

## Curriculum Notes Year 8



I would like to welcome you back to Cranmore or welcome to our new pupils and families. We will ensure your child continues to grow into a young adult in an environment where they will be supported, challenged and rewarded.

As we start the year with more normality compared to last year, we will be looking at developing well-rounded young men, through a broad academic programme of study with additional opportunities for enrichment in which to develop and enhance life skills; of communication, problem solving, team working, leadership and resilience. It promises to be a great year and we look forward to sharing your son's successes with you.

Should you have any questions, the Year Team is made up of myself, Mrs Castle and Rahman. Please do not to hesitate to contact us should the need arise.

Rhys Cross

Head of Year 8

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# English

## Head of Department: Ms Newton

In Year 8, we broaden the range of study and activity in English as we continue progress towards GCSE. The teaching groups will be setted, with one accelerated and two parallel.

Our overarching theme this year is Power and Control and Enquiry Questions such as 'What makes a villain?' will frame the learning. Diversity and challenge of texts is at the heart of the curriculum and pupils will be encouraged to conduct independent research of literary contexts, historical periods and literary genres to enhance their learning.

Programme of study:

- The Mystery Genre - a selection of texts by Dahl, Conan Doyle and others
- Narrative and Spoken Word Poetry - from the 18th century to the present day, including Benjamin Zephaniah, Akala and Maya Angelou
- A Shakespearean Comedy (Much Ado About Nothing)
- Reading the News - exploring news values, bias and opinion writing
- Introduction to the Gothic Genre - texts such as Frankenstein the play, the poetry of Edgar Allan Poe, Christina Rossetti and classic Gothic shorts

Language study will be interwoven during each unit and will emphasise clear planning; accuracy of spelling and punctuation; proofreading; developing vocabulary and improving style. A range of writing purposes will be explored, including persuasive, descriptive, explanatory and review. Pupils will write for different forms, varying register and voice as appropriate.

Analytical and evaluative writing becomes a more central part of learning this year and pupils will be expected to respond analytically to unseen extracts, textual passages and also write whole texts essays about characters or themes, including comparative pieces.

Speaking and listening skills will be developed through class discussion; hot-seating; book presentations; debating and drama performance. Together with the Drama department, we will be entering the Shakespeare Verse-speaking competition in the Easter term. We will also benefit from the expertise of author visits, spoken word poetry workshops and the Poetry by Heart competition.

There continues to be an expectation that all pupils will read widely throughout the course and will stretch themselves to tackle texts they find more challenging. They should talk about their reading with an adult at least once each week in order to discuss and extend their comprehension. Pupils will be expected to maintain a reading record.

Pupils will be assessed formatively in class every lesson via questioning, teaching marking, self and peer assessment. There is a cohort assessment each half term to monitor pupils' progress against our Mastery Assessment Objectives and pupils will have opportunities to review and correct these. There will be a further assessment at a slightly higher level in the week before the May half term.

Each week there will be two homeworks which should take approximately 25-30 minutes each. One may be a reading homework that relates to a library-based reading project. Pupils will have a weekly

30 minute library lesson where they are able to select books, discuss their reading, complete research tasks and survey the reading list.

Pupils are able to join English clubs on offer including debating, journalism and also enter creative writing competitions each term.

# Mathematics

## Head of Department: Mr Christopher Savvides

Mathematics is fundamental to many areas of our lives, and it is therefore crucial that we equip our children with the necessary skills to become confident, logical and resilient problem solvers as they embark on their journey to adulthood.

We believe that Mathematics should be engaging, challenging, practical and interactive. We make the most of Mathematics challenges and team competitions to encourage participation and ensure our children are enthusiastic and motivated mathematicians. We endeavour to utilise various methods and techniques across the curriculum and instil a love for mathematics into each child.

In Year 8, all students follow the same scheme of work for Mathematics, which is based on an enhanced National Curriculum, with a focus on problem solving, mastery and fluency.

## Year 8: Programme of Study

*Number:* Using a calculator and rounding, indices, properties of number, all operations involving fractions decimals percentages and ratios.

*Algebra:* Sequences, expanding and factorising expressions, rearranging formulae, linear and simultaneous equations, straight line graphs, curved graphs and conversion graphs.

*Shape, space and measure:* Pythagoras' theorem, Reviewing angle rules, construction of triangles, angles in polygons, bearings, map scales, 3d shapes, area of shapes including circles, volumes of prisms and cylinders, transformations.

*Data Handling:* Averages and range including frequency tables, scatter graphs, stem and leaf diagrams.

## Resources

Pupils use the Essential Maths series of textbooks published by Elmwood Press. We have carefully mapped our curriculum on <https://www.drfrostmaths.com> so that pupils have access to a vast library of appropriate problems for consolidation. Pupils and teachers also use <https://www.mathspad.co.uk/> as an excellent resource to further develop understanding of topics. Our [VLE pages](#) contain lots of information, links and resources to support your son with their learning and progress.

There are a wide range of hugely impactful interactive resources available to us online and the quality of these resources have increased hugely over recent years. As a department we are constantly sharing what works best and we keep on top of innovative resources and approaches to teaching Mathematics.

In addition to our classroom provision, pupils also have access to our drop-in support session, MathsLink, which takes place on a Friday lunchtime, and our Maths Challenge club, which takes place on a Thursday after school.

# Science

## Head of Department: Mr Stuart Minikin

At Cranmore our aim is to develop scientists with a rigorous understanding of the subject, an enthusiasm for learning and the confidence to question, evaluate and articulate their ideas. We encourage all students to develop a love for Science, by balancing theory with practical work, placing a high value on developing the technical and analytical skills needed to investigate experimentally. We create a safe environment in which the students feel comfortable exploring their understanding and where we can add to both their knowledge and skills. We focus on developing a meticulous approach to practical investigations which are used as often as possible, to support the learning of theory. Our students enjoy Science and develop techniques that will be useful to them for the rest of their lives.

## YEAR 8: Programme of Study

### Biology

- Photosynthesis and the Carbon Cycle
- Ecosystems and Classification
- Leaf Adaptation and Plant Transport Systems
- The Musculo Skeletal System

### Chemistry

- Physical and Chemical Changes
- The Reactivity Series and Metal Extraction
- Acids, Bases and Neutralisation
- Climate and the Atmosphere

### Physics

- Light and Sound Waves
- Reflection, Refraction and Dispersion
- Kinetic Theory and Heat Transfer
- Electricity and Electromagnetism

## Resources & Information

Science is taught by specialist teachers and pupils will be assessed regularly, usually at the end of each topic, to support their progress. The Science Department enjoys the use of large laboratories and two prep rooms which are well provisioned for the learning of the Science curriculum. Our Science Technician ensures the preparation of the equipment for practical activities and supports the teaching staff on a daily basis. Additional resources, together with details of homework, can be found on the VLE.

# Languages

## Head of Department: Miss Christine Ebdy

Our philosophy as a department is to inspire and motivate the pupils by giving them a positive, lively and enjoyable experience of foreign language learning. We especially strive to acknowledge the individuality of every pupil with his unique talents. We aim to help every child to being confident on their journey of linguistic discovery, improving their own skills and developing them steadily to their own fullest potential. For this to be achieved, our pupils must naturally have a positive attitude to the subject and we see it as part of our task to foster such an attitude. The pupils will have access to a variety of resources and material. They will have access to [www.pearsonactivelearn.com](http://www.pearsonactivelearn.com), [www.languagesonline.com](http://www.languagesonline.com), [www.quizlet.com](http://www.quizlet.com) and [www.kahoot.com](http://www.kahoot.com).

## French

In French, pupils will study Dynamo 2 Rouge modules 3-5. They will revise the perfect, immediate future and present regular and irregular tenses across a variety of topics. Pupils will continue to develop their reading, listening, speaking, writing and translation skills.

## Year 8: Programme of Study

Topics & Vocabulary	Grammar
Television programmes	Adjectives and adjectival agreement
Digital technology	Questions: comment, qui, ou, quand, que, pourquoi Time phrases Present tense: regular
Going to the cinema	Immediate future tense
Leisure activities	Negatives Possessive adjectives: ma, mon, mes Present tense: irregular
Shopping	Perfect tense with avoir and être Imperfect tense
Describing your weekend	Perfect, immediate future and present tense
Countries and weather	Present and imperfect tense
Where you live	Pouvoir + infinitive
Helping at home	Devoir + infinitive Je pense que, pour moi, à mon avis
Daily routine	Present tense: reflexive verbs Time
Moving house	Irregular adjectives: beau, nouveau and vieux
Francophone countries: extended reading and listening	Perfect, immediate future and present tense
Sports	Jouer à and faire de Revision of present and perfect tenses
Opinions	Comparatives: plus...que and moins...que Revision of adjectives
Directions	Imperative

Places in town	A + definite article + noun
Advice to be a champion	Il faut + infinitive
Injuries and illness Body parts	Present tense + depuis Avoir mal
Sportsperson interview: extended writing and speaking	Questions in 3 tenses

## Resources & Information

The pupils will have French homework once a week. They are expected to learn vocabulary regularly and complete written and reading activities. The pupils will have regular quizzes, end of topic assessments throughout the year and an exam in May which will assess all 4 skills.

## Spanish

### Head of Spanish: Senora Porcel-Martín

Spanish will be learnt using a range of materials, interactive games, songs, online activities, as well as reading comprehension, listening, speaking and writing activities. We encourage the use of these resources at home and in school.

In Year 9 the pupils will learn the following topics and grammar points. They will have access to [www.linguascope.com](http://www.linguascope.com), [www.quizlet.com](http://www.quizlet.com), [www.kahoot.com](http://www.kahoot.com) and [www.languagesonline.org](http://www.languagesonline.org) Activelearn.com, <http://www.conjuguemos.com/>

#### Topics:

- Holidays: talking about a past holiday, saying what you did, giving opinions on holidays.  
Hobbies: saying what you use your phone for, saying what type of music you like, giving a range of opinions, talking about TV programmes using the comparative.
- Food: saying what food you like, describing mealtimes, ordering food at a restaurant
- Shopping for a party.
- Going out: arranging to go out, making excuses.
- Talking about clothes.
- Talking about sporting events.

#### Grammar:

- Present tense of regular and common irregular verbs
- Radical changing verbs
- Ser and estar
- Adjectival agreement
- Hacer +weather
- Me gusta + infinitive.

- *Interogative pronouns Qué*
- Key words for asking questions (qué/cómo/cuándo/cómo etc...)
- Grammar: the preterite tense, the present tense, opinions and justifications.
- Grammar: negatives, opinion verbs, the present tense and the near future, me gustaría, querer and poder, reflexive verbs, using this/these.
- Describing a holiday home using the comparatives, talking about holiday activities, talking about summer camps.
- Grammar: using the present, past and future, comparatives and superlatives
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**Homework:** the children will have Spanish homework once a week. They are expected to learn the vocabulary regularly in order to reinforce what has been taught in the lessons. They will also be asked to complete writing, reading and fun activities on Spanish culture.

**Assessment:** the children will have regular end of Module assessments, vocabulary quizzes and an exam at the end of May, assessing what has been learnt throughout the year.

## Latin

Latin will be learnt using a range of materials, textbook (Cambridge Latin Course Book 1 & 2) and online activities, as well as reading comprehension, and writing activities. The pupils will have access to [www.clc.cambridgescp.com](http://www.clc.cambridgescp.com) , [www.conjuguemos.com](http://www.conjuguemos.com) and [www.languagesonline.org](http://www.languagesonline.org) and [www.quizlet.com](http://www.quizlet.com). We encourage the use of these resources at home and in school.

Year 8 will be starting chapter 8 of Cambridge Book 1.

### Year 8: Programme of Study

#### Grammar:

- Revision of nouns in the nominative, accusative and dative cases (singular and plural) of 1<sup>st</sup> 3 declensions. Introduction of the Genitive and Ablative case.
- Revision of verbs: Present Tense: all persons, and infinitive with modal verbs plus irregular verbs – esse, ire, possum, nolo and volo
- Verbs: Imperfect and Perfect Tenses: all persons – revision and introduction of perfect stems, irregular stems.
- Verbs: Introduction of Pluperfect tense: all persons
- Adjectives: comparative and superlative, and agreement in gender, case and number with the nouns they describe.
- Questions

#### Vocabulary:

- Around 15-20 words per Stage (8 stages) which are also on the GCSE vocabulary list.
- Derivation work to make connections between Latin vocabulary and English, French and Spanish vocabulary.

#### Culture:



- Roman history is combined with the language throughout, and the influence of the Romans, and similarities and differences between ancient and modern society explored. Topics are gladiators, the Roman baths, education, the destruction of Pompeii, Roman Britain and Fishbourne Roman Palace, Boudicca and the Celtic rebellion, ancient wonders of the world.

## **Resources & Information**

The pupils will have Latin homework once a week. They are expected to learn the vocabulary regularly in order to reinforce what has been taught in the lessons. They will also be asked to complete fun activities on Ancient culture and history. The pupils will have language progress assessments, and an exam at the end of May, assessing what has been learnt throughout the year.

## History

### Head of Department: Mr Rhys Cross

In Year 8 we start by discussing the Renaissance, with particular emphasis on the religious reformation that it ushered in and the question of 'change', before looking at the reign of the Tudors in some detail. This will include:

### Year 8: Programme of Study

- The reign of Henry VIII/The King's Great Matter/The Break with Rome/Dissolution of the Monasteries/The Pilgrimage of Grace
- The reign of Edward VI and religious change
- The reign of 'Bloody' Mary - more religious change! /reputation/legacy
- The reign of Elizabeth I - Religion/the Middle Way/plots/Mary Queen of Scots/the Spanish Armada

By the end of the teaching year, we will have reached 1603 and the culmination of Queen Elizabeth's tenure on the throne and perhaps will have time to consider the start of the Stuart period and the Gunpowder Plot. Many practice papers will be undertaken and revision periods will start either at the end of the Easter Term or early in the Summer Term.

### Resources and Information

The emphasis will be very much on the dual disciplines of essay writing and source analysis skills, as these are the skills required to succeed at GCSE History.

The students will study the same period of History covered for a portion of their GCSE course; however, Year 8 gives a detailed introduction to a broad range of topics such as The Tudors, and therefore provides the student with a foundational understanding of potential GCSE topics. Whereas at GCSE level the student must undertake a 'British Depth Study', for example, 'Early Elizabethan England 1558-1588', and investigate the topic in far greater depth. Therefore, this academic year enables them to begin their GCSE course (in 2024) with a sound grasp of the topic and concepts involved. The same analytical skills learnt at Key Stage 3 History apply to the historical sources tackled at GCSE level, but the calibre of response will be expected to be higher.

The History Department is fortunate to be well provisioned. Relevant digital clips, up to date textbooks, bespoke PowerPoints and various worksheets will all be utilised in the learning process, as well as personal devices. Information pertaining to many of the topics covered can be found on the VLE.

# Geography

## Head of Department: Mr Charles Doyle-Davidson

In Year 8 the aim is to encourage pupils to develop their knowledge and understanding of both physical process and human activities by using a range of geographical skills through which to develop their geographical understanding of the planet. The focus over the course of the year will be broken into three sections.

**1 - Global location** – developing and consolidating a sense of place.

**2 - Ordnance survey map work skills** to include:

- 4 and 6 Figure grid references
- Compass direction
- Height and contours
- Distance and area

**3 - Thematic studies**

- **Coasts**
  - Coastal processes – erosion, transportation and deposition
  - Coastal landforms – Bays, headlands and associated features such as caves, arches, beaches, spits and dunes
  - Coastal issues – erosion and flooding and how the methods of management
- **Economic activities**
  - Different types of economic activity
  - How economic activities operate in contrasting regions UK and an LEDC
- **Transportation**
  - Methods of transporting goods and services. Requirements for each and their advantages and disadvantages
  - Identify current major infrastructure projects and identify advantages and issues
- **Weather and climate**
  - Measuring the weather, Factors affecting the climate
  - Weather systems – rainfall, depressions and anticyclones
  - Microclimate
- **Global Hazards**

## Resources and Information

Pupils will be expected to be able to apply the theory of the topics studied and by using their understanding and knowledge of the subject, develop logical answers, using reasoned evidence through which to make their point. Examinations will take place in January and May with regular assessment grades given throughout the course of the year.

The VLE along with their associated text books provide a good range of resources from which to develop their understanding. It is important to stay abreast of what is going on in the media and then apply their knowledge to understand the cause and impact of events.

# Computing

## Head of Department: Mr Ahmed Afana

At Cranmore, we aim to provide a high-quality digital education that equips pupils to understand and change the world through computational thinking, and provides a sense of empowerment and excitement in developing and using digital technology. With a 1:1 device program in place, we will also be enabling creativity and research opportunities in other subjects, always with a mind on using technology wisely and safely.

ICT and Computing includes these interrelated elements:

- **Computer Science (CS)** is the discipline that explains how digital systems work, how they are designed and programmed, and the fundamental principles of information and computation.
- **Information Technology (IT)** covers the purposeful creation and application of digital systems to communicate, transfer data and process information collaboratively with others.
- **Digital Literacy (DL)** is the ability to access, use, and express oneself using digital technology responsibly and safely, including a critical understanding of technology's impact on the individual and society.

ICT is important educationally. It both develops and requires logical thinking and precision. It encourages innovation, collaboration, and resourcefulness: pupils apply underlying principles to understand real-world systems, and to create purposeful and usable artefacts. This combination of principles, practice, and invention makes ICT both rigorous and creative. More broadly, it is a lens through which to understand both natural and artificial systems.

ICT has great economic and societal value. ICT provides pupils with the knowledge and skills to contribute to the digital economy, and play an active role in a world where new technologies are invented daily. ICT has the potential to make the world a better place, and understanding ICT is the key to realising that opportunity. With this in mind, the pupils at Cranmore will experience a wide range of different software building on previous years' learning.

## Year 8 will cover the following topics this year

- DL: Digital Safety – being a responsible cyber citizen
- IT: Databases and Data Management
- CS: Algorithmic Thinking and Problem solving
- CS: Programming Techniques with Python – Phase 1
- CS: Data Representation, Binary, Denary and Hexadecimal
- IT: Web Design for a Business

# **Design & Technology**

**Head of Department: Mr Chris McGhee**

## **Overview**

In Design and Technology, pupils will develop their design and making skills by undertaking practical and theoretical assignments through classwork and homework tasks. Pupils will learn about the design process, properties of a variety of materials and will develop skills using computer aided design software to manufacture several functional prototypes.

Through the Year 8 Design and Technology programme of study, pupils are encouraged to be more independent with design ideas and push the boundaries of creativity with innovative solutions.

## **Year 8: Programme of Study**

- Health and Safety.
- Technical sketching and rendering techniques.
- CAD/CAM.
- 'Season' themed projects working in a variety of different materials.
- Introduction to woodworking through different projects.

It is a very exciting time for the Design and Technology department with the construction of the new, purpose-built Science and Technology building. It is our hope we will have first teaching in the new design workshop at the beginning of the spring term.

# **Drama**

## **Head of Department: Mrs Hannah Hanson**

Drama at Cranmore School aims to utilise the dramatic arts in providing a gateway for all pupils to enhance their academic endeavours by developing their speech, communication and social skills in a stimulating and rewarding environment. The enriching curriculum is dedicated to ensuring that all pupils have the opportunity to learn through and about Drama.

Year 8 pupils will work more experimentally in Drama, exploring key practitioners' approaches and comparing different styles of theatre used to impact an audience response. They will apply their performance skills and learning of the art form to produce original and thought-provoking work. The pupils will need to be aware of their target audience and justify their interpretation of texts.

## **Year 8 will cover the following topics this year**

- Use different ways to convey action, character, atmosphere and tension while they are scripting and performing
- Understand how the structure of plays contribute to the dramatic effect
- Evaluate performances
- Compare and contrast the styles and techniques used in performances
- Study the history of the theatre
- Study different approaches to texts in performance
- Evaluate their own work and other pupils' work
- Use technical elements to enhance practical work, such as lighting and sound

## **Resources & Information**

In addition to the weekly lesson, there is a Drama Club for Year 8 pupils, private lessons with the opportunity to take LAMDA exams and all pupils are expected to participate in the summer senior production. Theatre visits will be arranged when appropriate performances are available.

# MUSIC

**Head of Department: Mr Richard Harris**

## General Overview

We aim to develop a 'love of music' at Cranmore. With your support, we will inspire the pupils to greater musical heights and encourage them to participate in one or more of the many instrumental and choral groups available to them.

## Curriculum Overview

Pupils in this year group enjoy one single, hour-long lesson each week taught by Mr Harris.

Topics include:

- Multitrack recording at the keyboard and creating original arrangements based on traditional Christmas melodies
- Composition – 'Fanfare', 'Haunted House' and 'Layered Composition'
- Exploring arrangements – Original Song v Cover Version Project

Performing opportunities for Year 8 musicians are plentiful here at Cranmore: Monday assembly, Senior Action Day, Carol Service, House Music Competition, Pupil Concerts, Young Musician of the Year Competition, Soiree and the Recording Day. The choirs, orchestra, and some of the other instrumental ensembles also perform annually at the Woking and Godalming Festivals. The more capable musicians will often perform during Mass. Pupils in this year group are encouraged to take part in at least one extracurricular musical activity.

## Resources & Information

During these practical lessons, pupils will often use the extensive range of classroom instruments and the Yamaha keyboards.

Assessment in this subject is based on GCSE grading, is ongoing throughout the year and is based on their success in practical lessons. A pupil's instrumental and / or vocal ability / contribution will also be taken into account.

# Religious Education

## Head of Department: Mr Christopher Pierce

Religious Education at Cranmore is a subject that enriches all pupils. It helps pupils to discover and learn more about who God is, more about who they are in themselves and more about the world in which they live. It also gives pupils a greater understanding of how we can live in community. In Year 8, pupils will complete the enriched ISEB Common Entrance Syllabus B course.

### Year 8 will cover the following topics this year

- The Old Covenant: Creation; The Fall; Abraham; Moses and the Passover; God's Covenant with His people; David and Bathsheba.
- The New Covenant: Discipleship; Kingdom of God; The Person of Jesus; The Role of Mary; Passion and Resurrection.
- Sacraments: Baptism, The Mass, Reconciliation.
- Liturgical Year: Christmas; Lent; Holy Week; Resurrection.
- Contemporary Issues: Social Justice; People of Faith; Service; Wisdom; Prisons; War; Charities.
- World Faiths: Important Festivals, when they are and how they are celebrated.
- World Faiths: Hinduism.

We will go over a range of topics and allow pupils to engage with a range of contemporary questions such as but not limited to:

- Are there still any disciples?
- Has Britain lost its faith?
- Where is God when it hurts?
- Why is forgiveness sometimes hard?
- How do I treat people who are different to me?
- How do we draw closer to God?

### Resources & Information

Within RE we use a range of teaching techniques and activities that enable all pupils of different learning styles to engage and succeed. Activities in class include using drama, debate and ICT.

Short assessments will take place in class at the end of each term and these enable the pupils to be fully prepared for the end of year assessments. Homework will be given weekly and can be found on the VLE.

All topics covered in RE this year will be subject to possible changes as we await the approval of the New Religious Education Curriculum Directory (3-19) for Catholic Schools and Colleges in England and Wales.



# Art & Design

**Head of Department: Mrs Felicity Sanders**

## Overview

In connection to the theme 'Food, glorious food', Year 8 students will have the opportunity to develop independence in managing the content of their sketchbook and take steps to make creative decisions of their own. Through more robust research into relevant artists, undertaking critical reference work, discussion of themes and observational recording inspired by their findings, students will build greater contextual knowledge. By allowing more time for media experimentation and refinement of prior skill in the fundamental elements of Art and Design, students will begin to appreciate the range of assessment criteria relevant to GCSE Art and Design. Our philosophy is to provide all students with the means to unlock their creative niche and empower them to become confident artists, designers or craftsmen.

### Artists' works studied:

- Dutch still life
- Lucy Crick
- Andy Warhol
- Irving Penn
- Wayne Thiebaud
- James Rosenquist
- Joel Penkman

### Media processes and techniques explored:

- Photography
- Digital design using Photopea
- Continuous line drawing
- Observational drawing in pencil from life
- Acrylic painting refinement
- Graphic design using a range of dry media
- Printmaking
- 3D construction

### Resources and Information:

Students can track the development of their skills through their class sketchbook and termly informal drawing exercises completed during lesson time. Homework is undertaken each week to extend their learning and will be posted when necessary on the VLE. Students can attend a Senior Art Club after school on a Monday as well as homework support one lunchtime a week. Students are strongly encouraged to visit Art Galleries to experience real Art up-close, talk about artforms and movements beyond those provided, and contribute personal artwork to the Student Gallery.

# Sport & Physical Education

**Head of Department: Mr Paul Hodgson**

## Overview

Within the core PE programme, we continue the ethos of the subject, which is a wide and varied programme to benefit the pastoral well-being, physical health and sporting enjoyment of all pupils. We aim to reinforce prior learning in various activities, by building on techniques and skills already developed and harnessed. There is an emphasis placed on technical and tactical awareness during lessons. Pupils will have the opportunity to learn to interpret the laws of games and officiate in matches. Pupils will learn the value of quality practice, training for specific sporting activities and how to follow a process to achieve long-term goals. With Year 8 Games being combined with Year 7, the culture and environment allow for leadership skills to be developed.

Pupils take part in the following activities:

- Football
- Athletic Development
- Rugby
- Cricket
- Tennis
- Athletics
- Squash
- Hockey
- Golf
- Swimming
- Water Polo
- Badminton
- Rowing (option)

Games: Wednesday and Friday

PE: Monday

After-school training: Monday