



THORNTON

**CURRICULUM
INFORMATION
2024 / 2025**

YEAR 8

CURRICULUM INFORMATION

This booklet is designed to familiarise you with the content and assessment procedures of each course offered to your daughter in Year 8. Every subject is covered in detail; we have specified termly content in many subjects, so that parents can have a better understanding of the topics being studied at a particular time. However this should be treated only as a guide, as length of terms varies, as does the pace of lessons.

Students at this level should be completing approximately one hour and forty-five minutes of homework each evening. This will enable your daughter to consolidate her knowledge, to practise skills and cover the requirement of the curriculum.

Your daughter should record the homework set for each subject and when it is due. Please ensure that you check and sign the homework diary each week. We hope that the homework diary can be an immediate medium of communication between home and school for parents, teaching staff and form tutors.

We hope that you will find this booklet useful.

Curriculum Information

Year 8

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Subject: Art, Craft & Design

Students taught and assessed with four Progression Objectives in mind. These objectives are in line with NSEAD (The National Society for Education in Art & Design). The four Progression Objectives are:

- Generating Ideas – skills of designing and developing ideas
- Making – skills of making Art, Craft & Design
- Evaluating – skills of judgement and evaluation
- Knowledge – knowledge about art processes and their context

These four Objectives ensure continuity and progression for each student as they develop creatively in preparation for GCSE.

Aims:

The Art syllabus aims to provide opportunities for all our students:

- To build on and improve practical and critical skills and to extend their experience of materials, processes and practices in two and three dimensions.
- To record and analyse first hand observations, and to explore a range of starting points to help them develop ideas for independent work.
- To analyse and evaluate work in order to adapt and refine it, and plan and develop it further.
- To develop knowledge and understanding of art, craft and design in contemporary societies and in other times and cultures.
- To work on collaborative projects, making the most of different strengths and interests within a team.

During the year students will cover the following curriculum areas:

1. Cultural Studies

- Looking at codes and conventions and how they are used to represent ideas, beliefs and values in art, craft and design. Investigating and evaluating appropriate primary and secondary sources.
- Developing recorded images through a variety of media and techniques.
- Creating an artefact or artwork in response to a cultural stimulus.
- Reviewing and modifying work to realise intentions.

2. Historical / Contextual Studies

- A broad based experience of two and three dimensional studies inspired by the work of an artist or Art Movement.
- Responding to art by showing the relationship of investigation and research to the development of the students' own work.
- Developing knowledge of how ideas, feelings and meanings are conveyed in images and artefacts.
- Experimenting with a variety of media and techniques.

3. The Natural World

- Reacting to source material to analyse and represent features of the natural and man-made environment through direct observation and research.
- Broad based exploration of media in two and three dimensions.
- Accessing visual and other information to use in developing ideas.
- Interpreting visual and tactile qualities to communicate ideas and meanings.
- Working in exaggerated scale within groups or teams.

Assessment:

Verbal and written feedback in portfolios (digital and/or physical).

Half Termly Progress reports.

Curriculum Information for Parents: Year 8 2024/2025

Subject: Computing

Computing covers the areas of Computer Science (CS), Information Technology (IT) and Digital Literacy (DL).

Aims:

For students to:

- understand how computer systems work
- develop skills in programming that can be applied in problem-solving contexts
- build quality digital artefacts using a range of software
- develop an understanding of social, legal and ethical issues related to computing
- become effective, safe and discerning users of a range of computing systems, to understand their place in a digital world

Course Content:

- How computer systems work: the study of hardware and software; data representation including the binary number system and graphics; computer networks and the Internet
- Programming and problem-solving: text-based languages (Python); web design using HTML/CSS and JavaScript
- Digital artefacts using a range of software: database, spreadsheets and graphics programs (to provide assets for web design).
- Legal, social, environmental aspects: interwoven into project scenarios.
- Effective, safe and discerning users of a range of computing systems: Data Privacy and Security issues

Delivery and Assessment

- Carried out primarily through Firefly (the School's Learning Platform) and One Drive to support remote access.
- Formative assessment during lessons through observation of progress on school network
- Summative assessment through Firefly tasks, Unit Tests, Interim Exam (January) and End of Year Exam (May)

Subject: Design and Technology

10-week Course

Aims:

We wish to encourage children to:

- Identify, investigate and outline design possibilities
- Design and make prototypes that are fit for purpose
- Analyse and evaluate
- Demonstrate and apply knowledge and understanding of relevant specialist techniques and processes

Course Content

- Safety in the work area; the design of a graphical safety badge.
- The Design and manufacture of a Textile Quilted Wall Holder for Jewellery/Hair Accessories/Small items – Printed /Decorated with embellishments.

Or

- The design and manufacture of a 2D or 3Dimensional textile Clock with appliqué/embellished decoration – involving surface design and use of hand and machine sewing techniques/embroidery stitches.

To include:

- Exploring a Design Context.
- Product Investigation.
- Design of a title page.
- Creative designing from a source.
- Colour awareness in designing.
- Making of templates.
- Properties of materials.
- Step by step process diagram.
- Graphical presentation drawing techniques – Isometric.
- CAD – Design Space or 2D design.

The following processes and relevant equipment:

- Marking out.
- Shaping and forming by cutting.
- Surface decoration using – embellishments/dye sublimation/
- CAD/CAM cut vinyl.
- Reinforcing fabric. Bonded interfacing/wadding.
- Use of hand or machine sewing techniques – straight/zig zag stitch for hemming, joining, bias binding, embellishment.
- Components – Eyelets, fastenings, zip.
- Illustration and writing up of processes used.
- Testing and Evaluation of product.
- Other common processes of working and relevant theory work.

General design exercises:

- Disposable restaurant activity place mat for a child.
- School bag.
- Paper sculpture – hats, fish.

Projects may vary from year to year depending on student ability and group sizes.

Alternative project titles include:

The design and manufacture of a:

- Trinket keeper
- Draw-string bag
- Sleep mask
- Pencil case
- Quilted coaster or greetings card
- Purse
- Storage bucket
- Book mark using CAD/CAM
- Weaving – on a small loom using multimedia and a colour theme.

Assessment

Homework is assessed via the Firefly online platform.

Class work is assessed at different stages of working throughout the course.

An overall assessment of work is undertaken at the end of the two half terms in which Design and Technology is timetabled.

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Subject: Drama

Drama is part of the Arts Rotation, so students will complete 10 weeks of an intense, creative and engaging Drama curriculum, which will hopefully spark students' passion for Drama before it becomes one of their subjects for the whole year, in Year 9.

The Year 8 Drama course will continue to develop students' performance skills, as well as public speaking, communication, group work and self-confidence. Students will learn in a very practical, workshop-style environment, with all students being encouraged to participate fully in every lesson. We will continue to explore real world topics through discussion and performances, allowing students to express themselves freely, in a safe space.

This year, students will continue to create their own devised pieces, based up on a stimulus. This will allow students to practice scriptwriting and improvisation skills. Students will also now have a go at performing monologues and duologues, which they will write themselves, as well as whole group pieces. These pieces will be performed using elements of Stanislavski's teachings, meaning students will be striving to give the most realistic performances possible.

Students will be performing scripted work as well, taking the physical theatre skills learnt last year to the next step, discovering how to layer text on top of symbolic movement. Students will also be exploring choral movement, drawing influence from Greek Theatre. For this, students will be creating their own masks, which they will then use in performance.

Assessment

Students will be assessed across the course, with each of their performances contributing to their overall grade for that half term.

Subject: English

Aims:

The same approach is followed as in Year 7, with work based on texts studied in class. Similar Speaking and Listening activities are undertaken, but with more challenging tasks being set and a focus on the correct use of standard English. Students will be given opportunities to talk in a range of contexts, including those that are more formal and will be encouraged to adapt their presentation to different audiences.

The use of the Library and regular Reading Challenges is continued, with students being encouraged to read more demanding texts and to learn to develop a lively critical appreciation.

The importance of planning, drafting (on paper or on screen) and proof-reading written work is stressed and a wider range of writing skills is taught, allowing expression of thoughts and feelings as well as description of events and experiences.

There is a closer study of more challenging texts and a more detailed analysis of themes and conventions.

Michaelmas Term

- Students study a prose fiction text, as well as linked poetry, and develop their skills of analysis in response to plot and structure, characterisation and setting. A range of creative work arising naturally from the text is also set.
- Students will develop a more advanced range of critical terminology, applying this to their set novel. Analysis will progress from language to structure.
- A weekly spelling, punctuation and grammar test will be set.

Lent Term

- Students study *Much Ado About Nothing*, building on their study of Shakespeare in Year 7.
- A range of analytical and creative tasks, linked to the set play, will be undertaken.
- A weekly spelling, punctuation and grammar test will be set.

Trinity Term

- Students complete a unit on non-fiction linked to a theme.
- Key language skills will be revised in preparation for the end of year exams.
- A weekly spelling, punctuation and grammar test will be set.
- Students will sit English Language examinations for Reading and Writing.

Subject: English for Speakers of Other Languages

Students attending this School reflect the universality of the Congregation of Jesus and Mary. Many of the girls come from Spain and Mexico for one year. They follow the normal school curriculum corresponding to their age and have their studies convalidated for re-entry into their appropriate schools. For several years girls from Hong Kong have joined this School at various ages and continued up to, and including, Year 11, thus taking GCSE examinations in a variety of subjects. In addition to these groups of Spanish and Cantonese speaking students we welcome students from China, France, Germany, Greece, Japan, Ukraine, Russia, South Korea, Nepal and Thailand.

Aims:

The aims of this department at Thornton College are:

- to help the students from overseas to develop their ability to communicate in English both orally and in writing;
- to encourage an awareness of other cultures and customs and to respect the differences;
- to support the students within the curriculum.

Course Content:

Most girls, for whom English is a second language, come for a short Induction Course prior to the beginning of the Academic Year. During this time they are given a Placement Test. This gives the staff an indication of their level of English.

In Year 8 study lessons are time-tabled against foreign languages. These girls have four, forty minute lessons per week. During these lessons girls follow an appropriate Cambridge English examination course.

ESOL lessons are delivered at four different levels; KET, PET, FCE and CAE. The lessons are differentiated and aimed at individual ability.

The girls follow the Cambridge ESOL courses according to their ability. The majority take the "Preliminary English Test", while an able student may take the "First Certificate in English"

Subject: Geography

Aims:

The study of geography stimulates an interest in and a sense of wonder about places. It helps young people make sense of a complex and dynamically changing world. It explains where places are, how places and landscapes are formed, how people and their environment interact, and how a diverse range of economies, societies and environments are interconnected. It builds on students' own experiences to investigate places at all scales, from the personal to the global.

Course Content

Michaelmas Term

- Population - Investigating why and how population changes in different areas. How and why the population of the world is not spread evenly.
- World Issues - Learning about climate change and problems of food supply and water resources. How our use of energy may change.

Lent Term

- Coasts - Studying various UK coastlines and investigating the effect of erosion. As well as looking at coastal erosion and management we also look at the impact of tourism on the coasts.
- Ecosystems - Learning about ecosystems will help students understand our world and appreciate the different types of vegetation and wildlife found across the earth's surface. These include the Tropical Rainforests, Deserts and Polar Regions.

Trinity Term

- Map skills - Students develop skills learnt in Year 7 using satellite photography and Geographical Information Systems (GIS). Students will also use maps to focus on Africa, Russia, China and the Middle East.
- Asia – An in-depth look into the key economies and cultures in Asia.

Assessment

- Regular testing.
- Quizzes, homework, end of unit assessments and in-class exam style questions.

Subject: History

Aims:

To acquire knowledge, skills and understanding by:

- Using dates and subject specific vocabulary
- Analysing ideas, beliefs and attitudes
- Organising and reporting information
- Using historical evidence

Course content: The Development of Britain (c.1600-1928)

Michaelmas Term

- The English Civil War
- The transatlantic slave trade

Lent Term

- Historical fiction competition
- The rise and fall of the British Empire

Trinity Term

- The impact of the Industrial Revolution
- The extension of the franchise in Britain

Assessment

- End of unit in class assessments
- Homework and class projects
- Formal assessment in line with the whole school

Learning Development

The Learning Development Department offers support for individual students either on a regular or occasional basis as the need arises. The Learning Coordinator works closely with pastoral staff, subject specialists and parents to support curriculum access for all and to offer advice and guidance so all students can develop and achieve to their highest potential.

All students have access to:

- Advice on using effective study skills and strategies for efficient learning
- Help with time management and organisation
- Advice and guidance regarding referrals to outside agencies and reasonable adjustments where necessary
- Screening to help identify specific difficulties where applicable
- Gathering information in preparation for GCSE Access Arrangements to ensure there is evidence to apply for the appropriate provision of examination access arrangements.

Mrs A Woodruff

Subject: Mathematics

Aims:

To learn, enjoy and progress through Mathematics.

To foster a resilience in problem solving.

To develop reasoning, justifying, generalising and functional skills.

Course Content

Michaelmas Term

- Number
 - Calculations
 - Divisibility and division
 - Calculating with negative integers
 - Powers, roots and brackets
 - Multiples and factors
- Area and Volume
 - Area of a triangle, parallelogram and trapezium
 - Volumes of cubes and cuboids
 - 2D representations of 3D solids
 - Surface area of cubes and cuboids
 - Measures
- Statistics, graphs and charts
 - Pie charts
 - Using tables
 - Stem and leaf diagrams
 - Comparing data
 - Scatter graphs
 - Misleading graphs
- Expressions and equations
 - Algebraic powers
 - Expressions and brackets
 - Factorising expressions
 - One and two-step equations
 - The balancing method

Lent Term

- Real-life graphs
 - Conversion graphs
 - Distance-time graphs
 - Line graphs
 - Real-life graphs
 - Curved graphs

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- Decimals and ratio
 - Ordering decimals and rounding
 - Place-value calculations
 - Calculations with decimals
 - Ratio and proportion with decimals
- Lines and angles
 - Quadrilaterals
 - Alternate angles and proof
 - Angles in parallel lines
 - Exterior and interior angles
 - Solving geometric problems
- Calculating with fractions
 - Ordering fractions
 - Adding and subtracting fractions
 - Multiplying fractions
 - Dividing fractions
 - Calculating with mixed numbers

Trinity Term

- Straight-line graphs
 - Direct proportion on graphs
 - Gradients
 - Equations of straight lines
- Percentages, decimals and fractions
 - Fractions and decimals
 - Equivalent proportions
 - Writing percentages

Percentages of amounts

Assessment

- Unit and half-termly assessments (which may be set as homework, as open book tasks or short class tests)
- Formal assessments in line with the whole school

Subject: Modern Foreign Languages

Aims:

To gain cultural awareness as well as an awareness of the importance of studying foreign languages.

Subject: French

Aims for our students:

- To develop the ability to use French effectively for practical communication;
- To develop a sound basis of skills, language and attitudes to study;
- To be challenged through having high, yet achievable expectations;
- To understand concepts and conventions;
- To be active learners;
- To be engaged and motivated;
- To work with others;
- To be independent learners;
- To be reflective learners.

Course Content

- **Topics and Vocabulary:** Revision of families, jobs, work routine, revision of where people live, revision of weather, 24 hour clock, verb tables, events in the past, TV programmes, invitations and excuses, chores at home, clothes.
- **Grammar:** “er” verbs, the negative ne...pas, masculine and feminine nouns, “être” and “avoir”, “depuis” + present tense, “venir”, “quand” and “si”, “aller” and “faire”, “ir” and “re” verbs, the perfect tense with “avoir”, the perfect tense with irregular past participles, “c’était” + opinions, the perfect tense with “être”, “vouloir”, “pouvoir” and “devoir”, adjectives, comparative adjectives.

Assessment

- Vocabulary and verb tests;
- Continuous assessment of writing, reading, listening and speaking skills;
- Formal assessments in line with the whole school.

Subject: Spanish

Aims: Spanish offers opportunities for students:

- To become increasingly familiar with the sounds, written form, and grammar of a modern foreign language.
- To use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing.
- To develop language skills and language-learning skills, including applying their knowledge of grammar and structures, so that they become increasingly independent learners and users of Spanish.
- To use Spanish as the principal means of communication within the classroom, and beyond it where opportunities exist;
- To increase their cultural awareness by learning about Spanish-speaking countries and their peoples, and by working with materials from those countries.
- To form a sound basis for further study in key stage 4 and beyond.

Creativity in language learning

As students' independence increases, they can be encouraged to become more creative in their use of language and in the way they work, using language for their own purposes rather than merely to practise skills.

Examples of creativity in learning Spanish include:

- Replacing words or phrases in sentences with other words or phrases of students' own choosing
- Adding extra details or ideas to what they say or write, e.g., in role plays or letters
- Adapting or composing songs, poems, and rhymes
- 'Brainstorming' ideas, as a whole class or in small groups, around a topic or aspect of language, e.g., listing as many adjectives as possible before describing their favourite actor or actress
- Using a variety of media, including ICT, to express themselves in Spanish.
- Expressing or presenting things differently, e.g., using information from a holiday brochure as a stimulus for writing a holiday diary or postcard.
- Creating spoken and written presentations, sketches and role-plays that draw on previously learnt language.

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Course Content:

Michaelmas Term

Topics and Vocabulary: Where you live, home, activities, bedroom, daily routine, free-time, telling the time, sports

Grammar: Further adjectival agreements, stem-changing verbs, prepositions, reflexive verbs, “salir”, “hacer”, “ir”.

Lent Term

Topics and Vocabulary: Opinions, what are you going to do, describing your town, directions, invitations.

Grammar: “me gusta” and infinitives, the near future tense, comparatives, “estar” “querer”, and “querer” and infinitives. Preterite tense

Trinity Term

Topics and Vocabulary: Weather, activities in the town, using tenses together, descriptions, places in town, extended interviews.

Grammar: Using the preterite of ‘er’ and ‘ir’ verbs, time expressions.

Assessment

- Vocabulary and grammar tests
- End of unit assessments
- Continuous assessment of all four skills
- Homework, and classroom projects
- Formal assessments in line with the whole school.

Subject: Music

Aims:

Music in Year 8 is based on practical work. The aim is to involve every child in a range of classroom musical activities including:

- Listening to and appraising a wide range of music from popular styles, world music and western classical music. The emphasis is on 'active' listening with students being required to complete written answers, analysing aspects of the piece to which they are listening as well as listening to and appraising their peers' music-making.
- Performing a range of musical material for individual, group and classroom performance. This includes singing, percussion, keyboards and playing their own instruments.
- Composing in a number of styles. Through composition workshops the students learn to put musical theory into practice. From their understanding of simple musical structures, the students learn to include details of style, texture and instrumentation.

Course Content

Michaelmas Term

Unit 1: Primary Harmony

- During this unit of work students will learn how chords are formed, how they relate to a key, and will understand basic chord progressions.
- Students will listen to songs with basic chord progressions such as Lean on Me and Wonderwall and will perform these as a class.
- Students will compose their own chord sequences and learn to write melodic lines to fit over their harmonic progressions.
- Through aural activities students will be introduced to Chord ii and Chord vi in a major key and will investigate the differing qualities they offer to a progression.
- Students will be encouraged to add 7ths and 9ths to their chords and to use inversions in their progressions.

Lent Term

Unit 2: Writing a Song!

- Students will work in a verse-chorus structure to create a chord sequence and vocal line using the variety of chords they have studied.
- They will create their own lyrics and melody line to sing
- Students will record their songs using GarageBand software and record a live performance of the vocal line into a track.
- Students will perform their songs to the class.
- Students will evaluate their work and that of their peers.

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Unit 3: An Introduction to the Blues

- Through listening and analysis activities students will be introduced to the structure and sound of a 12 bar Blues.
- Students will use their harmonic understanding to aurally identify the harmonic progression used in a blues.
- Students will take part in a class performance of a blues before writing their own Blues compositions.

Trinity Term

Unit 4: Lieutenant Kije's March

- Students will learn to work on the notation-based software 'Sibelius.'
- Students will compose their own melodic version of Lieutenant Kije by Prokofiev, and will develop a basic accompaniment using the harmonic knowledge gained in previous units of work in Year 8.

Assessment

Students are assessed verbally throughout Year 8 when both the teacher and their peers give feedback and positive criticism of their performances or compositions. All tasks given allow students to be creative and care is taken in group work to vary the dynamics and ability of the students working together. Students are encouraged to use self-assessment at the end of a unit of work when they complete a self-assessment form which allows them to reflect on what they have achieved. Performances and compositions are recorded to build up a record of each student's progress throughout the Middle Years.

Subject: PHSEE

Our PHSEE course covers the following areas in each year, with emphasis on progression;

- Self Awareness
- Health
- RSE (Relationships and Sex Education)
- Social/Moral
- Environment
- Economic
- Skills
- Careers (see additional information)

In addition, we incorporate the Thornton Keys Skills Award, which offers accreditation for evidence of skills other than the purely academic. We believe that students should receive recognition for their efforts, talents, abilities and service in all spheres of life.

The Key Skills challenges are built in to the Programme of Study by the tutor. There is no exam in PHSEE but each student is expected to keep an organised folder of information sheets on the aforementioned topics and this will be checked on a regular basis.

The Thornton Key Skills Award

The Thornton Key Skills scheme starts from the position that all young people need to succeed in order to sustain their self-belief and self-image. We also believe that everyone can succeed at their own appropriate level, not in everything, but in many areas of human activity and that by capturing the opportunity for young people to succeed, we can continue to motivate them and “switch them on” to further learning and achievement. The programme sees the need to be generous in the interpretation of what it is to be able and intelligent and to recognise in the method of approach to teaching and learning, a wide variety of learning styles and the need to respond appropriately as teachers. This Award tests ability in the wider key skills as well as Working with Others, Problem Solving and Improving Own Learning and leads to a Certificate of Personal Effectiveness, which is completed in Year 10.

Aims:

The following are the general objectives, which we aim to achieve through PHSEE:

- to promote an understanding of society and the way in which it is governed and organised;
- to encourage a responsible attitude to money and personal possessions;
- to promote a healthy lifestyle and an awareness of safe and responsible behaviour;
- to encourage best use of time and abilities in relation to schoolwork and future career;
- to examine environmental and conservation issues and personal strategies for responsible involvement;
- to help students develop meaningful relationships with others based on mutual respect and understanding;

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- to enable each student to achieve a greater understanding of self, personal strengths and weaknesses, issues involved in growing up and the importance of personal responsibility;
- to introduce students to the responsibilities involved in family relationships, marriage and parenting;
- to develop community links, where possible, and to develop interest in economic and industrial affairs;
- to encourage the development of successful study skills;
- to provide an opportunity for people of the same age to share common experience and to learn from each other;

Key Stage 3: Year 8		National Curriculum target links: Healthy and safe Emotional Health Anti-bullying Citizenship / British Values SG = contributes to safeguarding Values – inc. diversity and equal opportunities	
Core Theme	Michaelmas Term	Lent Term	Trinity Term
Health and Wellbeing	My identity and skills Emotional Health Students will learn: - about where they live and belong and what they can do Students should: - recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self-esteem	Personal Protection Healthy and safe Students will learn: - the purpose and importance of immunisation and vaccination - about cancer prevention, including healthy lifestyles, acknowledging that childhood cancer are rarely caused by lifestyle choices	Drug education Healthy and safe Students will learn: - actual information about legal and illegal substances, including alcohol, volatile substances, tobacco and cannabis and the law relating to their supply, use and misuse ^{SG} - to recognise and manage different influences on their decisions about the use of substances, (including clarifying and challenging their own perceptions values and beliefs) including managing peer influence Students should: - begin to understand the personal and social risks and consequences for themselves and others ^{SG} of making different decisions regarding substances, including the benefits of not drinking alcohol (or delaying the age at which to start) and the benefits of not smoking/vaping including not harming others with second- hand smoke - begin to understand the terms ‘habit’, ‘dependence’ and ‘addiction’ in relation to substance use and to whom to talk if they have concerns

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Key Stage 3: Year 8		National Curriculum target links: Healthy and safe Emotional Health Anti-bullying Citizenship / British Values Values – inc. diversity and equal opportunities	
		<small>SG</small> = contributes to safeguarding	
Core Theme	Michaelmas Term	Lent Term	Trinity Term
Relationships	<p>Different types of relationships Emotional Health Values</p> <p>Students will learn:</p> <ul style="list-style-type: none"> - about the roles and responsibilities of parents, carers and children in families - how to deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement <p>Students should:</p> <ul style="list-style-type: none"> - understand the importance of friendship and to begin to consider love and sexual relationships in this context <small>SG</small> - know that they have rights over their bodies and other people have no right to touch them in intimate places without their express consent <small>SG</small> - begin to consider different levels of intimacy and their consequences - acknowledge the right not to have intimate relationships until ready 	<p>Sex, sexuality, sexual orientation Emotional Health Values Citizenship/British Values</p> <p>Students should:</p> <ul style="list-style-type: none"> - begin to recognise that there is diversity in sexual attraction and developing sexuality - begin to understand what expectations might be of having a boy/girl friend and to identify characteristics of an unhealthy relationship - begin to understand the unacceptability of sexist, homophobic, transphobic and disablist language and behaviour, the need to challenge it and how to do so 	<p>Consent Healthy and safe Emotional Health Values Citizenship/British Values</p> <p>Students will learn:</p> <ul style="list-style-type: none"> - what laws exist to protect their right to withhold their consent <small>SG</small> (including the legal age of consent for sexual activity) - that consent is freely given and that being pressurised, persuaded or coerced to agree to something is not 'consent' - that there are risks associated with female genital mutilation (FGM), it is criminal act in the UK - that there are sources of support for themselves and their peers who they believe may be at risk or who may have already been subject to FGM <small>SG</small> - how to cope/deal with a breakdown in a relationship and the effects of change, including loss, separation, divorce and bereavement <p>Students should:</p> <ul style="list-style-type: none"> - recognise when others are using inappropriate persuasion, and coercion and how to respond - begin to understand about readiness for sex and the benefits of delaying sex (or any level of sexual contact)
Living in the Wider	<p>Opportunities and Me Emotional Health Citizenship/British Values – participation, making a contribution</p> <p>Students will learn:</p> <ul style="list-style-type: none"> - to identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability <p>Students should:</p> <ul style="list-style-type: none"> - about different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work 	<p>Money and Me Citizenship – participation, making a contribution</p> <p>Students will learn:</p> <ul style="list-style-type: none"> - about different types of business, how they are organised and financed <p>Students should:</p> <ul style="list-style-type: none"> - begin to assess and manage risk in relation to financial decisions that young people might make 	<p>Me, Money and Choices Citizenship/British Values Values Healthy and safe Emotional Health</p> <p>Students will learn:</p> <ul style="list-style-type: none"> - about ethical consumerism/ investments <p>Students should:</p> <ul style="list-style-type: none"> - explore social and moral dilemmas about the use of money, (including how the choices students make as consumers affect other people's economies and environments)

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The order in which these topics are taught may vary and the topics themselves may change slightly from term to term. However, all sections will be covered. Assessments take place before, during and after each topic. These may take the form of verbal, student, peer or teacher assessments, depending on the topic.

Online Safety Talk: Students will have a clear understanding of how to change internet settings on electronic devices, specifically how to set security settings on social networking sites.

RSE

If you would like more information about the content of the RSE course, please feel free to contact Mrs Lewis. This curriculum content complies with statutory requirements and is in keeping with best practice outlined by the PSHE Association and the recommendations of the Catholic Diocese of Northampton.

Subject: Careers

The Careers lessons encourage students to understand themselves, know where to look for useful information and plan for the future. It is felt that self-awareness, self-determination and self-improvement underpin aspiration, ambition and achievement in Careers, learning and the world of work.

- Different learning styles explored and how they can help with revision, study and option choices
- School and work – differences and similarities between expectations and behaviour at school against those at work
- What do you want from work? What motivates people to work in certain fields
- Enterprise topic – setting up a company, designing, marketing and selling a product
- Young Enterprise £10 Challenge

Subject: Physical Education

Aims:

1. To establish a sound skills base for movement.
2. To develop the social awareness, and discipline required for team games.
3. To develop an understanding of how exercise affects the body and build terminology relating to the muscular and skeletal system.
4. To enhance their understanding of tactics and strategies.
5. To play with a greater understanding of the rules.
6. Have an understanding of different fitness tests.

Course Content

Michaelmas Term

Swimming
Dance
Hockey/Netball/Football

Lent Term

Badminton
Athletics
Hockey/Netball/Football

Trinity Term

Swimming
Athletics
Cricket/Rounders/Tennis

Games Afternoon

All games will be taught on a Monday afternoon in conjunction with Year 7. This will allow for fixtures to be played whether in the afternoon or at the end of the school day. Some fixtures will continue to take place at the end of the school day on other days. U13A & B teams will be fielded in all sports.

Assessment

Each unit is assessed on the ability of the individual to follow and to progress in the work given, their knowledge of rules and tactics and their understanding within sport. Competitions in Form, House and Inter-School allows the girls to assess their own standards within their peer group, and be able to compare their standards against other schools.

Curriculum Information for Parents: Year 8 2024/2025

Subject: Religious Education

Thornton College, as a Catholic School, places Religious Education as a core subject at the heart of the curriculum. Our school Mission Statement is the basis for all we do in the RE Department.

“To educate young people to meet the challenges of life courageously, to use their talents to the full and to live the values of Christ’s Gospel.”

Aims:

- To promote a knowledge and understanding of Christianity and its relevance to life in the twenty first century.
- To encourage the students to question, reflect, wonder and think deeply about the mystery of life, using their own experiences as well as those of others.
- To assist in the students’ spiritual and moral development and so encourage a growth in faith and commitment.
- To help the students develop a meaningful, satisfactory relationship with others of any faith or race, based on love understanding and respect.
- To support the students in their personal search for meaning and to help them develop the skill of articulating their own beliefs.
- To help the students determine their own place in the community and understand the responsibilities this entails.
- To ensure that the students, regardless of ability level, develop, knowing that they are respected and valued as people and knowing that what they say or do matters to other people.
- To help the students develop a positive attitude of enquiry towards religion by experiencing its many facets such as language, worship and festivals.
- To help the students gain knowledge about various aspects of religion, thus preparing them for life in today’s multi-cultural society and leading them to a greater understanding of the diversity of the global community.
- To give an impartial introduction to some of the world’s major religions.
- To make the schemes of work relevant and interesting to the students, so enabling all students to gain from the course and to recognise their own personal progress.
- To monitor constantly the effectiveness of the programme.

This course is designed to encourage students to begin to think deeply about some profound questions.

Michaelmas Term:

Creation and Covenant

What is the story of the Fall?

What is the meaning of the Fall?

What is sin?

Why are God's commands so important?

Why have rules in the first place?

What is conscience?

What is the Sacrament of Baptism?

Who should be baptised?

Ethical Option: What does love of neighbour mean today?

Artistic Expression: What does love of neighbour mean today?

Lived Religion Option: Why are some Christians conscientious objectors?

Prophecy and Promise

What is a prophetic text?

How does Jeremiah fulfil the prophetic pattern?

Why do prophecies contain calls to repentance?

How do prophecies call for care of the poor?

Why do prophecies criticise external religion?

Why do prophecies make warnings and promises?

How are images and parables used in prophecies?

Why do prophecies talk about a faithful few?

How do prophecies show God as a judge of all nations?

Why is John the Baptist important?

How are lay people called to be witnesses of Christ?

How is Advent connected to prophecy?

Ethical Option: What does the Church teach about superstition?

Artistic Expression Option: How do Christmas carols reflect prophetic messages?

Lived Religion Option: Who was St Oscar Romero?

Lent Term:

Galilee to Jerusalem

How should we read scripture?

What is the Kingdom of God?

Who did Jesus encounter in his ministry?

How did Jesus treat marginalised people?

How did Jesus reach out to gentiles and women?

What are parables?

What did Jesus' parables teach about eschatology?

What were the miracles of Jesus?

What did Jesus' miracles over sickness reveal?

How does Jesus' ministry call us to enter the Kingdom?

What is the Anointing of the Sick?

Ethical Option: What are Catholics called to help in the refugee crisis?

Artistic Expression Option: How does art express the Kingdom of God?

Lived Religion Option: How did Father Damien of Molokai serve others?

Desert to Garden

Why do we suffer?

Is there a meaning to suffering?

Why is Jesus called the suffering servant?

Why did God allow Jesus to suffer?

How do Christians prepare during Lent?

What is the Easter Triduum?

What is the Sacrament of Reconciliation?

Why is the Sacrament of Reconciliation important?

Ethical Option: Why does God allow suffering?

Artistic Expression Option: How is the Crucifixion shown through art?

Lived Religion Option: Who are Margaret and Barry Mizen?

Trinity Term:

To the Ends of the Earth

What does the Bible say about the Resurrection?

What is the significance of the empty tomb?

How did the disciples react to the Resurrection?

What is the central truth of Christian faith?

Do humans have a soul?

What happens at the end of human life?

Why is baptism necessary?

What are Catholic funeral rites?

Ethical Option: is the Catholic belief in purgatory biblical?

Artistic Expression Option: How can art teach about the Resurrection?

Lived Religion Option: How do Christian funeral traditions differ?

Dialogue and Encounter

Why was the Second Vatican Council important?

Why is Ecclesiam Suam important?

What is the Ukrainian Greek Catholic Church?

Assessments:

- Regular informal quizzes
- Extended pieces of writing
- End of unit assessments

Subject: Science – Year 8

The course followed by students in Year 8 has three goals:

1. For students to learn age-appropriate scientific knowledge.
2. For students to learn that scientific knowledge is tested with experiments, and to learn thirty processes and skills that are used when doing experiments.
3. To develop an enthusiasm for and enjoyment of science, and to feel like they can identify themselves as scientists in the future.

The course follows the Collins Education Key Stage 3 books. These are based on the National Curriculum for Science. Students work through foundation units in biology, chemistry and physics. These units are excellent preparation for further study at GCSE level. Students sit levelled examinations at the end of each unit of study.

In Year 8 students will study the following units:

- **Unit 1 – Respiration Getting the Energy Your Body Needs**
- **Unit 2 – Looking at Plants and Ecosystems Energy in Life**
- **Unit 3 – Evolution and Microbes Explaining Physical Changes**
- **Unit 4 – Reactions of Acids Explaining Chemical Changes**
- **Unit 5 – Types of Reaction Exploring Forces**
- **Unit 6 – Magnetism and Electricity Earth Chemistry**
- **Unit 7 – Forces and Energy**
- **Unit 8 – Waves**
- **Unit 9 – Magnetism**

In addition to the scientific knowledge learned during content-driven lessons, students will also follow a bespoke practical scheme of work, which is devised by the science department at Thornton. Students complete lessons that aim to teach specific aspects of the scientific method. These are then assessed via practical examinations, where students are required to carry out practical techniques on their own.

We also believe that enrichment of science is key in driving students to become interested in the subject. A small number of lessons are devoted to extended projects and enrichment activities. Examples of these including DNA extraction and STEM-related group tasks.

The table below shows an outline of the content covered in each unit:

Curriculum Information for Parents: Year 8 2024/2025

	Core Content Outline
Unit 1 & 2	<ul style="list-style-type: none"> • The structure and functions of the gas exchange system in humans, including adaptations to function • The mechanism of breathing to move air in and out of the lungs, using a pressure model to explain the movement of gases, including simple measurements of lung volume • The impact of exercise, asthma and smoking on the human gas exchange system • The role of leaf stomata in gas exchange in plants. • Aerobic and anaerobic respiration in living organisms, including the breakdown of organic molecules to enable all the other chemical processes necessary for life • A word summary for aerobic respiration • The process of anaerobic respiration in humans and micro-organisms, including fermentation, and a word summary for anaerobic respiration • The differences between aerobic and anaerobic respiration in terms of the reactants, the products formed and the implications for the organism.
Unit 3	<ul style="list-style-type: none"> • The reactants in, and products of, photosynthesis, and a word summary for photosynthesis • The dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere • The adaptations of leaves for photosynthesis. • The interdependence of organisms in an ecosystem, including food webs and insect pollinated crops • The importance of plant reproduction through insect pollination in human food security • How organisms affect, and are affected by, their environment, including the accumulation of toxic materials.
Unit 4 & 6	<ul style="list-style-type: none"> • The order of metals and carbon in the reactivity series • The use of carbon in obtaining metals from metal oxides • Properties of ceramics, polymers and composites (qualitative). conservation of material and of mass, and reversibility, in melting, freezing, evaporation, sublimation, condensation, dissolving • Similarities and differences, including density differences, between solids, liquids and gases • Brownian motion in gases

Curriculum Information for Parents: Year 8 2024/2025

	<ul style="list-style-type: none"> • Diffusion in liquids and gases driven by differences in concentration • The difference between chemical and physical changes. • The composition of the Earth • The structure of the Earth • The rock cycle and the formation of igneous, sedimentary and metamorphic rocks • Earth as a source of limited resources and the efficacy of recycling • The carbon cycle • The composition of the atmosphere • The production of carbon dioxide by human activity and the impact on climate.
<p style="text-align: center;">Unit 5</p>	<ul style="list-style-type: none"> • Chemical reactions as the rearrangement of atoms • Representing chemical reactions using formulae and using equations • Combustion, thermal decomposition, oxidation and displacement reactions • Defining acids and alkalis in terms of neutralisation reactions • The pH scale for measuring acidity/alkalinity; and indicators • The reactions of acids with metals to produce a salt plus hydrogen • Reactions of acids with alkalis to produce a salt plus water • What catalysts do.
<p style="text-align: center;">Unit 7</p>	<ul style="list-style-type: none"> • Comparing energy values of different foods (from labels) (kJ) <ul style="list-style-type: none"> • Comparing power ratings of appliances in watts (W, kW) • Comparing amounts of energy transferred (J, kJ, kW hour) • Domestic fuel bills, fuel use and costs • Fuels and energy resources. • Simple machines give bigger force but at the expense of smaller movement (and vice versa): product of force and displacement unchanged • Heating and thermal equilibrium: temperature difference between two objects leading to energy transfer from the hotter to the cooler one, through contact (conduction) or radiation; such transfers tending to reduce the temperature difference: use of insulators • Other processes that involve energy transfer: changing motion, dropping an object, completing an electrical circuit, stretching a spring, metabolism of food, burning fuels • Pressure in liquids, increasing with depth; upthrust effects, floating and sinking • Pressure measured by ratio of force over area – acting normal to any surface. • forces being needed to cause objects to stop or start moving, or to change their speed or direction of motion (qualitative only)

Curriculum Information for Parents: Year 8 2024/2025

Unit 8 & 9	<ul style="list-style-type: none">• the similarities and differences between light waves and waves in matter• Light waves travelling through a vacuum; speed of light• The transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface Science – key stage 3 12• Use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye• Light transferring energy from source to absorber leading to chemical and electrical effects; photo-sensitive material in the retina and in cameras• Colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection.• Magnetic poles, attraction and repulsion<ul style="list-style-type: none">• Magnetic fields by plotting with compass, representation by field lines• Earth’s magnetism, compass and navigation• The magnetic effect of a current, electromagnets, D.C. motors (principles only).
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Subject: Support Studies

Students attending Thornton College reflect the universality of the Congregation of Jesus and Mary. Many of the girls have different levels of abilities and Support Studies lessons aim to support the needs that girls may have. Girls follow the normal school curriculum but may be advised to discontinue studying one language in order to develop their broader literacy skills. Girls may join Support Studies following the advice and recommendation of the SENCO at the end of Year 7.

Aims:

The aims of this department at Thornton College are;

- to develop literacy skills for use across the curriculum
- to develop strategies to overcome difficulties
- to foster resilience
- to support the students within the curriculum.

Course Content:

In Year 8 Support Study lessons are time-tabled in place of one foreign language. These girls have two, forty minute lessons per week. During these lessons, girls follow an appropriate scheme of work to develop literacy skills to use across all subjects.

The course content is designed to help girls;

- Identify and understand the main themes, information and ideas in texts
- Interpret information and ideas in texts: make inferences and show what is implied
- Summarise information: explain the main information and ideas in texts in their own words.
- Show an awareness of structure: sentence structure, paragraphs, punctuation, openings, closure, and repetition.
- Identify similarities and differences in the main themes, ideas and information between two texts
- Produce sustained pieces of informative (non-fiction) and imaginative (creative) writing
- Improve their speaking - Attempt explanations, expand on comments, use detail in descriptions
- Develop skills to self-correct misspelling of common words
- Develop handwriting and presentation skills
- Identify, practice and use several effective revision methods
- Reflect upon the effectiveness of the revision strategies used
- Build the higher-order skills girls need to comprehend, analyse, evaluate, and compare increasingly complex literary and informational texts by using the Lexia Power Up programme.