach their full potential.

"Exit, pursued by a bear." – William Shakespeare

# Scheme of Learning

**SUBJECT** Drama  
**YEAR GROUP** Y8  
**TERM** Spring 1  
**TITLE OF UNIT** The Christmas Truce  
**(LENGTH)WEEKS** 8 weeks

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>Students will learn how to structure a devised performance using the key convention of a cross-cut monologue.</li> <li>They will learn how to engage with a variety of stimulus materials relating to the WW1 Christmas Truce.</li> <li>The final performance will be in small groups and aim to elicit the feelings and reactions to the Christmas Truce itself.</li> </ul>	<ul style="list-style-type: none"> <li>Freeze Frames</li> <li>Character development (hot seating, role-on-the-wall, sub-texting, back grounding)</li> <li>Role-Play</li> <li>Ensemble Acting</li> <li>Monologues</li> <li>Slow Motion</li> <li>Choral Speaking</li> <li>Narration</li> <li>Cannon</li> <li>Body Props</li> <li>Physical theatre</li> <li>Marking the moment</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage <b>Responsibility</b> <b>Consideration</b> Intellectual Curiosity	Tolerance <b>Democracy</b> Rule of Law <b>Mutual Respect</b> Individual Liberty	<ul style="list-style-type: none"> <li>Emotive understanding of conditions for British soldiers.</li> <li>Empathy for a wide range of people associated with WWI</li> <li>History</li> </ul>

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>Research skills</li> </ul>	<ul style="list-style-type: none"> <li>Script Writer</li> <li>Dramaturg</li> <li>Choreographer</li> <li>Stunt person</li> <li>Drama Therapy</li> <li>Historian</li> <li>Journalism</li> <li>Psychotherapist/Counsellor</li> </ul>

How will this topic be assessed?
<p><b>Focus of Assessment:</b> Performance of a devised play to encapsulate and convey the experience of soldiers and auxiliaries during WW1</p> <p><b>Strands:</b> 2</p>

# Scheme of Learning

**SUBJECT** Drama  
**YEAR GROUP** Y8  
**TERM** Spring 2  
**TITLE OF UNIT** Naturalism  
**(LENGTH)WEEKS** 8 weeks

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
Students will learn what naturalism is and how it came about in a theatrical sense. They will use Stanislavski's theories to show understanding of how they can be put into practice to convey a sense of character and purpose to the audience. Students will scripts and apply rehearsal techniques and performance techniques to this script.	<ul style="list-style-type: none"> <li>• Magic If</li> <li>• Motivation</li> <li>• Observation</li> <li>• Emotion Memory</li> <li>• 4<sup>th</sup> Wall</li> <li>• Thoughts out loud</li> <li>• Hot seating</li> <li>• Role-on-the -wall,</li> <li>• Facial expression</li> <li>• Vocal skills</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Intellectual Curiosity	Rule of Law	N/A

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>• Links with English literature and how the development of performance and text writing evolved after his system was developed.</li> <li>• Links with history and theatre history.</li> </ul>	<ul style="list-style-type: none"> <li>• Script Writer</li> <li>• Dramaturg</li> <li>• Director</li> <li>• Lawyer</li> <li>• Management</li> <li>• Politician</li> </ul>

How will this topic be assessed?
<p><b>Focus of Assessment:</b> Performance of a script in naturalistic style, using the main Stanislavskian conventions.</p> <p><b>Strands:</b> 3</p>

# English

We believe that achievement in English underpins wider success in all subjects and walks of life. The English department's main aim is to develop confident users of English, able to write clearly and accurately for a range of audiences and purposes, and to read with enjoyment and understanding.

In Key Stages 3 and 4, students develop reading and writing skills across fiction, drama, poetry, media and non-fiction, in order to enrich their cultural capital. We teach texts that are challenging, life-enhancing and supportive of students' moral development, covering the history of English to the present day.

We believe that writing is a skill that needs to be explicitly taught and practised; therefore, students follow schemes focusing on writing successful narratives and non-fiction texts. The department also teach technical accuracy both within schemes of learning and through the 'Language for Learning' booklets issued throughout Key Stage 3.

The development of students' speaking and listening skills are vital for both their enjoyment and engagement in the subject at school and for their long-term confidence in using English in the world beyond. As such, opportunities for discussion and debate are built into every scheme of learning and are a feature of lessons.

Current texts studied include *The Speckled Band*, *A Christmas Carol* and *Animal Farm* at Key Stage 3, and *Macbeth*, *Romeo and Juliet* and *An Inspector Calls* at Key Stage 4.

# Scheme of Learning

**SUBJECT:** English

**YEAR GROUP:** 8

**TERM:** Spring 2

**TITLE OF UNIT:** Victorian Poetry (reading)

**(LENGTH)WEEKS:** 6

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Definitions and meaning of poetic literary terms: stanza, enjambment, imagery, personification, metaphor, extended metaphor, simile, sibilance, alliteration, sonnet, couplet, iambic pentameter, form, rhythm, rhyme, volta, caesura, context, semantic field</li> <li>• Context – relevant knowledge of poets studied and their perspectives and influences. Relevant knowledge of cultural influences (e.g. Industrial Revolution, the Romantics)</li> <li>• Knowledge of how to write an effective poetry analysis response.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop and express a personal response to a poem (AO1)</li> <li>• To make accurate and relevant predications about a poem (AO1)</li> <li>• To select relevant and precise evidence to support ideas (AO1)</li> <li>• To apply accurate subject terminology (AO2)</li> <li>• To explore and evaluate how meaning is created through language, structure and form (AO2)</li> <li>• To identify literary techniques (AO1)</li> <li>• To understand how context influences a poem (AO3)</li> <li>• To explain links between context and meaning (AO3)</li> <li>• To convey ideas coherently and in an appropriate register. (AO4)</li> <li>• To convey ideas embedding relevant evidence (AO4)</li> <li>• To make clear, explained comparisons across texts (AO1-3)</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Issues of social justice and equality Exposure to British cultural capital and artistic and historical movements (Romantics, Enlightenment, Industrial Revolution); Develop empathy Understanding spiritual and cultural perspectives on nature and art

Literacy/Reading/Numeracy	Careers
<p>Literacy:</p> <ul style="list-style-type: none"> <li>• Development of vocabulary</li> <li>• Ability to construct coherent paragraphs of analysis and evaluation</li> </ul> <p>Reading:</p> <ul style="list-style-type: none"> <li>• Skimming, scanning, selecting information, close reading, inference</li> <li>• Evaluation</li> <li>• Comparison and synthesis</li> <li>• Comprehension</li> <li>• Analysis of language, form and structure</li> </ul> <p>Numeracy</p> <ul style="list-style-type: none"> <li>• Placing texts in time and context</li> <li>• Identifying patterns</li> <li>• Sorting information into sets and subsets</li> <li>• Use of graphical representation</li> <li>• Dates, timelines and chronology</li> <li>• Interpretation of (numerical) data</li> <li>• Venn diagrams for comparing poems</li> </ul>	<p>Journalism  Writer, poet, critic  Copywriter  Lawyer / legal profession  Marketing / advertising / public relations  Teaching / education / academia  Research  Curation  Careers in the Arts  Politics / diplomacy / international relations  Economist  Civil servant  Sociologist / psychologist  Managerial / leadership</p>

<b>How will this topic be assessed?</b>
<p>Formative:</p> <ul style="list-style-type: none"> <li>• AfL opportunities in each lesson</li> <li>• Initial assessment - <i>How does Hardy present ideas about nature in the poem 'The Darkling Thrush'?</i></li> </ul> <p>Summative (2 assessments)</p> <ul style="list-style-type: none"> <li>• Implicit and explicit information comprehension test</li> <li>• language and structure analysis of an extract - <i>How does Yeats present a theme of the supernatural/magic in the poem 'The Song of the Wandering Aengus'?</i></li> <li>• <i>Compare the poem the Darkling Thrush with one other poem you have studied.</i></li> </ul>

# Scheme of Learning

**SUBJECT:** English

**YEAR GROUP:** 8

**TERM:** Spring 2

**TITLE OF UNIT:** Shakespeare (The Merchant of Venice)

**(LENGTH)WEEKS:** 8

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>Understanding of the plot of TMOV</li> <li>Understanding of characters, their traits and function in the plot</li> <li>Understand relationships between characters and how this creates tension/sympathy</li> <li>Overview of the play's themes and what message Shakespeare is giving his audience</li> <li>Explore the theme of victim/villain and how the issue is not always clear-cut.</li> <li>Social historical context of Shakespeare/Merchant including prejudice / treatment of minorities.</li> <li>Iambic pentameter</li> </ul>	<ul style="list-style-type: none"> <li>Reading and understanding Shakespeare</li> <li>Interpreting imagery</li> <li>Selecting quotations</li> <li>Close language analysis (including form/rhythm)</li> <li>Character inference and analysis</li> <li>PEE paragraphs</li> <li>Tracking character development/change</li> <li>Constructing a thematic essay</li> <li>Performing an extract in front of an audience</li> <li>Carrying out independent research</li> <li>Preparing an argument</li> <li>Presenting an argument in debate</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respecting points of view Exploring equality/prejudice in society Issues of social justice Treatment of others, including forgiveness/vengeance Issues to do with law / legality / victimisation and criminality.

Literacy/Reading/Numeracy	Careers
Literacy: <ul style="list-style-type: none"> <li>Development of vocabulary</li> <li>Accuracy and fluency in grammar, punctuation and spelling</li> <li>Proof-reading and editing</li> <li>Writing with coherence and cohesion</li> </ul> Reading: <ul style="list-style-type: none"> <li>Skimming, scanning, selecting information, close reading, inference</li> <li>Evaluation</li> <li>Comparison and synthesis</li> <li>Comprehension</li> <li>Analysis of language, form and structure</li> </ul> Numeracy <ul style="list-style-type: none"> <li>Identifying patterns</li> <li>Dates, timelines and chronology</li> </ul>	Journalism Writer Copywriter Lawyer / legal profession Marketing / advertising / public relations Teaching / education / academia Research Curation Careers in the Arts Politics / diplomacy / international relations Civil servant Sociologist / psychologist Managerial / leadership

**How will this topic be assessed?**

Formative assessment: Extract analysis (lesson 7)

Summative assessment: thematic essay (lesson 22)

Additional assessment opportunities:

- Further extract analyses (teacher's choice)
- Speaking and listening assessment of performances
- Debate contribution

# Geography

*'Geography is everything and everything is Geography'. Anon.*

Geography is a dynamic subject which plays a crucial role in understanding our world; both environmentally and socially. At All Hallows our aim is to present students with global issues to enhance their perspective on the world. Never has the study of our planet been more relevant and appropriate; Geography inspires pupils to become global citizens by exploring their own place in the world, their values and responsibilities to other people, to the environment and to the sustainability of the planet. We encourage our students to think empathetically and inspire them to want to make positive changes to the world around them,

Geography offers a broad curriculum studying both human and physical topics. The study of geography stimulates an interest in and a sense of wonder about places. It explains where places are, how landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on pupils' own experiences to investigate places at all scales, from the personal to the global.

At All Hallows our Geography team are committed to encouraging students to ask the 'difficult questions'. We hope our passion and love of the subject inspires students to also share a love of a subject which can teach us so much about our world.

# Scheme of Learning

**SUBJECT:** Geography

**YEAR GROUP:** 8

**TERM:** Autumn half term 2 - Spring term 1

**TITLE OF UNIT:** Glaciation

**(LENGTH)WEEKS:** 9 weeks

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Students will start this topic by finding out what killed the Mammoths</li> <li>• A chronology of past Ice Age events</li> <li>• The formation of glacial ice (snow – granular snow – fern – neve – glacial ice)</li> <li>• Glacial formation basics of accumulation and ablation</li> <li>• The processes at work on a glacier of abrasion, plucking and freeze thaw</li> <li>• Landforms created due to glaciers of Corries, aretes, pyramidal peaks and U Shaped Valleys</li> <li>• Causes and effects of avalanches</li> <li>• Responses to avalanches</li> <li>• Tourism in glacial environments – the social, economic and environmental positives and negatives</li> <li>• Tourism in relict environments – the social, economic and environmental positives and negatives</li> <li>• Solutions to the problems tourism can cause</li> </ul>	<ul style="list-style-type: none"> <li>• Students written exam skills will be developed through explanation of points – students will use ‘this means that...as a result’ to develop P.E.E.L paragraphs</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Social – how people around the world have benefited from glacial landscapes Moral – the impacts humans can have on natural landscapes

Literacy/Reading/Numeracy	Careers
Literacy – students will develop their extended writing in this topic by explaining using P.E.E.L paragraphs	Physical geography careers included glaciologist, land use management, tourism officers etc.

**How will this topic be assessed?**

This topic will be assessed at the end of the topic with an assessment to show the students extended writing ability. Students will be assessed on both 2, 4 and 6 mark questions which ask students to explain using detail.

# Scheme of Learning

**SUBJECT:** Geography

**YEAR GROUP:** Year 8

**TERM:** Spring

**TITLE OF UNIT:** Wild Weather

**(LENGTH)WEEKS:** 6 weeks

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>Definitions and difference between weather and climate</li> <li>Patterns of weather pressure (high and low pressure)</li> <li>Location, Structure and formation of hurricanes</li> <li>Location, structure and formation of tornadoes</li> <li>X3 types of rainfall – and why it happens</li> <li>Investigation into UK weather</li> <li>'Mini fieldtrip' on site investigation best location for new school bench</li> <li>Students to investigate 'recent weather event' in the news – this will be determined by current weather events whilst topic is being taught (e.g. 2019 wildfires in California)</li> </ul>	<ul style="list-style-type: none"> <li>Students to draw a climate graph and analyse findings</li> <li>Students to compare climate graphs in contrasting regions</li> <li>Written comparison of location, structure and formation of hurricanes Vs tornadoes using extender writing skills of PEEL</li> <li>Fieldwork skills –how to design a fieldwork plan (Aim, Methodology, Data Collection, Data Presentation, Analysis, Conclusion, Evaluation)</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<b>Respect</b> <b>Courage</b> <b>Responsibility</b> <b>Consideration</b> <b>Intellectual Curiosity</b>	<b>Tolerance</b> Democracy Rule of Law <b>Mutual Respect</b> Individual Liberty	How to people respond during extreme weather events?

Literacy/Reading/Numeracy	Careers
Climate graphs Written analysis of graphs Extended writing using command word 'compare'	Meteorologist Journalist Researcher Met Office Careers

How will this topic be assessed?
The topic will be assessed formatively using student work on climate graphs and their analysis of them.

# History

History is like a tapestry of different stories and versions of the past which have been woven together over time. History at All Hallows' aims to provide students not only with a broad and diverse knowledge of the past but also give students the right tools in which to pick these stories apart, to uncover the different narratives of history and to critically examine them.

Our key stage 3 curriculum will be centred on four main themes which are revisited as the students travel from pre-1066 to the late 20th century: Power.

- Beliefs
- Encounters
- Lives of the ordinary people

These themes not only help to frame students' understanding of significant historical events but also help them to navigate vast time periods whilst developing an awareness of the key concepts such as religious, political, social and economic history.

Our aim is to help students understand their own context, and so where appropriate we explore local people and events alongside national and global history. It is important that students develop an appreciation for key developments over time, the cause and consequence of these. Students will consider elements of change, continuity, similarity and difference to assess the significance of events and how events in the past have shaped the present.

At the end of their time at All Hallows' we hope that students are curious about the past, that they can engage in current historical debates, and that they can critically question historical sources and interpretations.

## **Extra-curricular opportunities**

Students will have the opportunity to visit the battlefields and cemeteries of the Western Front in order to broaden their understanding of the events of WW1 and to commemorate and pay their respects to the fallen soldiers.

# Scheme of Learning

**SUBJECT** History

**YEAR GROUP** 8

**TERM** Spring Term

**TITLE OF UNIT;** How did Britain change between 1750-1900?

**(LENGTH)WEEKS** 2 weeks

**By the end of this unit, students will be able to know/do:**

<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>Define the Industrial Revolution and explain how and why it came about in Britain.</li> <li>Key features of the Industrial periods</li> <li>The introduction of the railway and changes to transport.</li> <li>The key inventors of the period and the impact of their inventions on Britain.</li> </ul>	<ul style="list-style-type: none"> <li>Define the Industrial Revolution and explain how and why it came about in Britain.</li> <li>Key features of the Industrial periods</li> <li>The introduction of the railway and changes to transport.</li> <li>The key inventors of the period and the impact of their inventions on Britain.</li> </ul>

<b>Core Values</b>	<b>British Values</b>	<b>Social, Moral, Cultural &amp; Spiritual</b>
<b>Respect</b> Courage Responsibility Consideration <b>Intellectual Curiosity</b>	<b>Tolerance</b> <b>Democracy</b> <b>Rule of Law</b> <b>Mutual Respect</b> <b>Individual Liberty</b>	Awareness of the different social classes in England.  Working with classmates.

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
<ul style="list-style-type: none"> <li>Exploring the meanings of the word revolution</li> <li>Key vocab for talking about change and continuity</li> <li>Reading and comprehension.</li> <li>PEE paragraphs to explain change and continuity</li> </ul>	Teacher/Lecturer Museum Researcher Media Researcher Genealogist Museum Curator Museum Education Officer Heritage Industry Archaeologist Archivist/Records Manager Journalist Law

<b>How will this topic be assessed?</b>
Teacher assessment.

# Scheme of Learning

**SUBJECT** History

**YEAR GROUP** 8

**TERM** Spring

**TITLE OF UNIT** What was life like for ordinary people in the Industrial Period?

**(LENGTH)WEEKS** 4 weeks

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>Industrial towns and cities. Why were they so filthy and unhealthy?</li> <li>Working conditions in the factories</li> <li>Children during the Industrial Revolution.</li> <li>The worst jobs in the Industrial period</li> <li>The Matchstick girls</li> <li>Public Health during the industrial period.</li> <li>Florence Nightingale and Mary Seacole</li> </ul>	<ul style="list-style-type: none"> <li>Using evidence to support and refute arguments made by historians,</li> <li>Explain the cause and consequences of the industrial revolution and how it changed the lives of the working People.</li> <li>Explain the significance of key individuals during this time,</li> <li>Create arguments using evidence.</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<b>Respect</b> Courage Responsibility <b>Consideration</b> <b>Intellectual Curiosity</b>	<b>Tolerance</b> <b>Democracy</b> <b>Rule of Law</b> <b>Mutual Respect</b> <b>Individual Liberty</b>	Exploring the different social and economic positions of people living in the Industrial age.

Literacy/Reading/Numeracy	Careers
<ul style="list-style-type: none"> <li>Reading comprehension</li> <li>Written outcome</li> <li>Use of historical scholarship</li> </ul>	Teacher/Lecturer Government/Politician Museum Researcher Media Researcher Genealogist Museum Curator Museum Education Officer Heritage Industry Archaeologist Archivist/Records Manager Law Journalist

How will this topic be assessed?
End of unit assessment. Written outcome.

# Scheme of Learning

<b>SUBJECT</b>	<b>History</b>
<b>YEAR GROUP</b>	<b>Year 8</b>
<b>TERM</b>	<b>Spring</b>
<b>TITLE OF UNIT</b>	Interpretations of the British Empire
<b>(LENGTH)WEEKS</b>	4 weeks

**By the end of this unit, students will be able to know/do:**

<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>How and why did Britain gain and Empire?</li> <li>Which countries made up the British Empire.</li> <li>What the experiences of the people living under the British Empire?</li> <li>How has British rule in India been interpreted?</li> <li>How did North America come about as we know it today? How did the US gain independence?</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that interpretations are conscious reflections on the past – not students' own personal opinions</li> <li>Recognise that the past as we know it is not fixed but constructed through interpretations</li> <li>Infer the main messages of historical interpretations</li> <li>Explain how the historical context in which they are created affect interpretations, e.g. consider what conditions and views existed at the time of writing/drawing.</li> <li>Weigh up how convincing an interpretation is by testing its accuracy.</li> </ul>

<b>Core Values</b>	<b>British Values</b>	<b>Social, Moral, Cultural &amp; Spiritual</b>
<b>Respect</b> <b>Courage</b> Responsibility <b>Consideration</b> <b>Intellectual Curiosity</b>	<b>Tolerance</b> <b>Democracy</b> <b>Rule of Law</b> <b>Mutual Respect</b> <b>Individual Liberty</b>	Exploring and understanding diverse cultures. Exploring and understanding different religions. Moral issues surrounding Empire and colonialism. Working with classmates.

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
<ul style="list-style-type: none"> <li>Reading and comprehension.</li> <li>Using historical scholarship</li> </ul>	Teacher/Lecturer Museum Researcher Media Researcher Genealogist Museum Curator Museum Education Officer Heritage Industry Archaeologist Archivist/Records Manager Journalist Law

<p><b>How will this topic be assessed?</b>                      Teacher assessment focusing on historical interpretations.</p>
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# Maths

At All Hallows we believe that all students can be successful in Maths. We aim to make the learning in our lessons rich, deep and enjoyable. We aim to explore the 'why' as well as the 'how' in our classes and to help our students develop a deep understanding of mathematical concepts, as well as a fluency and confidence with mathematical procedures.

There are six strands of mathematical content:

- Number
- Algebra
- Geometry and Measure
- Ratio and Proportion
- Statistics
- Probability

Our intention is to teach each of these strands in a way that supports students to develop confidence in their mathematical abilities and be able to apply mathematics to a range of different contexts and see the potential for use of maths in real life.

We recognise the importance of developing problem solving and reasoning skills for applications beyond mathematics.

We want our students to develop an appreciation of mathematical relationships, and a mathematical curiosity and desire to understand.

We support students in learning how to work systematically, independently and co-operatively.

We encourage them to articulate their understanding and explain mathematical concepts using precise technical language.

We emphasise the importance of comparing and evaluating equivalent methods, selecting the most appropriate one for the problem.

# Scheme of Learning

<b>SUBJECT</b>	<b>Maths</b>
<b>YEAR GROUP</b>	<b>8</b>
<b>TERM</b>	<b>Spring 1</b>
<b>TITLE OF UNIT</b>	Algebraic Techniques
<b>(LENGTH)WEEKS</b>	6

**By the end of this unit, students will be able to know/do:**

<b>Knowledge and Skills</b>
<ul style="list-style-type: none"> <li>• Techniques with formulae including substitution and changing the subject.</li> <li>• Manipulation of algebraic expressions using the index laws of multiplication and division.</li> <li>• Expand products of two or more binomials</li> <li>• Solve linear equations in one variable but with the variable on both sides of the equation</li> <li>• Language and notation of inequalities, including representations on the number line</li> <li>• Solve linear inequalities in algebraic and worded scenarios</li> </ul>

<b>Core Values</b>	<b>British Values</b>	<b>Social, Moral, Cultural &amp; Spiritual</b>
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Contribute to class discussions to share and develop understanding Collaborative work on problem-solving activities Resilience and perseverance to overcome difficulties History of maths (including cultural links) Applications/examples of maths in the wider world

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
Worded problems Applications to real life scenarios	The topics in Key Stage 3 maths provide the foundation for the GCSE content, which is an essential pre-requisite for a wide range of careers.

<b>How will this topic be assessed?</b>
45 minute written assessment in class, in exam conditions. Students in Years 7, 8 and 9 (Autumn term only) are allowed to bring one A4 sheet of hand-written notes into the assessment. Students should ensure they have all their mathematical equipment with them for assessments.

# Scheme of Learning

<b>SUBJECT</b>	<b>Maths</b>
<b>YEAR GROUP</b>	<b>8</b>
<b>TERM</b>	<b>Spring 2</b>
<b>TITLE OF UNIT</b>	Area and Perimeter, including Circles and Pythagoras
<b>(LENGTH)WEEKS</b>	6

**By the end of this unit, students will be able to know/do:**

<b>Knowledge and Skills</b>
<ul style="list-style-type: none"> <li>Recall knowledge of calculating area and perimeter for simple and compound shapes, including the use of appropriate units.</li> <li>Identify the different parts of a circle and calculate circumference and area of a circle, and of shapes involving parts of circles.</li> <li>Solve problems involving area and perimeter that require algebraic approaches, or that require some procedural variation such as finding a unknown length, given an area.</li> <li>Use Pythagoras' Theorem to find missing lengths in a right-angled triangle or in shapes that contain right-angled triangles.</li> <li>Solve problems in different contexts and representations, using Pythagoras' Theorem.</li> </ul>

<b>Core Values</b>	<b>British Values</b>	<b>Social, Moral, Cultural &amp; Spiritual</b>
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Contribute to class discussions to share and develop understanding Collaborative work on problem-solving activities Resilience and perseverance to overcome difficulties History of maths (including cultural links) Applications/examples of maths in the wider world

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
Worded problems Applications to real life scenarios	The topics in Key Stage 3 maths provide the foundation for the GCSE content, which is an essential pre-requisite for a wide range of careers.

<b>How will this topic be assessed?</b>
45 minute written assessment in class, in exam conditions. Students in Years 7, 8 and 9 (Autumn term only) are allowed to bring one A4 sheet of hand-written notes into the assessment. Students should ensure they have all their mathematical equipment with them for assessments.

# MFL:French

Languages are increasingly important in the business world and globalised society. Studying languages enables us to communicate effectively with people from around the world. In addition, it opens doors to new cultures and experiences.

We look to develop students' confidence in a range of transferable skills, along with reinforcing high standards of literacy, in order to provide the skills that will help them be successful in any professional field.

Our students will gain a cultural understanding of the target language countries. This is achieved through a range of topics, film, food, festivals and a residential trip abroad. Students learn how to communicate effectively in a range of tenses, in addition to debating skills, both for everyday purposes as well as to discuss global and moral issues.

Through studying grammar in a second language, along with translation, students will benefit from an improved understanding of English. They also gain skills of inferring information, gauging mood and tone, and understanding a variety of texts both factual and fictional. This will help link to other subjects too and improve all-round confidence in speaking, encouraging them to be open-minded individuals and citizens of the world who respect and appreciate different cultures, and can profit from a variety of opportunities for future career paths.

# Scheme of Learning

**SUBJECT:** French

**YEAR GROUP :** 8

**TERM:** Spring

**TITLE OF UNIT:** J'adore les fêtes!

**(LENGTH)WEEKS :** 12 weeks

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>To discover a variety of francophone festivals/ celebrations.</li> <li>To discuss about our opinion of different celebrations and festivals in the present tense</li> <li>To use transactional language and quantities to buy food</li> <li>To use the near future tense to discuss activities done during a festival</li> <li>To combine the Present and near future tenses.</li> </ul>	<ul style="list-style-type: none"> <li>Listening comprehension: Associate phonemes and graphemes.</li> <li>Writing/ grammar accuracy: Focus on accuracy in the near future and creating extended, complex sentences with opinions, reasons and connectives.</li> <li>Reading comprehension: Identify the near future tense, quantities, opinions and key vocabulary in a text.</li> <li>Speaking: Use the near future tense to ask and answer questions about festivals and food</li> <li>Translation: French- English/ English - French</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect <b>Courage</b> <b>Responsibility</b> Consideration <b>Intellectual Curiosity</b>	<b>Tolerance</b> Democracy Rule of Law Mutual Respect <b>Individual Liberty</b>	<b>Cultural-</b> We look at life in a range of Francophone countries and how it contrasts to our own. <b>Moral:</b> behaving in a respectful and tolerant way to others from a different background <b>Spiritual:</b> The introduction of the sentence builder approach this year is developing self-efficacy in writing and therefore a sense of achievement.

Literacy/Reading/Numeracy	Careers
Literacy skills are developed through grammar focus (present, past and negatives). Reading skills are developed through error spotting, reading for gist and comprehension tasks.	Language and travel-based careers: Translator, teacher, interpreter, journalist as well as event organiser (link to festivals).

**How will this topic be assessed?**

Pupils will demonstrate their knowledge of the near future tense and key vocabulary on festivals, transactional language, use of negative structures in a reading comprehension assessment paper and a task on the formation of the near future tense.

Potential update for 2021/2022

# Music

Music is the universal language of all cultures and identities and surrounds our everyday life. At All Hallows we believe that 'Music is for all'. We aim for all students to develop lifelong transferable skills of creativity, identity and personality throughout their time studying with us.

We focus on the three main areas of Performance, Composition and Appraising within music lessons, studying over a variety of mediums and technologies new and old; giving constant feedback helps our students develop as musicians, allowing skills such as confidence, expression, courage, respect and self-discipline to develop through their work.

We want our curriculum to have breadth and depth to it, allowing students to develop knowledge of different cultural histories within music and how they affect the global world in which we live.

We offer students the opportunity to pursue their interests with a rich and diverse programme of extra-curricular options, giving students the chance to perform in concerts, both as large-scale ensembles or in a solo setting. Students have the opportunity to see music within its live context as well as taking their own performances to the public, both in and out of the UK – in previous years, we have visited Prague, Italy and France.

Through all of this, we aim for our students to be able to enjoy and appreciate music as an essential part of their lives, as well as giving them the life skills to unlock their full potential as the musicians and educators of tomorrow.

# Scheme of Learning

**SUBJECT: Music**

**YEAR GROUP: 8**

**TERM: Spring**

TITLE OF UNIT: Structure and Form

(LENGTH)WEEKS: 2-6 weeks

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• How to explain the importance of form and structure in music, and how this can be considered another of the "elements of music"</li> <li>• How to identify how structures can make it easier for the listener to both make sense of what is heard and remember musical material</li> <li>• How to identify and explain different musical structures:</li> <li>• How to identify and explain Binary Form as a musical structure in two separate sections and using the letters "A" and "B"</li> <li>• How to identify and explain Ternary Form as a musical structure in three separate sections and using the letters "A" "B" "A" with the "A" section being repeated at the end.</li> <li>• How to identify and explain that Rondo Form has a recurring "A" section between other contrasting sections</li> <li>• How to identify and explain what Question and Answer/ Call and Response phrases are in music</li> <li>• How to identify notes on the treble clef</li> <li>• How to identify notes on the bass clef</li> <li>• How to identify and explain the elements of music</li> </ul>	<ul style="list-style-type: none"> <li>• How to describe different musical structures using letters to identify the different sections</li> <li>• How to develop the skill to read, perform and record their ideas using staff notation, focusing on the pitch names of notes in the treble and bass clef</li> <li>• How to identify features of Classical Music through listening</li> <li>• How to develop sight-reading skills</li> <li>• How to develop class performance skills</li> <li>• How to sing a Call and Response song as part of the class</li> <li>• Perform a drone part as part of a class piece and compose a drone part within a group textured piece in Binary Form</li> <li>• How to develop a deepening understanding of the music that they perform and to which they listen, and its history</li> <li>• How to listen to musical genres and styles with increasing discrimination</li> <li>• How to identify and apply knowledge of the elements of music within performances</li> <li>• Perform 'Minuet' in Ternary Form on the keyboard accurately and in time</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<p><b>Respect</b> <b>Courage</b> <b>Responsibility</b> <b>Consideration</b> <b>Intellectual Curiosity</b></p>	<p><b>Tolerance</b> <b>Democracy</b> Rule of Law <b>Mutual Respect</b> <b>Individual Liberty</b></p>	<p><b>Social development:</b> Working as a team <b>Spiritual development:</b> Imagination and creativity <b>Cultural development:</b> Understanding and respecting the influence of Classical music on society and the history of music</p>

Literacy/Reading/Numeracy	Careers
Literacy skills: <ul style="list-style-type: none"> <li>• Writing, reading, learning new key terms</li> <li>• Question and answers</li> </ul> Numeracy: <ul style="list-style-type: none"> <li>• Counting rhythmic beats and being able to perform in time</li> </ul>	Musician Pianist Conductor Music teacher

<b>How will this topic be assessed?</b>
Students would learn the piece 'Minuet' on the keyboard throughout the term, and at the end of the term would be individually assessed by performing 'Minuet' on the keyboard to the class and to the teacher. Peer feedback will be given to the student, and the teacher will write in comments (W/W/W/EBI) and a mark for the student's performance.

# Scheme of Learning

**SUBJECT: Music**

**YEAR GROUP: 8**

**TERM: Spring**

**TITLE OF UNIT: Music Tech Composition**

**(LENGTH)WEEKS: 2-6 weeks**

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• How to identify and explain the importance of form and structure in music and how this can be considered another of the "elements of music".</li> <li>• Identify how structures can make it easier for the listener to both make sense of what is heard and remember musical material</li> <li>• How to identify and explain different musical structures:               <ul style="list-style-type: none"> <li>○ How to identify and explain Binary Form as a musical structure in two separate sections and using the letters "A" and "B"</li> <li>○ How to identify and explain Ternary Form as a musical structure in three separate sections and using the letters "A" "B" "A" with the "A" section being repeated at the end.</li> <li>○ How to identify and explain that Rondo Form has a recurring "A" section between other contrasting sections</li> </ul> </li> <li>• How to identify and explain what Question and Answer/ Call and Response phrases are in music</li> <li>• How to identify notes on the treble clef</li> <li>• How to identify notes on the bass clef</li> <li>• How to identify and explain the elements of music</li> <li>• How to identify features of Minuet by Haydn</li> <li>• How to explain what a key signature is</li> </ul>	<ul style="list-style-type: none"> <li>• How to identify and explain the importance of form and structure in music and how this can be considered another of the "elements of music".</li> <li>• Identify how structures can make it easier for the listener to both make sense of what is heard and remember musical material</li> <li>• How to identify and explain different musical structures:               <ul style="list-style-type: none"> <li>• How to identify and explain Binary Form as a musical structure in two separate sections and using the letters "A" and "B"</li> <li>• How to identify and explain Ternary Form as a musical structure in three separate sections and using the letters "A" "B" "A" with the "A" section being repeated at the end.</li> <li>• How to identify and explain that Rondo Form has a recurring "A" section between other contrasting sections</li> <li>• How to identify and explain what Question and Answer/ Call and Response phrases are in music</li> <li>• How to identify notes on the treble clef</li> <li>• How to identify notes on the bass clef</li> <li>• How to identify and explain the elements of music</li> <li>• How to identify features of Minuet by Haydn</li> <li>• How to explain what a key signature is</li> </ul> </li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<p><b>Respect</b>            Courage            Responsibility            Consideration  <b>Intellectual Curiosity</b></p>	<p><b>Tolerance</b>  <b>Democracy</b>            Rule of Law  <b>Mutual Respect</b>  <b>Individual Liberty</b></p>	<p><b>Social development:</b> Working as a team  <b>Spiritual development:</b> Imagination and creativity  <b>Cultural development:</b> Understanding and respecting the influence of Classical music on society and the history of music</p>

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
Literacy skills: <ul style="list-style-type: none"> <li>• Writing, reading, learning new key terms</li> <li>• Question and answers</li>   <li>• Numeracy:</li> <li>• Counting rhythmic beats and being able to perform in time</li> <li>• Composing a melody in Ternary Form in time with a metronome</li> </ul>	Musician Pianist Conductor Music teacher

<b>How will this topic be assessed?</b>
Students would compose a piece of music in Ternary Form throughout the term, and at the end of the term this composition would be individually assessed, taking into context the structure, the key signature and other musical information learnt and applied to the composition over the term.

# Physical Education

Physical Education is an essential aspect of school life and its importance is increasingly recognised. The PE Department will teach students a range of sports and physical skills, with the aim that every student finds their sporting niche; leaving school with the knowledge and understanding of how to live a healthy lifestyle and staying engaged in sport and exercise.

Throughout their time at All Hallows students will engage in a wide-ranging curriculum, exploring the full spectrum of sporting contexts: Games, Aesthetics, Striking and Fielding, Athletics, Fitness and Outdoor Education & Life skills. Lessons take place within our outstanding sporting facilities, including the Fitness Suite, Swimming Pool, Gymnastics Hall, Sports Hall, Outside Courts and Pitches.

Alongside practical skills for a range of sports, students will also gain a strong understanding of diet and nutrition. Interpersonal skills such as teamwork, communication and leadership will be developed within a range of environments. To enhance student experience, we offer a rich extra-curricular programme, where students can engage in competitive sport with the opportunity to represent the school in fixtures, or simply enjoy recreational sport and fitness activities.

Through the delivery of Outdoor Education & Life skills, students will be taught Swimming, First Aid (in and outside of the water) and Map Reading.

# Scheme of Learning

Physical Education

Year 8

Spring and Spring Term

Badminton

6-7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"><li>• Umpiring</li><li>• Scoring</li></ul>	<ul style="list-style-type: none"><li>• High serve</li><li>• Backhand shots</li><li>• Hitting into space</li></ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict Honesty and sportsmanship

Literacy/Reading/Numeracy	Careers
Understanding of the scoring system and where to stand on court based on odd and even score	Umpire, judge, coach, athlete

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Competitive matches will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

# Scheme of Learning

## Physical Education

Year 8

Spring and Spring Term

Basketball

6-7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"><li>• Basic tactics</li><li>• Man to man marking</li></ul>	<ul style="list-style-type: none"><li>• Set shot</li><li>• Lay up</li><li>• Rebounding</li><li>• 3 man weave</li></ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
Keeping score during a game and knowing how many points are awarded for different types of shot.	Understanding of different roles in basketball and possible career opportunities such as official, coach, analyst and reporter.

### How will this topic be assessed?

This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Match play will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game and taking on the roles of officials.

# Scheme of Learning

**Physical Education**  
**YEAR 8**  
**Spring and Spring Term**  
 Dance  
 7 WEEKS

**By the end of this unit, students will be able to do/know:**

<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>To know the dance theme and style of dance</li> <li>To be able to define the term gestures, travel, levels and dynamics</li> <li>To know what formations and weight bearing contact are</li> </ul>	<ul style="list-style-type: none"> <li>To be able to create a basic motif</li> <li>To be able to include formations, travel, dynamics and levels in the dance routine</li> <li>To be able to create actions and gestures associated with the dance theme</li> <li>To be able to perform a range of contact in line with the dance theme</li> </ul>

<b>Core Values</b>	<b>British Values</b>	<b>Social, Moral, Cultural &amp; Spiritual</b>
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Working in a group Respecting others' ideas Participate and cooperate Giving constructive feedback

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
Using an assessment criterion to provide written and verbal feedback to peers. Being able to count in time and understand half and double time.	Within the creative arts industry – teaching, performing, stage crew

<b>How will this topic be assessed?</b>
This topic will be assessed through a standardised assessment lesson. Students will create and perform a dance routine to demonstrate their application of skills in a performance setting. They will also be assessed on the feedback they provide their peers to demonstrate knowledge and identification of the skills learnt.

# Scheme of Learning

**Physical Education**

**Year 8**

**Spring and Spring Term**

Fitness

6-7 WEEKS

**By the end of this unit, students will be able to know/do:**

<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• Agility</li> <li>• Coordination and balance</li> <li>• Speed</li> <li>• Skeletal system</li> </ul>	<ul style="list-style-type: none"> <li>• Interval training</li> <li>• Fartlek training</li> <li>• Illinois agility test</li> </ul>

<b>Core Values</b>	<b>British Values</b>	<b>Social, Moral, Cultural &amp; Spiritual</b>
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Enjoy learning about oneself Reflect on own performance Support others to improve performance

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
Reading tables of normative data to calculate levels of fitness. Using stopwatches to time and calculate rest periods. Knowledge of key terminology such as names of bones.	Personal trainer, fitness instructor, leisure centre management, coaching and performance analyst

<b>How will this topic be assessed?</b>
This topic will be assessed during standardised fitness testing. Students will also create and carry out a training session that allows them to demonstrate an understanding of the key skills and knowledge learnt during the unit of work.

# Scheme of Learning

Physical Education

Year 8

Spring and Spring Term

Football

6-7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"><li>• Application of rules</li><li>• Outwitting opponents</li></ul>	<ul style="list-style-type: none"><li>• Close Control</li><li>• Turning</li><li>• Heading</li><li>• Marking</li><li>• Lofted Pass</li><li>• Attacking 3v1</li></ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
	Understanding of different roles in Football and possible career opportunities such as official, reporter, analyst or coach.

## How will this topic be assessed?

This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Small sided games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

# Scheme of Learning

Physical Education

Year 8

Spring and Spring Term

Gymnastics

6-7 WEEKS

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>Counter balance</li> <li>Counter tension</li> <li>Fitness requirements for gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>High apparatus skills</li> <li>Basic vaulting</li> <li>Handstands</li> <li>Headstands</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Appreciation of performance Use imagination and creativity Reflect on own performance and give feedback to others

Literacy/Reading/Numeracy	Careers
Using resource cards to understand how to perform skills and the key teaching points Providing written feedback to other groups Able to communicate – talking and listening Counting and timing (balances/stretches/moves in a routine) Cross curricular links – symmetry/asymmetry	Coaching and judging qualifications and the opportunity to work at competitions. Crossover to a number of other sports and disciplines within gymnastics.

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will create and perform a routine, allowing them to demonstrate the skills and knowledge learnt during the unit. Students will also demonstrate their application of skills in isolated practices

# Scheme of Learning

Physical Education  
 Year 8  
 Spring & Spring Term  
 Handball  
 6-8 Weeks

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Application of rules</li> <li>• Outwitting opponents</li> <li>• Positions</li> <li>• Defensive shape</li> </ul>	<ul style="list-style-type: none"> <li>• Jump pass</li> <li>• Passing on the move</li> <li>• Jump shot (Opposed)</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
	Understanding of different roles in Handball and possible career opportunities

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

# Scheme of Learning

Physical Education  
 Year 8  
 Spring and Spring Term  
 Hockey  
 6-7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Application of rules</li> <li>• Outwitting opponents</li> <li>• Gaining possession</li> </ul>	<ul style="list-style-type: none"> <li>• Indian dribble</li> <li>• Reverse stopping</li> <li>• Slap / Sweep pass</li> <li>• Jab Tackle</li> <li>• V Drags &amp; pull backs</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
	Understanding of different roles in hockey and possible career opportunities

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Small sided games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game.

# Scheme of Learning

Physical Education

Year 8

Spring and Spring Term

Netball

6-7 WEEKS

**By the end of this unit, students will be able to know/do:**

<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"><li>• Tactics behind each position on the court</li><li>• Intermediate rules of the game</li></ul>	<ul style="list-style-type: none"><li>• Turning in the Air</li><li>• Feeding into the circle</li><li>• Zonal Defence</li><li>• Roll out dodge</li></ul>

<b>Core Values</b>	<b>British Values</b>	<b>Social, Moral, Cultural &amp; Spiritual</b>
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Development of right and wrong, respecting rules Participate and cooperate Resolve conflict

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
Keeping score during a game and being able to work out who has the first centre pass during each quarter.	Understanding of different roles in netball and possible career opportunities such as coaching and umpiring.

<b>How will this topic be assessed?</b>
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Small sided games and full court games will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game

# Scheme of Learning

## Physical Education

Year 8

### Spring and Spring Term

Outdoor Adventure Activities (OAA) - Orienteering

6-7 WEEKS

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Forms of communication</li> <li>• Stages of task planning</li> <li>• Team Roles</li> <li>• Leadership characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Planning</li> <li>• Reviewing</li> <li>• Resilience</li> <li>• Trust</li> <li>• Problem Solving</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Working in a group Respecting others ideas Participate and cooperate Resolve conflict

Literacy/Reading/Numeracy	Careers
	Any job that requires working in a team with others

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete a range of tasks that will assess their ability in these skills. They will be given the opportunity to take on a leadership role and working in a team. They will also reflect on their own performance and identify ways they could further develop their skills.

# Scheme of Learning

**Physical Education**  
**YEAR 8**  
**Spring and Spring Term**  
 Rugby Union  
 7 WEEKS

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>Understand the tactical attacking advantage in playing a miss pass, switch and loop</li> <li>Be able to verbally describe and identify a Maul</li> <li>Be able to articulate how to isolate a defender and create a 3 v 2</li> <li>Know when a Scrum will be called within a Match</li> </ul>	<ul style="list-style-type: none"> <li>Be able to perform a Spin Pass within a structured drill and a Match environment</li> <li>Be able to perform a Miss Pass, Switch &amp; Loop within a structured drill and a Match environment</li> <li>Be able to set up and engage within a Maul in both attack and defence</li> <li>Be able to perform a 3 v 2 as a ball carrier and support runner</li> <li>Be able to perform a 2 man Scrum</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Value of team work, fair play, listening to others, respect of officials and decisions.

Literacy/Reading/Numeracy	Careers
Pupils able to use numeracy throughout by scoring when in a competitive environment.	Professional athlete, Journalist, Media, Sports Agent

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete tasks to demonstrate their application of skills to both within isolated practices and progressive drills. Match play will be used to assess the application of skills to competitive situations as well as their understanding of the rules of the game and roles of officials.

# Scheme of Learning

Physical Education  
 Year 8  
 Spring and Summer  
 Swimming  
 6-7 WEEKS

By the end of this unit, students will be able to know/do:

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Tumble Turns</li> <li>• Bilateral Breathing</li> </ul>	<ul style="list-style-type: none"> <li>• Breaststroke leg action</li> <li>• Breaststroke arm action</li> <li>• Tumble Turns</li> <li>• Butterfly leg action</li> <li>• Butterfly arm action</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	Respect feelings and values Appreciation of performance Reflect on own performance and give feedback to others

Literacy/Reading/Numeracy	Careers
Being able to keep time and follow a clock. Understanding of pacing	Referee, Starter, Timekeeper, Coach, Athlete, Lifeguard, First aid

How will this topic be assessed?
This topic will be assessed through a standardised assessment lesson. Students will complete these skills and drills in isolated practice and then as a full stroke. This will allow them to demonstrate the skills and knowledge learnt during the unit.

# Religious Education

Religious Education is central to everything we do at All Hallows, since it is the subject where the students are taught the origins and the importance of Gospel values, which underpin the ethos of our school community.

Religious Education at All Hallows enables students to encounter a variety of world religions, as well as moral and social issues. Through our subject, we hope to develop our students into reflective global citizens, who understand their role within society, and understand how faith and belief shape their lives and the lives of religious believers around the world.

The nature of RE means that students are given many opportunities for discussion and debate, and students often express their beliefs and opinions and question difficult concepts. This prepares the students with an ability to make evaluative assertions, a key skill required for GCSE assessments.

Throughout KS3, students explore the origins of Christianity to understand structure of the Bible, the stories of figures of religious significance and the origins and meaning behind religious practices such as the Mass, sacraments and the church as it exists in the present day. Moreover, our students are given the opportunity to encounter a variety of world religions including Sikhism, Judaism, Buddhism and Islam. During these modules we will develop an understanding of the beliefs and practices of each tradition.

In Year 8, students are taught Citizenship within RE. In these lessons students examine issues such as "being responsible global citizens", "how does the law impact the lives of young people?" and "what are human rights?" This enables our students to understand what it means to be a British citizen and contextualises core British values.

In Year 9 students are encouraged to reflect upon how religion and morality interact with important societal issues including "love & relationships" and "crime & punishment", while exploring Christian and secular approaches to morality.

Religious Education provides the students with an opportunity to practice important skills that are required at GCSE including extended writing, interpreting texts, constructing logical chains of reasoning and using evidence to support arguments

# Scheme of Learning

**SUBJECT** Religious Education

**YEAR 8**

**TERM 1**

**TITLE OF UNIT:** CREATION

**(LENGTH)WEEKS:** 4

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Genesis 1 (the days of creation)</li>   <li>• Genesis 2 (the Fall)</li> <li>• Scientific approaches to Creation</li> <li>• Fundamentalist approaches to Creation</li> <li>• What is meant by stewardship?</li>   <li>• The impact of Free will</li> <li>• Inspirational Stewards in the Catholic Church</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying key words and explaining their meaning e.g. Biblical literalist</li> <li>• Analysis- understanding the messages in Biblical texts and explaining their impact on Christians today</li> <li>• Extended writing – producing PEE paragraphs</li>   <li>• Application- applying our knowledge of the Genesis creation stories to create cohesive arguments and explain our opinions</li> <li>• Evaluation- communicating our opinions on the strengths and weaknesses of different approaches to understanding creation both verbally and in the written word</li> <li>• Creating- applying our subject knowledge to create an original piece of work</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	<ul style="list-style-type: none"> <li>• Recognising the different opinions that are held within society and showing respect for those who hold them</li> <li>• Understanding our role as stewards and our responsibilities within society e.g. caring for the environment and campaigning for change</li> <li>• Understanding the sacrifices that inspirational stewards have made for the world and learning from their lives</li> <li>• Understanding the moral implications of harming the environment</li> <li>• Students should reflect on the Catholic belief that God gave humanity the world as an expression of his Omni benevolence.</li> </ul>

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
<ul style="list-style-type: none"> <li>• Extended writing (producing PEE paragraphs)</li> <li>• Reading scripture and interpreting messages from scripture</li> <li>• Writing persuasively to convince target audiences to take care of the environment and be good stewards</li> </ul>	<ul style="list-style-type: none"> <li>• Politician</li> <li>• Environmental campaigner/Environmental officer</li> <li>• Geographer</li> <li>• Scientist</li> <li>• Wildlife Conservation</li> </ul>

<b>How will this topic be assessed?</b>
<p>This topic will be assessed using a variety of AfL techniques including "hands down" questioning and plenary activities. Teachers will also monitor the contributions that the students make in class and quality of homework. There will be one formal written assessment based on the skills of "analysing and interpreting scripture" and "comparing/contrasting beliefs"</p>

# Scheme of Learning

**SUBJECT Religious Education**

**YEAR 8**

**TERM ONE**

TITLE OF UNIT: God's Covenant

(LENGTH)WEEKS 5/6

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• What God's covenants are</li> <li>• The stories of Noah's Ark, and Joseph</li> <li>• Moses</li> <li>• Passover</li> <li>• The role of prophets in the Old Testament</li> <li>• Advent</li> <li>• The meaning of Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding symbolism in the Bible</li> <li>• Creative writing</li> <li>• Analysis</li> <li>• Summarising information</li> <li>• Revision skills</li> <li>• Explanation</li> <li>• Extended writing</li> <li>• Evaluation</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect British traditions - Christmas	<ul style="list-style-type: none"> <li>• Understanding the diversity of religious traditions within the UK to promote tolerance and respect</li> <li>• Understanding the religious celebrations in Judaism and Christianity</li> <li>• To understand the early history of Jewish persecution</li> </ul>

Literacy/Reading/Numeracy	Careers
Literacy/reading: <ul style="list-style-type: none"> <li>• Interpreting texts and quotes</li> <li>• Extended writing</li> <li>• Creative activities (poster design, storyboards, pictures, diary entry, accounts, newspaper articles, Christmas Card design)</li> </ul> Numeracy: <ul style="list-style-type: none"> <li>• Calendars? TBC</li> </ul>	<ul style="list-style-type: none"> <li>• International relations</li> <li>• Charity work</li> <li>• Spiritual advisor/religious leader</li> <li>• Education</li> <li>• Chaplain</li> </ul>

How will this topic be assessed?
<ul style="list-style-type: none"> <li>• AfL throughout module</li> <li>• 1x written assessment based on the skills of "analysing and interpreting scripture" and "comparing/contrasting beliefs and practices"</li> </ul>

# Scheme of Learning

**SUBJECT Religious Education**

**YEAR 8**

**TERM TWO**

TITLE OF UNIT ISLAM

(LENGTH)WEEKS 5/6

**By the end of this unit, students will be able to know/do:**

<b>Knowledge</b>	<b>Skills</b>
<ul style="list-style-type: none"> <li>• What are the main beliefs and practises in Islam</li> <li>• What the five pillars are</li> <li>• What is the Qur'an?</li> <li>• Who are the Prophets?</li> <li>• Where and how do Muslims worship?</li> <li>• How do Muslims help British Society?</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting Qur'an quotes</li> <li>• Creative writing</li> <li>• Presentation skills</li> <li>• Summarising information</li> <li>• Revision skills</li> <li>• Explanation</li> <li>• Extended writing</li> <li>• Evaluation</li> </ul>

<b>Core Values</b>	<b>British Values</b>	<b>Social, Moral, Cultural &amp; Spiritual</b>
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	<ul style="list-style-type: none"> <li>• Understanding the diversity of religious traditions within the UK to promote tolerance and respect</li> <li>• Understanding the religious rules within Islam</li> <li>• To understand the role of prayer, fasting and charity as an expression of piety and spirituality in the lives of religious believers</li> </ul>

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
Literacy/reading: <ul style="list-style-type: none"> <li>• Interpreting texts and quotes</li> <li>• Extended writing</li> <li>• Creative activities (poster design, travel guides and reviews and designing book covers)</li> </ul> Numeracy: <ul style="list-style-type: none"> <li>• Distribution of Mosque funds as part of Zakah</li> </ul>	<ul style="list-style-type: none"> <li>• International relations</li> <li>• Charity work</li> <li>• Spiritual advisor/religious leader</li> <li>• Education</li> <li>• Travel</li> <li>• Architecture</li> </ul>

<b>How will this topic be assessed?</b>
<ul style="list-style-type: none"> <li>• AfL throughout module</li> <li>• 1x written assessment based on Bloom's Taxonomy</li> </ul>

# Science

Science education provides the foundations for understanding the world around us and helps us make sense of how the wider universe works. It improves and enriches the quality of our lives through technological or medical advances and is vital to the world's future prosperity.

The Science Curriculum is delivered under the traditional headings of Biology, Chemistry and Physics. Students cover topics in all three disciplines including those such as:

- Cells
- Tissues and Organs
- Plant Biology
- Microorganisms
- Bioenergetics
- Physical and Chemical Reactions
- Acidity and Alkalinity
- Energy
- Forces
- Electricity and Particles

Students will also develop practical skills and become confident and adept in handling scientific equipment and will explore a variety of methods of data collection. They will also practice analytical, evaluative and other transferable skills to allow them to become critical thinkers within and outside of the subject.

Extra-curricular opportunities within school include regular Science Club meetings and visits by external speakers to whole year groups on key topics. In recent years students have also travelled farther afield to visit Science fairs, problem solving challenges, Winchester Science Centre, Marwell Zoo, the Darwin Centre at The Natural History Museum, and the Smithsonian Institute in Washington DC.

# Scheme of Learning

**SUBJECT** Science

**YEAR GROUP** 8

**TERM** 1

**TITLE OF UNIT** Breathing and Respiration

**(LENGTH)WEEKS** 3

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>The main organs involved in gas exchange and how they work together</li> <li>Explain how lungs are adapted for their function</li> <li>Describe the effects of exercise</li> <li>Explain the differences between aerobic and anaerobic respiration</li> </ul>	<ul style="list-style-type: none"> <li>Comparing the structure of real lungs with representations from textbooks</li> <li>Use models to simulate breathing</li> <li>Use limewater to detect the presence of CO<sub>2</sub></li> <li>Compare data sets to show the effects of smoking, emphysema and asthma on gas exchange</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage <b>Responsibility</b> – taking responsibility for one's future health Consideration <b>Intellectual Curiosity</b> – dissection of lungs	Tolerance Democracy <b>Rule of Law</b> – how laws are put in place to prevent lung damage Mutual Respect Individual Liberty	

Literacy/Reading/Numeracy	Careers
Comparing how differences in pressure bring about inhalation and expiration	Public health advice, surgeon, butcher

How will this topic be assessed?
This unit will be assessed in the Main Year 8 Science Assessment in May. This assessment will comprise of both long and short answer recall, application and analytical questions.

# Scheme of Learning

**SUBJECT Science**

**YEAR GROUP 8**

**TERM Spring**

TITLE OF UNIT 8F The Periodic Table

(LENGTH)WEEKS 3

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>Describe the physical properties of different elements.</li> <li>Identify the elements on the periodic table using their symbols.</li> <li>Describe how elements are arranged in the periodic table and locate the elements of the alkali metals, halogens and noble gases on the periodic table.</li> <li>Describe an element and a compound.</li> <li>Locate the metals and non-metals on the periodic table.</li> <li>Know the difference between physical and chemical changes.</li> <li>Explain what happens during chemical reactions in terms of atoms.</li> <li>Know the terms melting point, freezing point and boiling point and be able to use them to predict the state of a substance at a given temperature.</li> <li>Describe the reactions of some elements with water as well as their reaction with oxygen</li> </ul>	<ul style="list-style-type: none"> <li>Write and interpret chemical formulae.</li> <li>Write word equations for chemical reactions.</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
<ul style="list-style-type: none"> <li>Respect</li> <li>Courage</li> <li>Responsibility - Use fireworks safely and give reasons why some people think fireworks should be banned for private use</li> <li>Consideration</li> <li>Intellectual Curiosity</li> </ul>	Tolerance Democracy <b>Rule of Law</b> – Use fireworks safely at public and private displays in line with current legislation. <b>Mutual Respect</b> - Use fireworks safely at public and private displays in line with current legislation. Individual Liberty	<b>Social</b> – To understand the importance of good communication in Science.

<b>Literacy/Reading/Numeracy</b>	<b>Careers</b>
Learning new vocabulary <b>(Literacy)</b> . Predicting the state of a substance at a particular temperature, based on its melting and boiling points <b>(Numeracy)</b> Writing and interpreting chemical formulae <b>(Numeracy)</b>	Firefighter/Fire risk analyst/pyrotechnician/Chemical Engineer

<b>How will this topic be assessed?</b>
This unit will be assessed in the Main Year 8 Science Assessment in May. This assessment will comprise of both long and short answer recall, application and analytical questions.

# Scheme of Learning

**SUBJECT** Science

**YEAR GROUP** 8

**TERM** Spring

**TITLE OF UNIT** Metals and their uses

**(LENGTH)WEEKS** 3

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Correctly use the terms 'reliability' and 'accuracy' when discussing data collected.</li> <li>• Describe the properties of metals and give examples of their uses.</li> <li>• Describe a catalyst and the role they play in the chemical industry.</li> <li>• Explain what rusting and corrosion are and explain how we can protect metals from corrosion.</li> <li>• Explain what an alloy is and why they might be used.</li> <li>• Identify a pure substance based upon its boiling and melting points.</li> <li>• Describe the test for hydrogen</li> </ul>	<ul style="list-style-type: none"> <li>• Write word equations and symbol equations. for chemical reactions.</li> <li>• Place metals in order of their reactivity with water and acid, based upon observations made.</li> <li>• Collect and test hydrogen gas produced when a metal reacts with an acid.</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration Intellectual Curiosity	Tolerance Democracy <b>Rule of Law</b> – Fitting a car with a catalytic convertor to reduce harmful gas emissions. Mutual Respect Individual Liberty	Fitting a car with a catalytic convertor to reduce harmful gas emissions. Give reasons for and against spending millions of pounds on large scale public sculptures.

Literacy/Reading/Numeracy	Careers
.Learning new vocabulary ( <b>Literacy</b> ). Writing symbol equations for reactions ( <b>Numeracy</b> )	Metals laboratory analyst

How will this topic be assessed?
This unit will be assessed in the Main Year 8 Science Assessment in May. This assessment will comprise of both long and short answer recall, application and analytical questions.

# Scheme of Learning

**SUBJECT:** Science

**YEAR GROUP:** 8

**TERM:** Spring

**TITLE OF UNIT:** Fluids

**(LENGTH)WEEKS** 4

**By the end of this unit, students will be able to know/do:**

Knowledge	Skills
<ul style="list-style-type: none"> <li>• Explain how chemical changes are different from physical changes and recall some examples of each type.</li> <li>• Explain what happens to particles and temperature during changes of state, in terms of energy and forces</li> <li>• Compare densities of materials and link them to the mass of the particles and how closely they pack together.</li> <li>• Use the particle model of matter to describe the causes of pressure in fluids.</li> </ul>	<ul style="list-style-type: none"> <li>• Plot line graphs and interpret them</li> <li>• Measure the volume of regular and irregular shapes</li> <li>• Use calculations such as the density calculation</li> </ul>

Core Values	British Values	Social, Moral, Cultural & Spiritual
Respect Courage Responsibility Consideration <b>Intellectual Curiosity</b> – using creative thinking to link visible phenomena to a model of something that is invisible	Tolerance Democracy Rule of Law Mutual Respect Individual Liberty	

Literacy/Reading/Numeracy	Careers
Calculating density Drawing graphs Learning new vocab	Scuba diver/research scientist/engineer/mathematician

How will this topic be assessed?
This unit will be assessed in either the January assessment or the assessment in May. This depends on the class. This assessment will comprise of both long and short answer recall, application and analytical questions.

## Useful Contacts

If you have any queries regarding a specific subject or department, please contact your child's class teacher who should be able to help. Should you require further information then it may be appropriate to contact the Head of Department using the details below.

<b>Art:</b>	S Bollard	<a href="mailto:s.bollard@allhallows.net">s.bollard@allhallows.net</a>
<b>Computing:</b>	C Rees	<a href="mailto:c.rees@allhallows.net">c.rees@allhallows.net</a>
<b>Design &amp; Technology:</b>	S Lewis	<a href="mailto:s.lewis@allhallows.net">s.lewis@allhallows.net</a>
<b>Drama:</b>	P Agyemang	<a href="mailto:p.agyemang@allhallows.net">p.agyemang@allhallows.net</a>
<b>English:</b>	M Esho	<a href="mailto:m.esho@allhallows.net">m.esho@allhallows.net</a>
<b>Geography:</b>	M Wojcik	<a href="mailto:m.wojcik@allhallows.net">m.wojcik@allhallows.net</a>
<b>History:</b>	R Chaddock	<a href="mailto:r.chaddock@allhallows.net">r.chaddock@allhallows.net</a>
<b>Maths:</b>	T Booth	<a href="mailto:t.booth@allhallows.net">t.booth@allhallows.net</a>
<b>MFL:</b>	S Owen	<a href="mailto:s.owen@allhallows.net">s.owen@allhallows.net</a>
<b>Music:</b>	R Fisher	<a href="mailto:r.fisher@allhallows.net">r.fisher@allhallows.net</a>
<b>Physical Education:</b>	T Ratcliffe	<a href="mailto:t.ratcliffe@allhallows.net">t.ratcliffe@allhallows.net</a>
<b>Religious Education:</b>	L Fox	<a href="mailto:l.fox@allhallows.net">l.fox@allhallows.net</a>
<b>Science:</b>	S Spreadborough	<a href="mailto:s.spreadborough@allhallows.net">s.spreadborough@allhallows.net</a>
<b>Head of Key Stage 3</b>	R Antrobus	<a href="mailto:r.antrobus@allhallows.net">r.antrobus@allhallows.net</a>

