



KING EDWARD VI LORDSWOOD SCHOOL FOR GIRLS

Educational excellence for our City

Year 8 Curriculum Evening
Wednesday 6th November 2024

Year 8 Curriculum Evening



Mrs Adamson - Deputy Headteacher (Quality of Education)

Mrs Betty - Deputy Headteacher (Pastoral and Behaviour)

Miss Harper - Pastoral Leader Years 8 & 9

Ms Carriere - Lead Professional for MFL

Miss Baker - Lead Professional for Geography

Ms Rahim - Lead Professional for History

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Year 8 Curriculum

English, mathematics and science groups are based upon attainment during Year 7.

Other subjects are less strictly grouped based on prior attainment and are agreed between subject groups.

Subject	Number of lessons (every 2 weeks)
English	8
Mathematics	8
Science	6
Art	2
Computing	2
Design Technology	2
Drama	2
Geography	3
History	3
Modern Foreign Language	4
Music	2
PE	4
PSHCE*	2
RE	2



*Personal, Social, Health and Citizenship Education

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Reading

- GL Reading assessments in September
- Compare reading age to chronological age
- Intervention for students who have a reading age below their chronological age
- Library lessons
- Guided reading
- DEAR (Drop Everything And Read)

Homework

As a guide, pupils in Year 8 should spend between **1- 1 ½ hours** completing homework each evening.

Encourage your child to complete homework throughout the week so that they don't end up with lots of homework to do in one evening.

This also allows time for them to seek help before the deadline.

Homework is recorded on Classcharts.

Year 8 - key dates

Friday 29th November 2024 - Interim reports shared with parents

Friday 21st March 2025 - Interim reports shared with parents

Wednesday 26th March 2025- Parents' evening with subject teachers
(online)

Week commencing Monday 2nd June 2025 - Examination Week for Year 8

Friday 4th July 2025 - Full subject report shared with parents

Morning registration programme



Monday - Preparing for the week

Tuesday - Assembly

Wednesday - Form activities

Thursday - Literacy

Friday - PSHCE lesson

Pastoral office (127) -Miss Harper and Pastoral team.

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Pastoral support

- Pastoral team on first floor, review tutor, SLT link
- Assemblies
- Kooth signposting
- Review time
- PSHCE
- Staff CPD
- Mental Health First Aiders signposting
- Place 2 Talk signposting
- Place 2 Be referral
- Referral to **behaviour mentor** or to an appropriate mentoring programme e.g. resilience, anxiety, self esteem etc...
- Personalised risk assessments and safety plans
- Access to a variety of external agencies

Academic support

Breakfast club: 8am every day in canteen

Library: 8.15 - 8.30am and lunchtime every day, after school 3.00 - 3.50pm
Mon-Thurs

Homework club: Mon, Tues, Thurs- in the library after school until 3.55pm

Extra Curricular Activities

Supporting your child at home

- Have a copy of the two week timetable visible at home
- Check your child packs their bag with the correct books and equipment the night before, including a DEAR book
- Check Class Charts information on your child's day- have discussions about positives and negative entries
- Provide your child with sanitary wear to keep in her bag
- Report any absence via StudyBugs before school opens or as close to 9am as possible
- Speak to us if you need to

Safeguarding

- Large and experienced DSL team
- Body sprays / perfumes
 - Not allowed. Causes significant harm to asthmatic staff and pupils.
- Vape pens
 - Illegal to buy and/or use. Report any shops that sell these to children to the police.
- Issues outside of school hours
 - including threatening behaviour, cyberbullying, harassment, please report to the police and inform school.

E-safety

- Parental responsibility to monitor your child's phone
- [Use Parental Controls to Keep Your Child Safe | NSPCC](#)
- Develop a culture at home which deals with the consequences of irresponsible use of technology
- Students should understand that serious threats against other students could result in police action
- Closely monitor your child's use of mobile phones. Ensure that they are taken out of their room at night so that your child can sleep soundly. Check apps and messages regularly
- Be aware of your child's friendship groups - the influence of older students and developing an argumentative attitude to their peers
- Pupils should lock their phone in their locker or hand them to the receptionist in the morning. Phones should not be in bags or in blazer pockets



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Modern Foreign Languages (MFL) French & Spanish

Ms Carriere

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MFL- Our Year 8 curriculum

French

Autumn term

Where I live

Spring term

Holidays

Summer term

Media

Spanish

Autumn term

My town

Spring term

Media

Summer term

Holidays

As a department, we emphasise the importance of providing our students with meaningful and contextualised language experiences.

MFL

We use Conti-style activities which are engaging language learning exercises that focus on real-life situations and context.

These activities aim to make language learning more practical and enjoyable for students by connecting language use to meaningful scenarios, helping them learn in a more natural and effective way.

SB 4		Tu habites dans une maison ou dans un appartement ? <i>Do you live in a house or in a flat?</i>			
J'habite <i>I live</i>	dans <i>in</i>	une <i>a</i>	jolie <i>pretty</i> belle <i>beautiful</i> grande <i>big</i> petite <i>small</i>	maison ancienne <i>old house</i> maison moderne <i>modern house</i> maison neuve <i>new house</i>	au centre-ville <i>in the town centre</i> dans un village <i>in a village</i> dans la banlieue <i>in the outskirts</i> sur la côte <i>on the coast</i>
		un grand appartement <i>a big flat</i> un petit appartement <i>a small flat</i>	dans un bâtiment ancien <i>in an old building</i> dans un bâtiment moderne <i>in a modern building</i> dans un bâtiment neuf <i>in a new building</i>	au bord de la mer <i>by the sea</i> à la montagne <i>in the mountains</i> à la campagne <i>in the countryside</i>	

Superpower tenses!



Imperfect ...

Quand j'étais petite, j'habitais dans un petit appartement dans un bâtiment ancien dans un village.

When I was little, I used to live in a small flat in an old building in a village.

C'était très tranquille.

It was very peaceful.

Mais maintenant ... *But now...*



Conditional ...

Si c'était possible, un jour je voudrais habiter dans une grande maison neuve au bord de la mer.

If it was possible, one day I would like to live in a big new house by the sea.

Ce serait plutôt animé.

It would be rather busy.

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FOR GIRLS
DEPARTMENT OF MODERN FOREIGN
LANGUAGES

SELF-QUIZ- HOMEWORK BOOKLET
YEAR 8 French
MODULE 1- Là où j'habite



Scan me!

Scan the QR CODE to access
to our Quizlet flashcards.
Complete the activities to
practise your vocabulary!

HOW TO SELF-QUIZ MY WORK?

As you are learning a foreign language, you first need to learn the vocabulary before you are able to quiz yourself.

This is very similar to when you first started learning English in primary school and had to practise your spellings by using the 'Look, Cover, Write, Check' method.

In MFL, you will use the same method to learn your vocabulary chunks from your sentence builders.

1. **Look** at the line you are learning in your vocabulary chunks list
2. **Say** the line loud to practise your pronunciation and phonics
3. **Cover** the French side of the line with your hand
4. **Write** out the French in your booklet
5. **Check** the spelling, put a tick if it is right or a cross if it is wrong using a green pen
6. **Do it again**

✓ x ✓

✓ ✓ ✓

E.g: 1. Je m'appelle Julie

2. Je m'appelle Julie

HOW OFTEN SHOULD I REVISE MY VOCABULARY?

It is very important to learn your French vocabulary. Doing so will be helpful not only for writing and speaking, but also for reading and listening.

Therefore, your teacher will advise you to regularly review your vocabulary. Before your language lesson, consider self-quizzing using vocabulary chunks or using Quizlet.

Expect your teacher to test you formally (through spelling tests and assessments) and informally (using starters, quizzes, and cold-calling) to check your understanding and support you with any misconceptions.

Keep up the good work! 😊👍

Quizlet



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Tu habites où exactement ? (Where do you live exactly?)

In-class activity

 Classic Live

 Checkpoint


Self-study activity

 Flashcards

 Learn

 Test

 Match

 Q-Chat

 Get a hint

Where do you live exactly?

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Hello! Quizlet is now using the power of AI to help you study more effectively.

Looks like you're studying Tu habites où exactement ? (Where do you live exactly?). Let's begin with Quiz me!

Where would you like to live one day?

I don't know

Give me a hint

Next question

Your AI tutor is ready to help. Just start typing.

0/300



Activities



Practice with sentences



Quiz me



Teach me



Story mode



Ask a question



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Geography

Miss Baker

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Geography at LSG

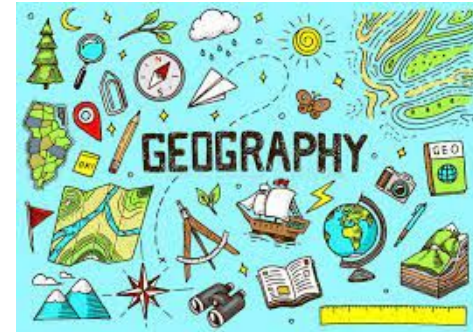
We study geography in order to:

- Understand the world in which we live
- Become global citizens, empowered to discuss and participate in global debates
- Develop the skills to think critically and assess sources of information



Geography in Year 8

- Topics build upon foundational knowledge from Year 7.
- Students are taught a range of human and physical geography, with links between them in every topic.
- Case studies from a range of countries and environments e.g. China's Three Gorges Dam, urbanisation in Brazil, The Beast from the East, UK.



Geography Topic Overview

When taught	Topic Title
Autumn Term	<ul style="list-style-type: none">● Resourceful Rivers● The Built World (Settlements)
Spring Term	<ul style="list-style-type: none">● Extreme Weather
Summer Term	<ul style="list-style-type: none">● Planet People (Population)● Glaciers

How will topics in Year 8 geography help to prepare students for the rest of KS3 and KS4?



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Topic	Year 9	Year 10 and 11
Resourceful Rivers	Coasts (processes of erosion, transportation)	Rivers and Coasts
The Built World	Development (reasons for uneven development)	Urbanisation and Population Structures
Extreme Weather	Natural Hazards, Map Skills	UK Environmental Challenges
Planet People	Development (population distributions)	Urbanisation and Population Structures
Glaciers	Map Skills	Evidence for Climate Change

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What does assessment look like in Year 8?

- Low stakes assessment in lessons - quizzes, questioning, fact tests
- A range of high-stakes assessments each term, followed by whole-class feedback

Topic	Assessments
Resourceful Rivers	Waterfalls storyboard, Three Gorges Dam essay, end of unit assessment
The Built World	Decision making exercise, end of unit assessment
Extreme Weather	Newspaper article, Hurricane Irma essay, end of unit assessment
Planet People	One Child Policy essay, end of unit assessment
Glaciers	Assessed question, end of unit assessment

How can you support your child in geography?

- Encourage an interest in geography and the wider world - watching the news, watching documentaries about different countries and environments, reading for pleasure.
- Check class charts to see if your child has completed their homework and to help with organisation.
- Encourage your child to use websites such as BBC Bitesize and Seneca Learning to improve their understanding.





History

Ms Rahim

1

History at LSG

2



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We study history in order to:

- Develop our own understanding of how the past has brought us to the present day and therefore know that we can shape the future
- Become critical thinkers, who analyse and weigh up evidence
- Evaluate interpretations, because history is a series of arguments, is ever changing and often contested
- Empathise with different groups of people in different periods but also to see ourselves in the past and therefore develop our sense

In history we investigate:

- Declining power of the monarchy, rising power of parliament and to what extent power has transferred to the people
- How people began to group themselves beyond their villages (economic, religious, social/political status) and once grouped, how people challenged their positions

Year 7: How did the monarch's authority change over time?



Middle Ages

How did the Reformation disrupt the British monarchy?

Was Elizabethan England a 'Golden Age'?

Industrial

410

1400s

1700s

1900s

Early Modern

Modern

How was the monarchy established?

How did society develop during the Middle Ages?

How was the power of the monarchy challenged during the Middle Ages?

How and why did Parliament challenge the King?

Year 8: How and why do people demand change? (Are some methods more successful than others? Are some reasons more significant than others?)



What impact did the industrial revolution have on British life?

Why were some women enfranchised in 1918?

Middle Ages

Industrial

Modern

Early Modern

410

1400s

1700s

1900s

What impact did the British Empire have around the world?

How and why did the transatlantic slave trade end?

What was the most effective way in which black Americans fought injustice?

History at LSG

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What impact did the industrial revolution have on British life?	Students need to know the Industrial Revolution took place and problems it caused for the people of the UK, and how these problems were addressed over the course of the 19th century	6
How did the British Empire impact different parts of the world?	Students need to know what the British Empire was, key factors that motivated empire-building by the British, and how the British Empire impacted different countries and colonies around the world.	
How and why did the transatlantic slave trade end?	Students need to know how the trans-Atlantic slave trade functioned, key details of the treatment of chattel slaves, how and why slavery was abolished, and the way in which slavery impacts life today.	
How did black Americans protest for their rights in the twentieth century?	Students need to know how different protest movements emerged in the USA to tackle the inequalities faced by black Americans, and how these protest movements compared to one another, especially in terms of their methods and tactics.	
Why were some women enfranchised in 1918?	Students need to know why women campaigned for voting rights beginning from the late 19th century, how and why the suffrage campaign branched into two wings (suffragists and suffragettes), and the impacts of these two major protest groups.	

History at LSG

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How will topics in Y8 help prepare students for KS4&5?



- **Our curriculum is a 7-year journey and our A Level topics complement the topics explored at KS3 and A Level but also broaden our students' prior knowledge. For example, students study 'From Pitt to Peel' which covers reform in Britain during the eighteenth and nineteenth centuries, this links with a recurring theme on how and why people demand change. We call this 'assumed knowledge'**
- **We have chosen topics that speak to the diversity of our students and community. We have chosen topics at GCSE that enable students to develop both political and social history and both depth and breadth studies.**
- **Our KS3 curriculum is largely in chronological order as this enables students to develop their 'mental timelines' and deepen their understanding of chronology in order to study GCSE and A Level History**
- **BUT half of students will finish their history education in Y9 and so we aim for students to develop their view of the world by seeing that all types of people have changed our world and therefore they themselves can shape the future.**



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What does assessment look like?

Our assessments aim to enable students to develop:

‘mental timelines’ (aka chronology); analysis of change, causation and significance of different events; writing own claims, arguments and accounts; the use of primary sources; evaluating historical interpretations; developing an understanding of how and why historical interpretations change over time.

Ultimately, students develop and deepen their knowledge of how historians investigate the past, construct claims, arguments and accounts.

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B. What was the name of the historical event which made British Parliament more powerful than the British Monarchy?

- The Glorious Revolution
- The Peasants' Revolt
- The Crusades
- The Reformation
- The Spanish Armada

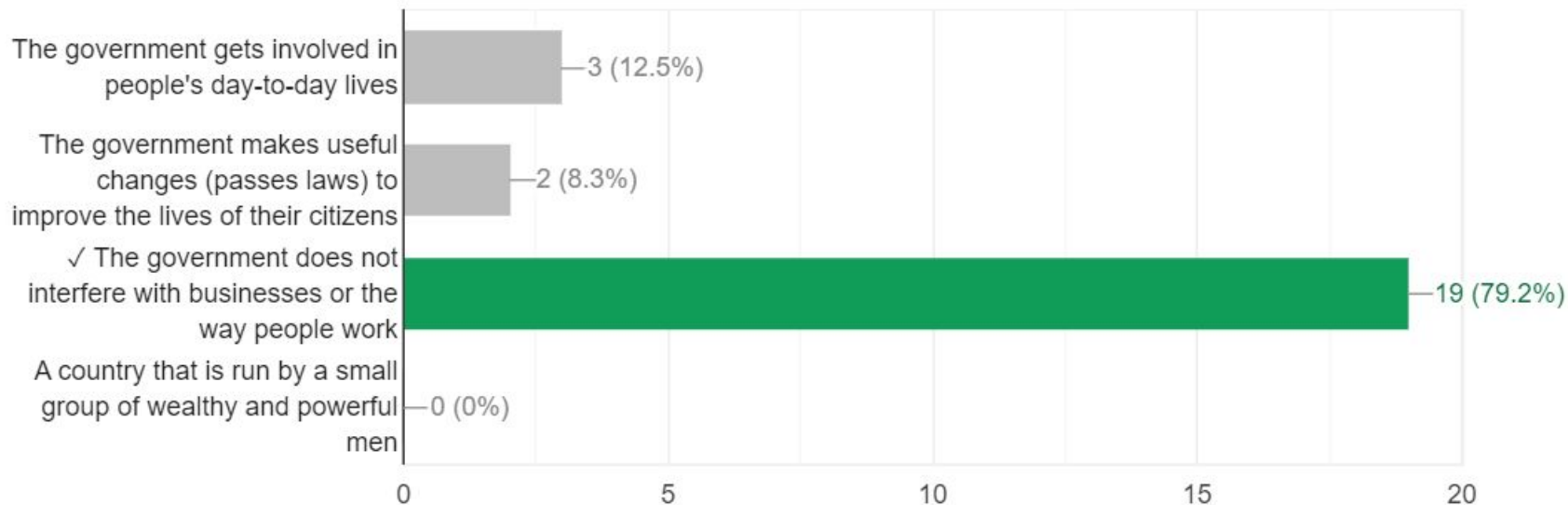
C. When did England 'break from Rome'?

- 1534

J. What does laissez-faire mean?

 [Copy chart](#)

19 / 24 correct responses



Year 8 Unit 1: What impact did the industrial revolution have on British life?

Assessment 2: Analysing source usefulness

Use your answers to the fact questions and any other contextual knowledge (CK) that you can remember to answer the question below:

Question: *How is Source A useful to a historian studying reform of public health during the industrial revolution? Use the source and your own knowledge in your answer.*

Answer:

Paragraph one: The source shows _____

How can

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KS3

History

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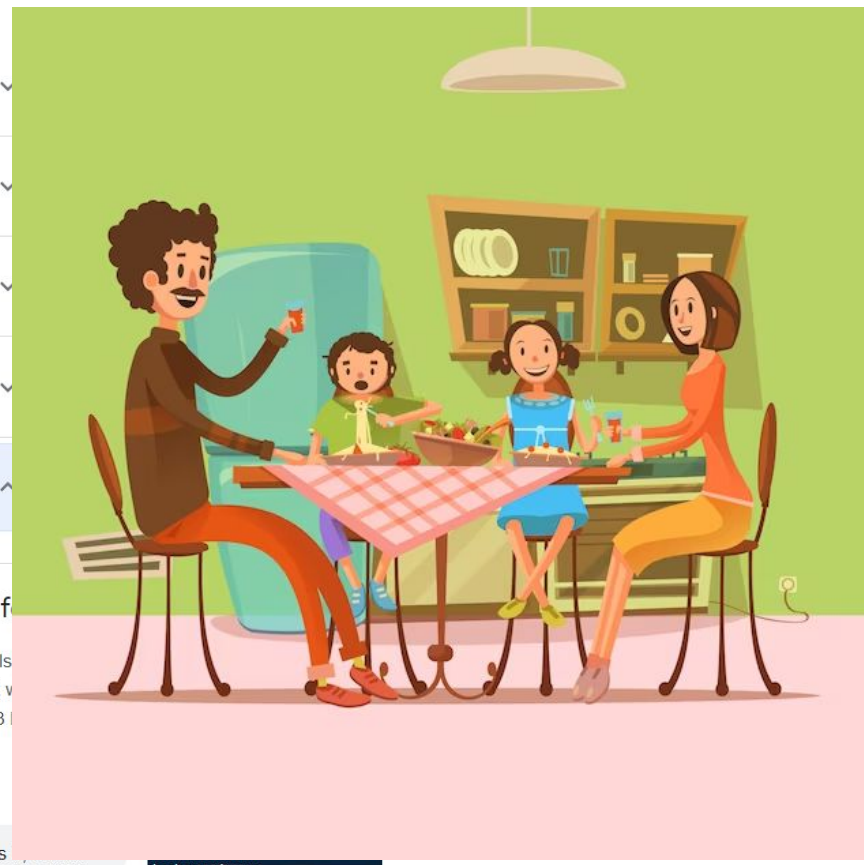
From sources across the web

-  Ks3 History
2002
-  KS3 History 4th Edition: R...
Aaron Wilkes, 2020
-  Ks3 History: The Study G...
Richard Parsons, 2008
-  KS3 History 4th Edition: T...
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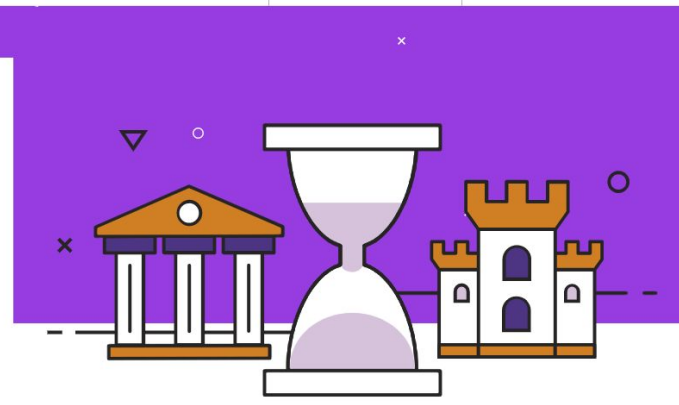
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KS3

History

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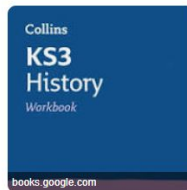
From sources across the web

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|  <p>Ks3 History
2002</p> |  <p>KS3 History: Technology. ...
Aaron Wilkes, 2014</p> |  <p>Collins KS3 History
Dave Martin, 2010</p> |
|  <p>KS3 History 4th Edition: R...
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Aaron Wilkes, 2008</p> |
|  <p>Ks3 History: The Study G...
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|  <p>KS3 History Workbook: Id...
2020</p> |  <p>Renaissance, Revolution ...
Aaron Wilkes</p> |  <p>Understanding History K...
Michael Riley, 2020</p> |

KS3 History Workbook: Ideal for Years 7, 8 and 9 (Collins KS3 Revision)



Level: KS3Subject: HistoryPractise all the skills you need in KS3 History (age 11-14) in this new workbook which is fully up-to-date and covers all the topics in the KS3 History curriculum.Packed with ... [Google Books](#)



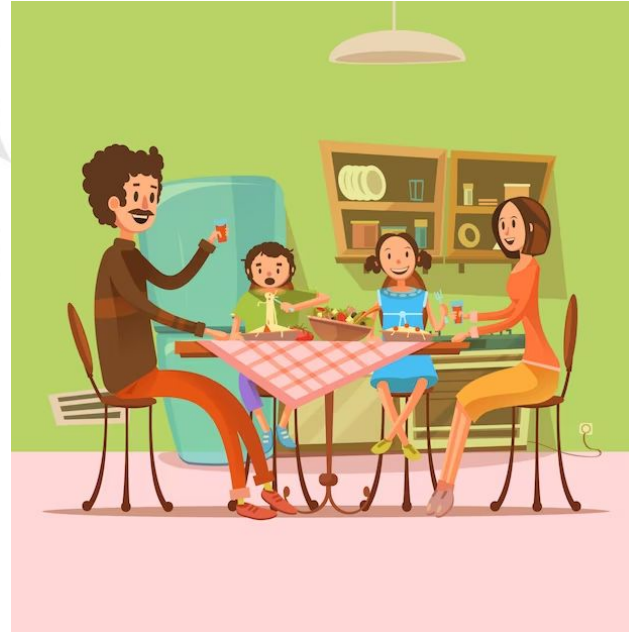
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