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SCHOOL FOR GIRLS

Please complete the
Yr8 parent view survey

Year 8 Curriculum Evening
Wednesday 11th November 2026

Year 8 Curriculum Evening

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Mrs Adamson - Deputy Headteacher (Quality of Education)

Miss Harper - Head of Years 8 & 9

Mr Gilks - Head of Department for MFL (Ms Carriere is attending this evening)

Miss Baker - Head of Department for Geography

Ms Rahim - Head of Department for History

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.

*Personal, Social, Health and Citizenship Education

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

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Reading

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

Homework

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As a guide, pupils in Year 8 should spend 20-30 minutes per subject task.

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

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Thursday 26th November 2026 - Interim reports shared with parents

Friday 19th March 2027 - Interim reports shared with parents

Wednesday 24th March 2027 - Parents' evening with subject teachers (online)

Week commencing Tuesday 7th June 2027 - Examination Week for Year 8

Friday 2nd July 2027 - Full subject report shared with parents

Morning registration programme

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Monday - Be Ready- key messages/ attendance/ positives/ equipment

Tuesday - Be Respectful-Assembly

Wednesday - Be Resilient- Form Reader

Thursday - Be Resilient- Form Reader

Friday - Building Relationships - form getting to know each other

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

Pastoral support

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- 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

Rewards and Recognition

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- Rewards – focus on values
- Check on ClassCharts for positive points

- December Advent calendar –in it to win it, attendance in school and promoting school values

Academic support

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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

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- 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 Classcharts information on your child's day- have discussions about positives and negative entries. Communication with school is vital. If you don't have your password, I can stay later this evening to issue it to you
- Provide your child with sanitary wear to keep in her bag
- Encourage them to be on time and at school every single day they can. 96% attendance is still 10 days absent in a school year. Report any absence via StudyBugs before school opens or as close to 9am as possible
- Speak to us if you need to

E-safety

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- 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

Modern Foreign Languages

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Through French or Spanish, students develop:

- Improved oracy, literacy and confidence
- An understanding of a different culture
- Better knowledge of grammar and syntax in English
- The chance to talk to native speakers about topics relevant to them
- The ability to use the native language when they go on holiday

MFL- What do we study in Year 8?

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French	Spanish
Module 1	**Module 1**
My school	My house
Module 2	**Module 2**
My town	My town
Module 3	**Module 3**
Holidays	Cinema & music

We teach these topics because they are likely to be relatable to students, useful to them for visits abroad, and they enable the teaching of important grammar and vocabulary.

MFL – How does our curriculum work?

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- We use sentence builders as a starting point for all our activities.
- The learning is based around taking the language from these as a starting point.
- Then we study the grammar and vocabulary used
- Finally, we adapt it to fit different situations.

Example of a sentence builder

SB 2 **C'est où et c'est comment, dans la classe ?** *Where is it and what it is like in the classroom?*

Dans la classe *In the classroom*	**il y a** *there is/are*	**un** *a*	**écran** *screen* **tableau blanc** *whiteboard* **ordinateur** *computer* **poster** *poster* **professeur** *teacher*	**au devant.** *at the front.* **au fond.** *at the back.* **au centre.** *in the middle.* **à gauche.** *on the left.* **à droite.** *on the right.*	**C'est** *It's*	**génial.** *great.* **moderne.** *modern.* **sympa.** *nice.* **démodé.** *old-fashioned.* **nul.** *rubbish.* **triste.** *sad.*
		une *a*	**fenêtre** *window* **porte** *door* **professeur** *teacher* **tablette** *tablet*			
		des *some*	**chaises** *chairs* **élèves** *pupils* **tables** *tables*			
	il n'y a pas *there isn't /aren't*	**de / d'** *any*	**écran** *screen* **poster** *poster* **tablette** *tablet* **chaises** *chairs*			



Conditional ….

Si c'était possible, je voudrais un / une / des …
If it was possible, I would like a / some…
Ce serait …
It would be …

MFL – What does asssessment look like?

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We have four tests in MFL – they include:

1. Dictation + Translation (*French/Spanish → English*)
2. Dictation + Translation (English to French or Spanish/ French or Spanish to English)
3. Dictation + Translation (*English → French/Spanish*)
4. Extended writing task

MFL – How can you help your child learn?

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- **Encourage regular practice!** Students will learn best if they repeat the vocabulary as often as they can at home. Several times a week is more effective than a single 1-hour session.
- **Use flashcards (including flashcard apps)** to help your child check their knowledge and learn any words they are missing. Electronic tools like Quizlet can help.
- **Listen to music / watch cartoons in the language they are learning** (e.g. Peppa Pig / Disney) to build their listening skills and pronunciation (through copying)
- **Seek support from their language teacher** if there is something they are not sure about

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Geography

Miss Baker

Geography at LSG

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Through geography, students develop:

- Knowledge of important global issues and places
- An understanding of how people and environments interact
- Critical thinking and decision-making skills
- The ability to interpret data, maps and evidence
- Awareness of current events and challenges



Geography in Year 8

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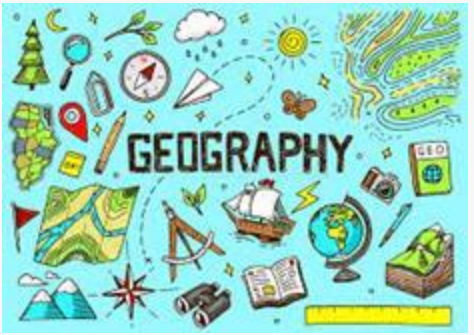
What will students study this year?

- Rivers and their importance to people
- How settlements and cities develop
- Extreme weather events and their impacts
- Population change around the world
- Glacial landscapes





Throughout the year, students will use case studies from the UK and around the world.

Geography Topic Overview

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Topic	What students will learn
Rivers	How rivers shape landscapes and support communities
The Built World	Why settlements change and develop
Extreme Weather	Causes and impacts of severe weather events
Planet People	Population growth and its challenges
Glaciers	How ice shapes landscapes and evidence of climate change

Why are these topics important?

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- Building geographical knowledge and understanding
- Developing analytical and investigative skills
- Improve literacy and critical thinking
- Help students to understand real-world challenges
- Prepare students for future study of geography, including GCSE and A Level

Many Year 8 topics are built upon in GCSE geography, including rivers, weather hazards, population and climate change.

What does assessment look like in Year 8?

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How will students be assessed?

- Retrieval quizzes in lessons
- Written extended responses
- Decision making activities
- End of unit assessments

Students receive regular feedback to help them improve their geographical knowledge, use of evidence and written communication.

How can you support your child in geography?

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- Encourage an interest in geography and the wider world - watching the news, watching documentaries about different countries and environments, reading for pleasure.
- Check ClassCharts 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.





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History

Ms Rahim

History at LSG

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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 of identity

- Develop our own understanding of **how the past has brought us to the present day** and therefore know that <u>we can shape the future</u>

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Year 7: <u>How did the monarch's authority change over time?</u>



Middle Ages

How did the Reformation disrupt the British monarchy?

Was Elizabethan England a 'Golden Age'?

410

1400s

How was the monarchy established?

Early Modern

How did society develop during the Middle Ages?

How and why did Parliament challenge the King?

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





- Develop our own understanding of **how the past has brought us to the present day** and therefore know that <u>we can shape the future</u>

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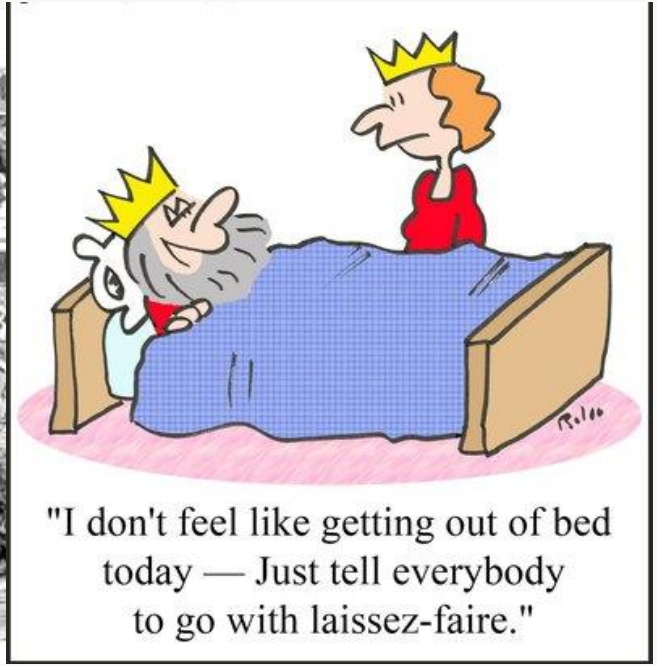
What impact did the industrial revolution have on British life?







- Become critical thinkers, who analyse and weigh up evidence

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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 slaves, how and why slavery was abolished, and the way in which slavery impacts life today.

Economy (it wasn't as profitable as it used to be)

Key individuals

Beliefs & religion (ideas such as equality and anti-racism)

Organisation of **the campaign**

People power (enslaved people fought for their freedom OR ordinary people)

- Develop our own understanding of **how the past has brought us to the present day** and therefore know that <u>we can shape the future</u>

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- Evaluate interpretations, because history is a series of arguments, is ever changing and often contested

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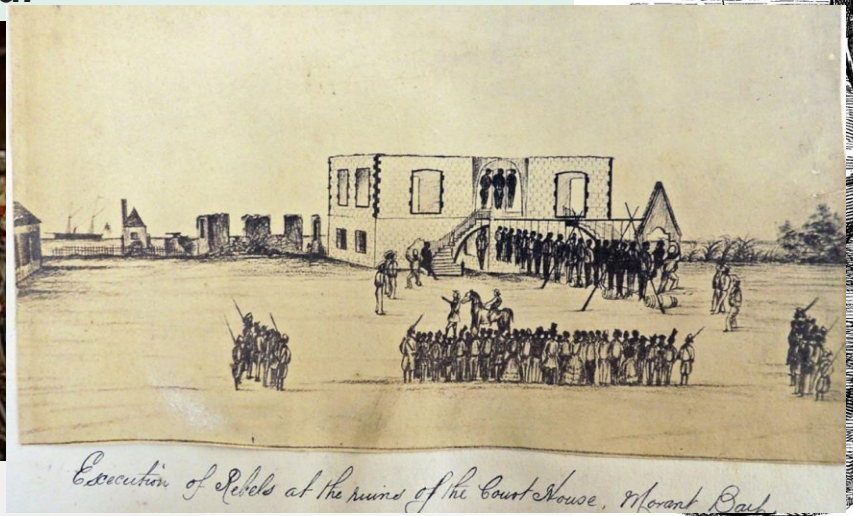
How did the British Empire impact different pa

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.







- Evaluate **interpretations**, because history is a **series of arguments, is ever changing and often contested**

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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.





- Empathise with different groups of people in different periods but also to see ourselves in the past and therefore develop our sense of identity

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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.

Why are these topics important?

- **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.
- 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.
- 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.**

What does assessment look like?

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







A. When did the British parliament become more powerful than the British Monarchy?

- 1534
- 1688
- 1381
- 1215
- 1095
- 1642

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

- The Glorious Revolution

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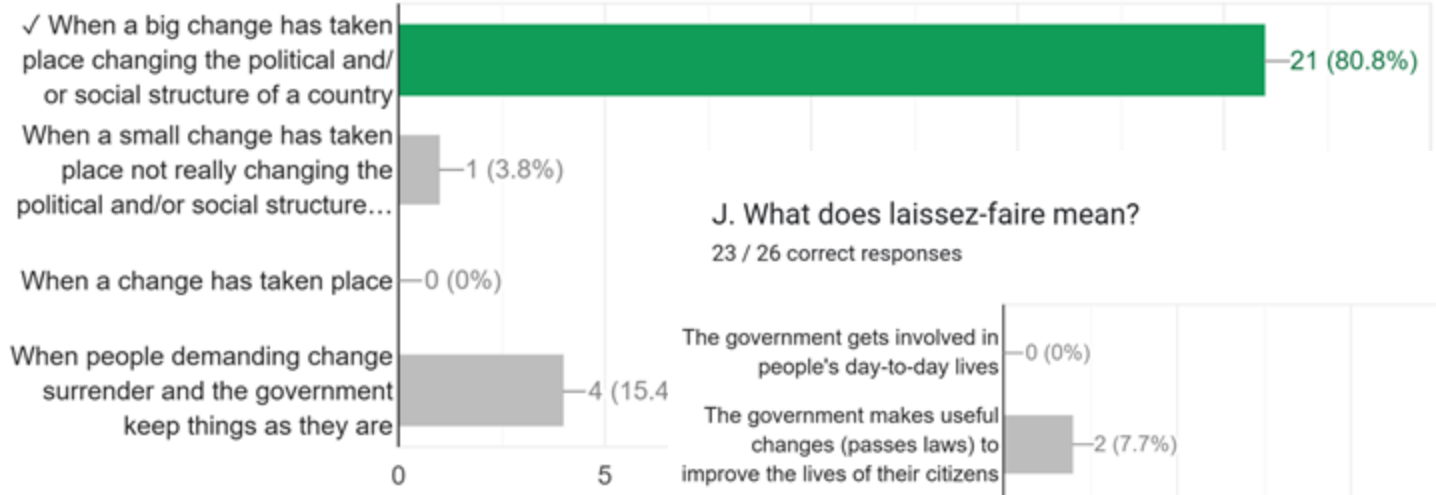
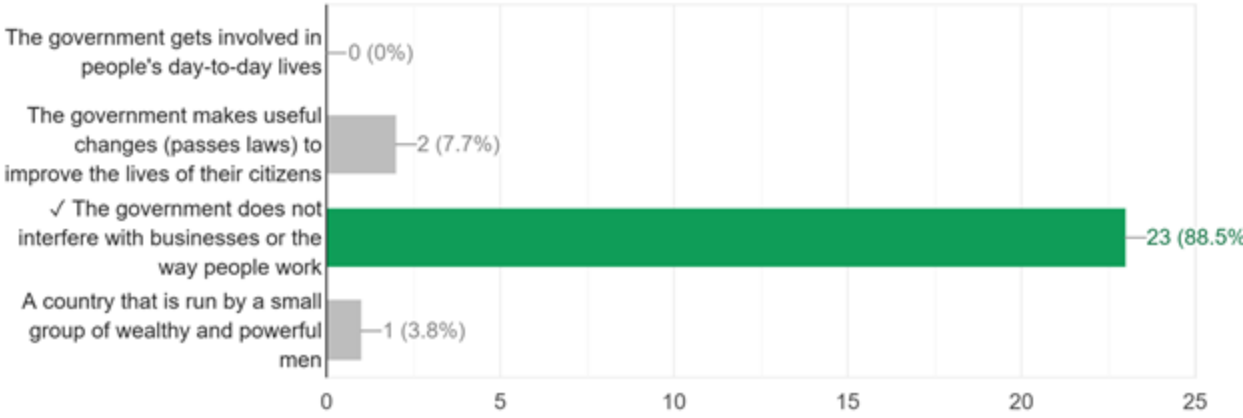
F. What does revolution mean?

21 / 26 correct responses



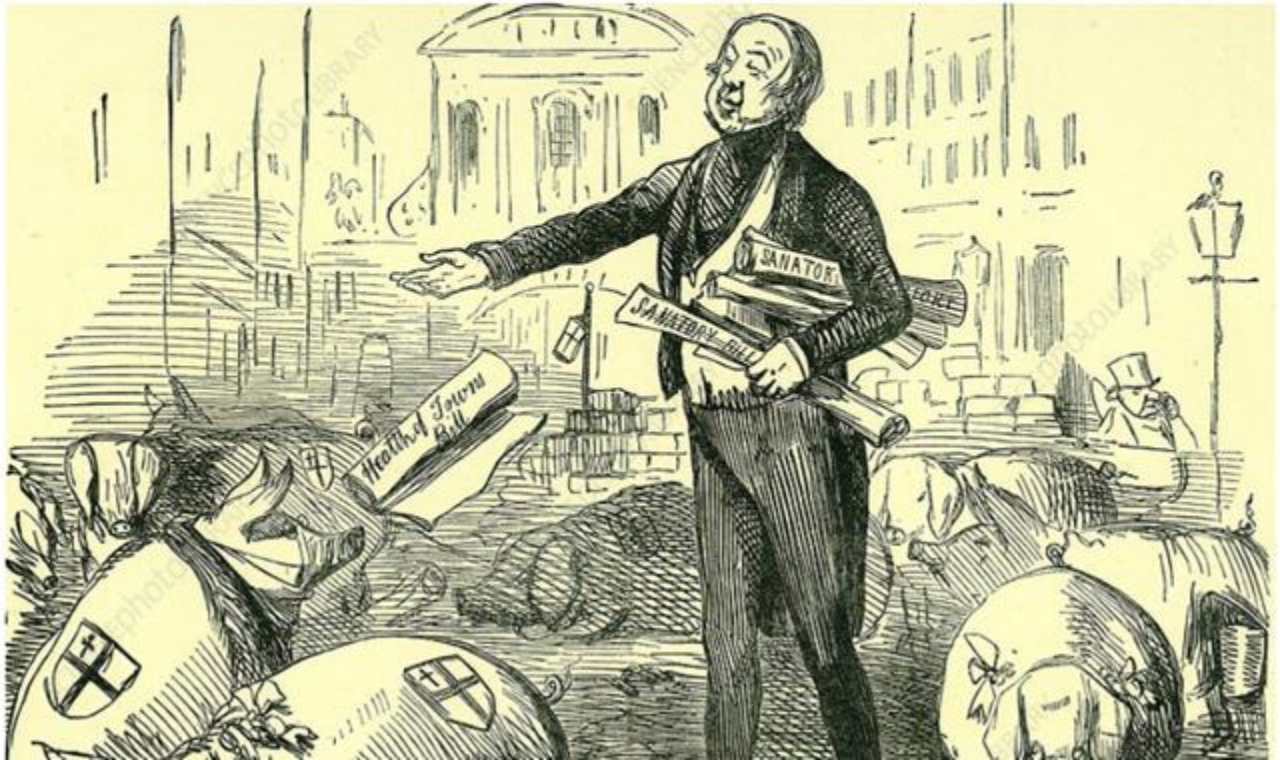
J. What does laissez-faire mean?

23 / 26 correct responses



Provenance of Source A: British **cartoon** published in a political magazine in 1848 (below). **(think about why cartoons were used)**

Content of source A: The cartoon shows Edwin Chadwick promoting **his Public Health Act (law)** in 1848. He is surrounded by pigs who represent the local politicians of the new industrial cities. You will need to refer to the poor living conditions people faced in the cities and towns in your answer and what you know about the 'Health Heroes' of the time.



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* _____

_____

_____

Therefore, the source suggests _____

_____

_____

This links to my knowledge because I know that _____

How can you support your child?

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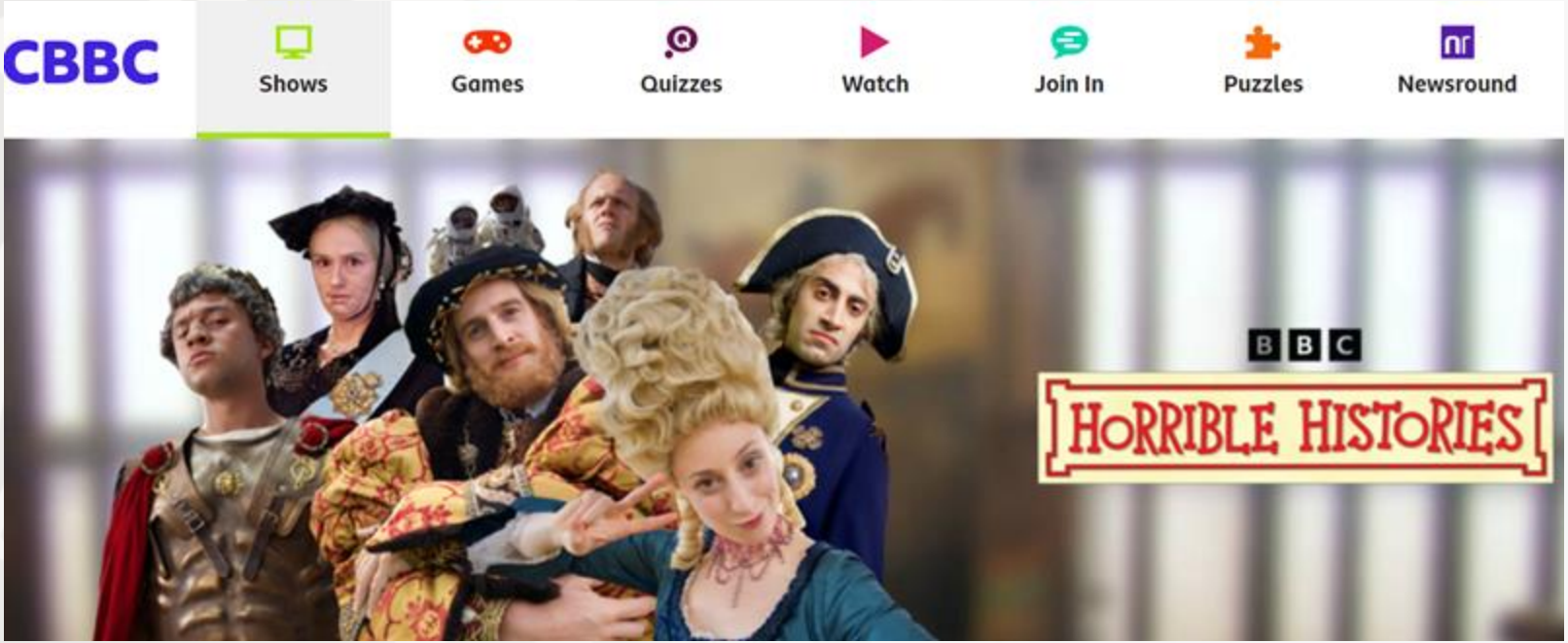

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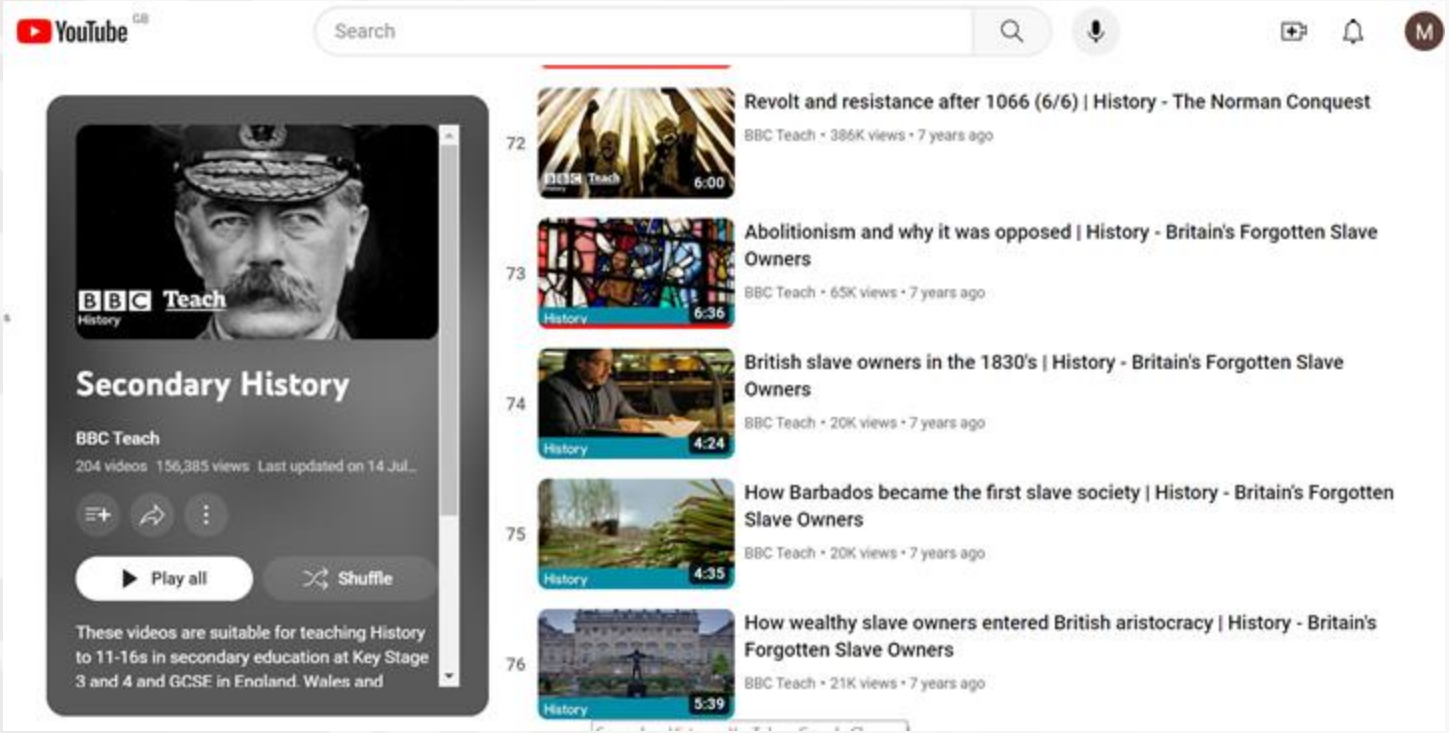

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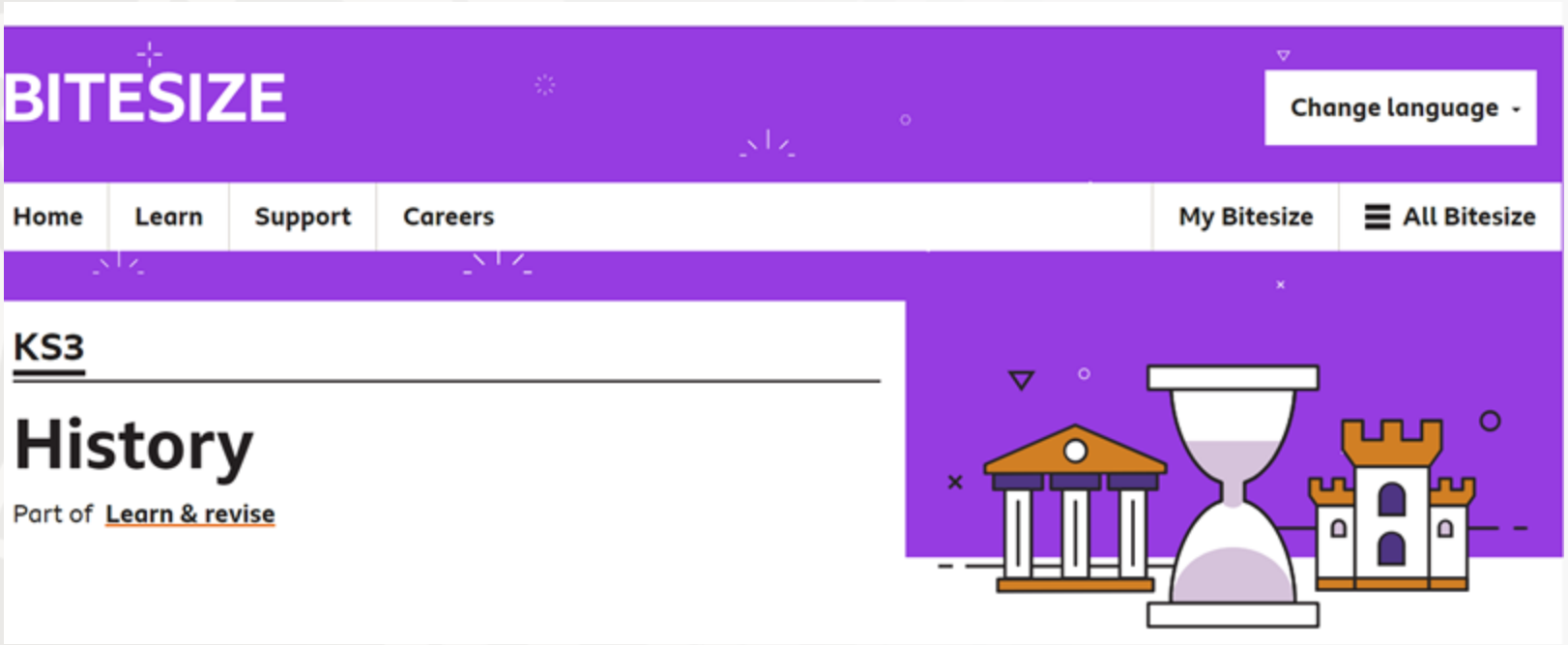

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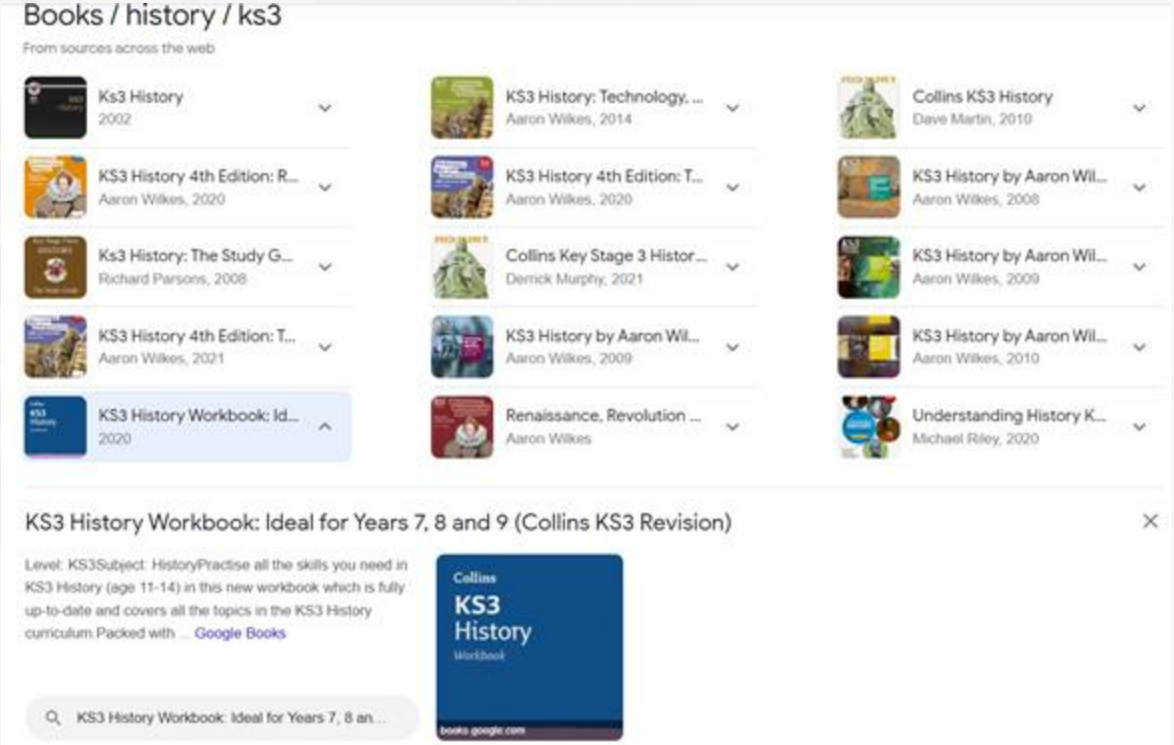

How can you support your child?

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Thank you - we hope you found this evening useful.
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