



## Curriculum Summary 2019-20

Year 8



Strand	Subject	Aims and Purpose / Intent	Content Summary
English	English	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• <b>To experience</b> and <b>understand</b> texts from a range of genres and forms</li> <li>• <b>To experience</b> and <b>understand</b> texts from different historical periods and cultures</li> <li>• <b>To develop</b> a technical appreciation of the craft of writing by identifying how language is being used and exploring why</li> <li>• <b>To develop</b> critical responses to texts informed by social and literary contexts</li> <li>• <b>To experience</b> reading independently for purpose, challenge and pleasure</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• <b>To understand</b> how to adapt writing to different forms, purposes and audiences</li> <li>• <b>To develop</b> accuracy in writing, communicating fluently and with clarity</li> <li>• <b>To develop</b> extended writing across a range of genres</li> <li>• <b>To develop</b> crafting of language, seeing writing as a series of deliberate choices</li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>• <b>To experience</b> speaking in a range of contexts and for different purposes</li> <li>• <b>To develop</b> speaking in a range of contexts and for different purposes</li> <li>• <b>To develop</b> being an active listener</li> </ul>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>• <b>Places and Perspectives: Representation of Different Cultures</b></li> <li>• <b>The Tempest</b></li> <li>• <b>The Changing World: Of Mice and Men and 20<sup>th</sup> Century International Literature</b></li> </ul> <p>Topics will include formal assessment of reading, writing and spoken language.</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Independent and class reading</li> <li>• Read a range of texts (prose, poetry, drama, multi-media, fiction and non-fiction)</li> <li>• Critical reading: analyse texts using linguistic terminology, understand links between text and context, compare texts, use textual references</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write for different audiences and purposes</li> <li>• Structure and organise writing for meaning and effect</li> <li>• Use vocabulary and linguistic devices for effect</li> <li>• Plan, draft, edit and proofread</li> <li>• Technical accuracy (spelling, punctuation and grammar)</li> </ul>



			<b>Spoken English</b> <ul style="list-style-type: none"><li>Individual, paired and group tasks in a range of formal and informal contexts.</li></ul>
<b>Technology, Enterprise &amp; Sport</b>	<b>Computing</b>	<ul style="list-style-type: none"><li><b>To understand</b> digital literacy and how to obtain and improve it</li><li><b>To experience</b> ICT and computing tasks and challenges</li><li><b>To develop</b> ICT and computing skills necessary for further study and for the jobs market</li></ul>	<ul style="list-style-type: none"><li>Photoshop / joint Design Technology project</li><li>Music Mania – Spreadsheet Project</li><li>Games programming using Scratch</li></ul>
	<b>DT</b>	<ul style="list-style-type: none"><li><b>To understand</b> how to use the iterative design process with technical knowledge of materials and processes, to design and develop innovative products.</li><li><b>To experience</b> a wide range of practical activities using hand tools, materials, machines, CAD and CAM.</li><li><b>To develop</b> design and practical skills to enable students to produce workable solutions to design ideas.</li></ul>	Pupils develop their understanding and use of systems in products. Electronics, mechanisms, materials, manufacturing techniques and sustainability are taught through the following projects. Their first experience of business enterprise in Y7 is progressed to Y8 which is delivered in conjunction with the Computing Department.  Examples of the products are: <ul style="list-style-type: none"><li>Christmas decoration enterprise products</li><li>Sustainable sculptural light</li><li>Mechanical promotional display</li></ul>
	<b>PE</b>	<ul style="list-style-type: none"><li><b>To understand</b> the benefits of an active and healthy lifestyle</li><li><b>To experience</b> health related fitness exercises, teamwork, and a variety of physical activity</li><li><b>To develop</b> confidence and competence in a range of skills used in sport</li></ul>	<b>Games:</b> Rugby, Hockey, Netball, Football, Fitness, Rounders, Cricket  <b>PE:</b> HRF, Badminton, Basketball, Volleyball, Indoor Athletics, Tennis, Athletics



Science	Science	<ul style="list-style-type: none"><li>• <b>To understand</b> the nature, processes and methods of science through different types of scientific enquiries that help to answer scientific questions about the world around them</li><li>• <b>To experience</b> practical science that will allow students to become equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future</li><li>• <b>To develop</b> scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics</li></ul>	<ul style="list-style-type: none"><li>• Food and nutrition</li><li>• Plants and their reproduction</li><li>• Unicellular organisms</li><li>• Combustion</li><li>• The periodic table</li><li>• Metals and their uses</li><li>• Light</li><li>• Sound</li><li>• Energy transfers</li><li>• Earth and space</li><li>• Forces and motion</li></ul>
Expressive Arts	Art	<ul style="list-style-type: none"><li>• <b>To understand</b> how art informs our everyday lives and the wide variety of careers in which we can progress to as artists and its importance in all societies to tell the story of an individual or group of people.</li><li>• <b>To experience</b> the work of a variety of artists through analysing their work and the work of other students in order to develop their own ideas and responses.</li><li>• <b>To develop</b> independent and team skills whilst working with a variety of media such as mark making, print, textiles, mixed media, sculpture ,graphics, architecture, surface pattern and fashion.</li></ul>	<ul style="list-style-type: none"><li>• Viewpoints – Carving inspired by American Indian artwork</li><li>• Celebrations – Sculpture and installations inspired by Mexican Day Of The Dead</li><li>• Animal Sculptures - teamwork building animals from willow newspaper and tape.</li></ul>
	Drama	<ul style="list-style-type: none"><li>• <b>To understand</b> developing a character and blocking and staging a scene</li><li>• <b>To experience</b> building a team through collaborative exercises</li><li>• <b>To develop</b> role play through prepared and spontaneous improvisation</li></ul>	<ul style="list-style-type: none"><li>• ‘On the streets’ topic – learning about homelessness. Skills - thought in the head, role play and writing in role</li><li>• Study of the play ‘Blood Brothers’ by Willy Russell- prepare, learn and shape a duologue scene for assessment</li><li>• Greek Theatre – skill - choral speaking and creating own choral verse based upon Oedipus/ Medea</li></ul>
		<ul style="list-style-type: none"><li>• <b>To understand</b> what music is and approaches to its study</li></ul>	<ul style="list-style-type: none"><li>• GCSE Skills Prep – Learning to Listen, Composing to a Brief –</li></ul>



	<b>Music</b>	<ul style="list-style-type: none"><li>• <b>To experience</b> making and analysing music</li><li>• <b>To develop</b> singing, keyboard, music theory and music technology skills</li></ul>	<p>Fanfares &amp; Superheroes!</p> <ul style="list-style-type: none"><li>• Music Theory &amp; Performance – Advanced Keyboard Skills</li><li>• World Music – Brazilian Performance &amp; Composition</li><li>• Popular Music &amp; Songwriting – Composition &amp; Performance</li><li>• Music and the Moving Image – Composing to Film</li></ul>
<b>Maths</b>	<b>Maths</b>	<ul style="list-style-type: none"><li>• <b>To understand</b> the connections between previous learning and their current thinking.</li><li>• <b>To experience</b> mathematical concepts in and out of the classroom, to fully master mathematical concepts.</li><li>• <b>To develop</b> a deeper understanding through the application of a concept.</li></ul>	<ul style="list-style-type: none"><li>• Primes and factorising</li><li>• Add and subtract fraction</li><li>• Positive and negative numbers</li><li>• Sequences, expressions and equations</li><li>• Triangles, quadrilaterals and angles in parallel lines</li><li>• Length and area: parallelograms and trapezia</li><li>• Percentage change</li><li>• Ratio</li><li>• Rounding</li><li>• Circumference and area of a circle</li><li>• 3D shapes and nets</li><li>• Surface area and volume</li><li>• Statistics</li></ul>
<b>Languages</b>	<b>Spanish</b>	<ul style="list-style-type: none"><li>• <b>To understand</b> personal and factual information in Spanish</li><li>• <b>To experience</b> the value of Spanish beyond the pupil's immediate needs and interests</li><li>• <b>To develop</b> the breadth and depth of pupil's competence in listening, speaking, reading and writing with increased spontaneity, independence and accuracy</li></ul>	<ul style="list-style-type: none"><li>• School subjects and facilities</li><li>• House, home and local area</li><li>• Daily routine, housechores</li><li>• My city vs a Spanish speaking city/town</li><li>• The weather</li></ul>
	<b>Latin</b>	<ul style="list-style-type: none"><li>• <b>To understand</b> the differences between the languages, societies, and cultures of the ancient and modern world.</li><li>• <b>To experience</b> the buzz of discovering where Western culture got many of its words and ideas from.</li><li>• <b>To develop</b> analytical skills by decoding grammar and</li></ul>	<p>Pupils continue to study the Latin language, broadening their range of tenses, and beginning to study complex sentences involving subordinate clauses and participles.</p> <p>After leaving Pompeii and learning about the archaeological impact</p>



		<p>thoroughly questioning the behaviour exhibited in ancient societies.</p>	<p>of the town, the Cambridge Latin Course introduces pupils to Roman Britain and Roman Egypt, sensitively considering the process of Romanisation and imperialism in different locations.</p> <p>We also provide a brief introduction to Classical Greek at the end of Year 8, so that pupils can experiment with a different alphabet and another set of vocabulary which has helped to build our own language.</p>
	<b>Classics</b>	<ul style="list-style-type: none"><li>• <b>To understand</b> the differences between the languages, societies, and cultures of the ancient and modern world.</li><li>• <b>To experience</b> the buzz of discovering where Western culture got many of its words and ideas from.</li><li>• <b>To develop</b> analytical skills by decoding grammar and thoroughly questioning the behaviour exhibited in ancient societies.</li></ul>	<p>In Classics, pupils for the most part stop studying language and begin to study the social history of ancient Greece, encompassing a range of topics which encourage them to question the values of a culture which can seem alien (and even fictitious).</p> <p>We learn about the following topics:</p> <ul style="list-style-type: none"><li>• Religion – the Greek gods and how they were worshipped, including offerings, sacrifices and festivals</li><li>• The geography of Greece and how it influenced the development of city states and festivals such as the Olympic Games</li><li>• The city state of Athens – its housing, education and the role of men and women in the family and city</li><li>• The city-state of Sparta – its outlook, bizarre education system and warrior lifestyle</li><li>• Alexander the Great - his achievements and development of his empire</li><li>• Mythology – the Greek heroes and how mythology reveals values.</li></ul>
<b>Humanities</b>	<b>Geography</b>	<ul style="list-style-type: none"><li>• <b>To understand</b> the processes which give rise to the key physical and human geographical features of the world</li><li>• <b>To experience</b> collection, analysis and communication of a range of data, interpretation of sources such as maps, and communication of geographical information</li></ul>	<p>Why is the population constantly changing and how does this impact our cities?</p> <ul style="list-style-type: none"><li>• Global population trends, population densities, world cities with a focus on China and Russia. Local changes within Liverpool.</li></ul>



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	<ul style="list-style-type: none"><li>• <b>To develop</b> skills such as collection, analysis and communication of a range of data, interpretation of sources such as maps, and communication of geographical information</li></ul>	<p>How extreme is our planet?</p> <ul style="list-style-type: none"><li>• Polar regions including the Arctic and Antarctica</li></ul> <p>What are glacial landscapes and how does ice move?</p> <ul style="list-style-type: none"><li>• Geological timescales, climate change, Ice Ages and glaciation.</li></ul> <p>Extreme Weather</p> <ul style="list-style-type: none"><li>• Extreme weather of the UK and abroad.</li></ul> <p>Fieldwork: Microclimate study</p>
<b>History</b>	<ul style="list-style-type: none"><li>• <b>To understand</b> the causal relationship between events in the past through concepts such as change, continuity, and causation</li><li>• <b>To experience</b> the sources and interpretations for our knowledge of the past</li><li>• <b>To develop</b> the analytical, writing and critical skills to present arguments about the causality of events in the past</li></ul>	<ul style="list-style-type: none"><li>• Stuart England</li><li>• French Revolution</li><li>• Napoleon and Wellington</li><li>• Industrial Revolution</li><li>• The Slave Trade</li></ul>
<b>RE</b>	<ul style="list-style-type: none"><li>• <b>To understand</b> the universal and historical religious and spiritual impulse</li><li>• <b>To experience</b> reflection and study about fundamental questions which different religions seek to answer</li><li>• <b>To develop</b> the ability to reflect about spiritual and religious matters</li></ul>	<ul style="list-style-type: none"><li>• Ethics</li><li>• Christianity in the modern world</li><li>• Exploring Hinduism</li></ul>



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<b>Games &amp; Competitions</b>	<ul style="list-style-type: none"><li>• <b>To understand</b> how teamwork and competition in a variety of settings and fields develops character and skills and how competitions can lead to improvement and excellence.</li><li>• <b>To experience</b> competing individually and as a team and</li></ul>	<ul style="list-style-type: none"><li>• House Competitions – these will take place throughout the academic year during lunch periods. Those competitions will include: House Football, House Dodgeball, House Basketball, House Netball, House Diamond Cricket</li></ul>



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	<p>winning and losing gracefully.</p> <ul style="list-style-type: none"><li>• <b>To develop</b> resilience, teamwork skills, good sportsmanship and appreciation for the dedication required to win.</li></ul>	<ul style="list-style-type: none"><li>• Fun Run</li><li>• During the games period there will be a House Hockey and House Rugby Competition</li></ul> <p><b>Activity Programme</b></p> <ul style="list-style-type: none"><li>• Board games</li><li>• Hockey</li><li>• Netball</li><li>• Rugby</li><li>• Running</li></ul>
<b>Artistic Expression</b>	<ul style="list-style-type: none"><li>• <b>To understand</b> how creativity and the arts enrich their lives and our works.</li><li>• <b>To experience</b> a variety of creative and artistic expression both as a participant and audience.</li><li>• <b>To develop</b> the confidence and skills to create and engage in creative expression both individually and as a part of a group.</li></ul>	<ul style="list-style-type: none"><li>• Expressive Arts Awards Evening - includes an Art Exhibition with artwork from Y6-13, Drama performances and Music pieces and recognition of pupils' achievements</li></ul> <p><b>Music</b></p> <ul style="list-style-type: none"><li>• Pupils are invited to try an instrument day and attend weekly peripatetic lessons.</li><li>• Weekly choirs include: Voices (mixed choir Y7-13) and NSG (boys choir only Y6 -8)</li><li>• BPM (orchestra for Y7- 13) and a Guitar Club (Y7-13).</li><li>• Performance at events such as Founders' Day, Carol Service, Speech Night in the Anglican Cathedral and Remembrance Sunday and Lent services in Mossley Hill Church.</li><li>• Springtime event in the Palm House which celebrates the achievements of students across the Music Department and a High Achievers Concert.</li><li>• Opportunity to travel with the Music Department on an annual Concert Tour in Europe (eg. in summer 2018 performing in cathedrals and music venues across Austria and Germany).</li></ul> <p><b>Art</b></p> <ul style="list-style-type: none"><li>• Art club daily at lunchtime, and specialist workshops delivered by visiting artists who are professionals in the international field such as Rachel Taylor, One Man Art, Patrick Mc Dowell, Erin Marsh and Andy Dunlop from Travis.</li></ul>



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	<ul style="list-style-type: none"><li>• Art on Canvas art club - pupils can develop their own paintings</li><li>• Pupils visit clients at local care homes listening to the stories and lives of the people there. They then produce artwork for the clients in response to their stories.</li></ul> <p><b>Drama</b></p> <ul style="list-style-type: none"><li>• Three performances a year: one musical which sees Y5 – Y8 pupils perform together, another which sees pupils from Y7 – 13 produce a musical together and one which tends to be a smaller group of pupils who performed for example a Greek Tragedy (Summer Term 2018).</li><li>• YULA Drama sessions also run on Saturdays and pupils can take part in the Liverpool Festival of Drama as well as taking LAMDA exams.</li></ul> <p><b>Activity Programme</b></p> <ul style="list-style-type: none"><li>• Art on Tour</li><li>• Harry Potter</li><li>• LC Dance Dynamic</li><li>• Middle School Newspaper</li><li>• Paper jewellery and more!</li><li>• Theatre Tech</li></ul>
<b>Spiritual Formation</b>	<ul style="list-style-type: none"><li>• <b>To understand</b> more about their own spiritual tradition and that of others, to understand the spiritual roots of the College and its founders.</li><li>• <b>To experience</b> Christian worship, in line with the founding aims of the College.</li><li>• <b>To develop</b> as critical thinkers as they reflect on their place in the world, philosophical questions of human existence, and Christian answers to those questions.</li></ul> <ul style="list-style-type: none"><li>• Chapel – once per week (and provision for reflection for pupils who do not wish to attend a Christian Chapel service)</li><li>• Thought for the day</li><li>• Founders Day service &amp; Christmas Carol service in Cathedral</li><li>• Lent Term Service at Mossley Hill Parish Church</li><li>• Opportunity to serve as chapel stewards</li><li>• Voluntary Christian Union</li></ul>
	<ul style="list-style-type: none"><li>• <b>To understand</b> the critical opportunities and challenges which will keep them safe and healthy and prepare them for fulfilling</li><li>• Well-being- what is it?</li><li>• Metacognition – How I learn</li></ul>



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PSHE	<p>lives.</p> <ul style="list-style-type: none"><li>• <b>To experience</b> interactions, meetings, discussions, and events which will prepare them to identify and manage opportunities and challenges that lead to healthy, safe and fulfilling lives.</li><li>• <b>To develop</b> skills to author their own lives as citizens and members of a community and to make good decisions about their safety, mental and physical health and wellbeing.</li></ul>	<ul style="list-style-type: none"><li>• Esafety and Mobile safety</li><li>• Learning to Lead- Building trust</li><li>• Bonfire Safety</li><li>• Learning to Lead – Self esteem</li><li>• Drugs and Alcohol Awareness</li><li>• Keeping safe- over Christmas</li><li>• Stereotypes and Discrimination</li><li>• Learning to Lead- Responsibility</li><li>• Peer Pressure and Cyber bullying</li><li>• Learning to Lead- Honesty</li><li>• Learning to Lead- the big Moment</li><li>• Satisfaction – Self worth</li><li>• Health and Safety</li><li>• Norms and values</li></ul> <p><b>Activity Programme</b></p> <ul style="list-style-type: none"><li>• Communications</li><li>• Gardening</li><li>• Mysteries of the Past</li><li>• Puzzle Brain Teasers</li></ul>
Careers & STEM	<ul style="list-style-type: none"><li>• <b>To understand</b> the world of work and the skills needed to succeed in it and the way in which entrepreneurs generate wealth and opportunities.</li><li>• <b>To understand</b> their own aptitudes and interests and how they can be developed and how they might be used in the world of work and the specific contribution STEM makes to our society and its economic flourishing.</li><li>• <b>To experience</b> individual and independent careers advice and guidance and self-assessment and reflection about aptitude and interests.</li><li>• <b>To experience</b> interactions with a wide variety of people and institutions from the world of work and making a clear plan</li></ul>	<ul style="list-style-type: none"><li>• Morrisby Online- Careers Website- testing- Option package</li><li>• Morrisby Research- Labour Market Information</li><li>• Skills and qualities- What are you good at?</li><li>• My skills for employability</li><li>• Setting Goals</li><li>• Job profiles- skills qualities and salary exercise</li><li>• Job descriptions</li><li>• Introduction to CV writing</li><li>• Jobs that are available locally</li><li>• Good Careers starts with you- Random Job Generator</li><li>• Job Groups, - Families and role Models</li><li>• Stereotypes and Discrimination- Alumni/Employer Mentors</li></ul>



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	<p>which relates current efforts in school to possible future outcomes.</p> <ul style="list-style-type: none"><li>• <b>To develop</b> ambitions and high expectations for their future, a positive attitude to the relevance of their current studies and a range of career management, enterprise and employability skills.</li></ul>	<ul style="list-style-type: none"><li>• Introduction to Career Pathways</li><li>• Satisfaction with Job life</li><li>• Safe working practices- Health and Safety at work</li></ul> <p><b>Other Events</b></p> <ul style="list-style-type: none"><li>• Google Computer Programmer</li><li>• Inspiring Young Engineers- Jaguar Land Rover</li><li>• Regional Stem Event – Vex Robots</li><li>• Pre 16 – Aspire to Higher Education Trip</li><li>• Corporate workshop for creating advertising documentation and promotional videos</li><li>• Big Bang North West</li></ul> <p><b>Activity Programme</b></p> <ul style="list-style-type: none"><li>• F1 Racing Challenge</li><li>• Go4Set</li><li>• Physics Olympiad</li><li>• Programming</li><li>• Programming for Gamers</li></ul>		
<b>Charity &amp; Service</b>	<ul style="list-style-type: none"><li>• <b>To understand</b> servant leadership and the moral imperative to serve and share.</li><li>• <b>To experience</b> serving others in settings in and outside the school and promoting a better and more just society through service and charity.</li><li>• <b>To experience</b> sharing what we have and what we can do with those who are in need.</li><li>• <b>To develop</b> an attitude of gratitude and a commitment to service and charity.</li></ul>	<ul style="list-style-type: none"><li>• Charity events – including stalls at the Christmas market</li><li>• Visits to local Care Home – including musical performances / art presentations</li><li>• Grandparents day – when the school invite grandparents to a coffee morning and a mini tour of the school</li><li>• Collections for the foodbank at Whitechapel</li><li>• Assemblies and workshops for Shelter (a homeless charity )</li><li>• Each House collects for a nominated local charity eg Claire House</li><li>• Jeans for Genes day – a charity close to the College's heart as one of the original founders of the charity is a former pupil of the College</li></ul>		
	<ul style="list-style-type: none"><li>• <b>To understand</b> what leadership is and what it requires and</li></ul>		<ul style="list-style-type: none"><li>• Learning to Lead Qualification</li></ul>	



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Leadership Education	<p>how leaders develop.</p> <ul style="list-style-type: none"><li>• <b>To experience challenges and activities which require leadership and in which they build resilience and accept responsibility for themselves and for others.</b></li><li>• <b>To develop resilience and the confidence and skills to lead effectively.</b></li></ul>	<ul style="list-style-type: none"><li>• School Council representative</li></ul>
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