

CURRICULUM OVERVIEW

LOWER 4 (YEAR 8)

2025-26



CURRICULUM POLICY

OUR VISION is to be a leading school in the UK, committed to educational excellence in a caring and happy environment that fosters a life-long love of learning.

OUR MISSION is that our team of inspiring teachers will instil in each individual the confidence to excel academically, socially and morally. Through an educational experience designed specifically for girls, we are able to give them the skills and the courage to go out into the world and make a real difference.

OUR AIMS are that our students will:

- develop their love of learning
- demonstrate creativity and curiosity
- be socially responsible and compassionate
- become independent and reflective learners
- be culturally aware
- be confident with challenge and change

Our leavers will be equipped to succeed in a rapidly changing world.

The Maynard School defines the curriculum as the totality of the learning experience. We aim to provide a broad, balanced and relevant curriculum that stretches and challenges all our learners.

HOMEWORK POLICY

Lower 4 (Year 8)

A two-week timetable will be issued with 40 minutes per subject.



ASSESSING AND REPORTING STUDENT WORK

HOW WE REPORT ATTAINMENT (YEARS 7-9):

This mark will be used on reports and progress checks and is based on the same mark scheme applied to student work in books/files and standardised assessments.

Grade	Explanation
M	Mastery – work shows full understanding of key concepts and students are able to apply them in different contexts
S	Secure – work shows a secure understanding of key concepts
D	Developing – work shows some understanding of key concepts
E	Emerging – students are struggling with understanding the key concepts

HOW WE ARE REPORTING EFFORT (YEAR 7-YEAR 13) ON PROGRESS CHECKS AND REPORTS:

Effort is split into 3 categories: “**Home Learning**”, “**Attitude to Learning**” and “**Organisation**”.

Quality of Homework and Class Participation use a four-point scale: “**Outstanding**”, “**Very Good**”, “**Good**”, and “**Cause for Concern**”.

HOME LEARNING: This grade represents the effort that appears to be put into homework and its quality (but not necessarily level of attainment reached). We do not expect students to spend more than the allotted time on homework but reward focused engagement with tasks. Not all subjects set homework and may display the mark “n/a”.

ATTITUDE TO LEARNING: This grade represents engagement during lessons, for example, working well independently or as part of a group when required, getting on with tasks, using initiative and sharing creative ideas. The attributes of effective learning may include:

- Make appropriate contributions in class discussion
- Take a full part in class activities
- Work cooperatively in groups
- Stay focused on their learning
- Seek help promptly
- Review and reflect on their learning

We expect the majority of our students to be “**Very Good**”. The top band “**Outstanding**” is rarely used, and not all homework or classwork tasks routinely give the opportunity for students to demonstrate this.

“**Organisation**” applies to students being equipped for lessons and ready to learn with the correct books and deadlines met on time. This is graded “**well-organised**”, “**mostly organised**” and “**disorganised**”. We expect “**well-organised**” for all students.

Organised learners:

- Are punctual to lessons
- Bring books and equipment
- Keep tidy and complete notes
- Record homework tasks accurately
- Meet deadlines

CURRICULUM SUMMARY

Art & Design	1 period per week
Computing	1 period per week
Drama & Theatre Studies	1 period per week
English	4 periods per week
Food & Nutrition	1 period per week
Geography	1 period per week
History	1 period per week
Modern Languages (one from French and Spanish)	2 periods per week
Latin (optional)	1 period per week
Mathematics	4 periods per week
Music	1 period per week
PE / Games	3 periods per week
PSHE	1 period per week
Religious Studies	1 period per week
Science (Biology, Chemistry and Physics)	3 periods per week
Textile Design	1 period per week

All periods are 1 hour in length giving a 25 period per week cycle.

ART & DESIGN

Student year: **Lower 4 (Year 8)** Head of Department: **Mr O Hurd-Thomas**

SUBJECT OVERVIEW

The focus of the Lower 4 Art & Design course is to develop students' imaginative and creative abilities. They will develop their skills using a variety of media in both 2D and 3D. Both projects reflect the Art Department's model of the creative process and therefore develop students' skills in researching and analysing the work of other artists, exploring a range of making processes, and in recording the world through observational drawing and photography.

Accompanying the practical projects are lessons in Art History, introducing the basic framework of traditional/modern/contemporary Art, and a core knowledge base including key vocabulary, basic analytical skills using the formal elements, and fundamental topics relevant to all artists e.g. use perspective, or types of composition.

SUBJECT / TOPIC

SKILLS / ATTITUDES

The Theatre of Landscape

Students work towards developing a 3-D layered model of a landscape. In the process they extend their understanding of watercolour painting skills, and look at work by both traditional watercolour artists, theatre set design and paper engineers such as Robert Sabuda.

The Elephant Project

Working in teams students create a large scale white sculpture of an elephant's head. This as they do so they build their understanding of their observational drawing skills, and learn about projects such as the international Elephant Parade.

COMPUTING

Student year: **Lower 4 (Year 8)** Head of Department: **Mr J Friendship**

SUBJECT OVERVIEW

The students in Lower 4 will explore Computer Science in greater depth ensuring they are well equipped for GCSE and A-level subjects. A more mature attitude will be taken to e-safety, we also investigate how computer hardware works, build apps and create websites with html.

The students will learn about computing through three distinct learning pathways:

- The National Curriculum (with programming emphasis)
- Computer Training on software they need to extend their learning in all subjects
- E-Safety (keeping students safe in the digital environment)

NATIONAL
CURRICULUM

Understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming.

Understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal].

Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems.

COMPUTER TRAINING

Understanding Computers. Binary and Hex

Memory, Cache and Secondary Storage

Networking

HTML Coding

Web Development

App Development

Python coding

E-SAFETY

Ethical hacking - demonstrating online vulnerabilities

Cyber Crime and the Law



DRAMA & THEATRE STUDIES

Student year: **Lower 4 (Year 8)** Head of Department: **Mrs J Bellamy-Cooper**

SUBJECT OVERVIEW

In Lower 4 we begin to explore new techniques around theatre making and devising. We concentrate on text in performance and approaching and creating devised work whether initiated from fact, text or given scenario.

SUBJECT / TOPIC

Introduction to Devising Theatre
Work using negotiation and critical reflection.

‘The Diary of Anne Frank’ – using research and group negotiation to create a fully devised group performance piece using full lighting, costume and props.

‘That’s Unfair!’ Family/Peer Relationships - discussing and practically responding to different stimuli, in order to encourage students to identify with and work out common problems/themes/issues, in various-sized groups.

Play Reading/Analysis - extracts from some of the following texts: ‘The Trouble With My Brother’, ‘Frankenstein’, ‘Sherlock Holmes & The Limehouse Horror’, ‘A Feeling In My Bones’.

SKILLS / ATTITUDES

Exploring different structuring techniques to help devise independent and group drama eg - still image, crosscutting, split staging, use of levels, ensemble movement, use of contrast and pace.

Learning to share ideas, discuss problems and look at ways to bring out important feelings and images. Discussion of key themes such as challenging prejudice and identifying oppression. Making sense of ideas and organising them into effective, coherent dramatic pieces. Using lighting, sound, props, mime and still image work to heighten ideas and create atmosphere in order to highlight themes.

Rationalising and developing problem-solving using Forum Theatre. To re-create scenarios from real life where an injustice has occurred and use them as ‘rehearsals for reality’. To practically workshop - conflict resolution, exploring empathy.

Learning to use imaginative and critical faculties, perception and performance skills which bring text to life. Role-playing various characters and using sub-text to rationalise and bring to life aspects of the themes and issues raised by the text.

Assessing and evaluating audience reaction.

ENGLISH

Student year: **Lower 4 (Year 8)** Head of Department: **Mrs S Bean**

SUBJECT OVERVIEW

Lower 4 students continue to refine their written skills and begin to develop their appreciation of the English Literary Heritage from studying texts from other periods, as well as promoting cultural understanding by reading texts set in other cultures.

SUBJECT / TOPIC

Texts are chosen at the class teacher's discretion but must include examples of prose fiction, drama, poetry and non-fiction texts. Works covered may include:

Novels:

- Animal Farm (George Orwell)
- Northanger Abbey (Jane Austen)
- Where the Heart Should Be (Sarah Crossan)

Poetry:

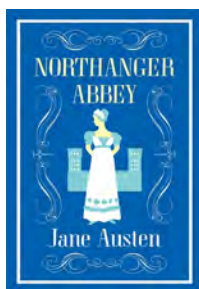
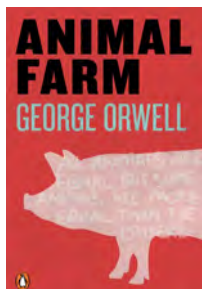
- A selection of poems, 'canonical' and more recent based on a topic the teacher thinks best suits the class

Drama:

- Shakespeare in performance

Non-fiction texts:

- Letter forms
- Journal entries
- Persuasive speeches



SKILLS / ATTITUDES

Speaking and Listening: All pupils engage in increasingly challenging role play, debating, drama, discussion, group and paired work. Pupils are introduced to Shakespeare in performance.

Reading: Texts are increasingly challenging in content and vocabulary and are investigated in more depth. Pupils discuss and write about language choice and effect with confidence, and learn how to incorporate detailed reference to texts. In poetry more study is made of rhyme, rhythm, structure and form.

Writing: Pupils broaden their range of skills to include analytical writing. As well as creating fictional narratives and poems, each pupil must revise the conventions of writing for different purposes (descriptive, persuasive, explanatory and argumentative).

Spelling, punctuation and grammar: Pupils develop their vocabulary; emphasis is put on correcting spelling mistakes and revising key spelling rules. Punctuation rules are revisited as necessary and greater import is placed on more ambitious use of punctuation. Pupils are made increasingly aware of how syntax can be manipulated to create a particular effect.

FOOD AND NUTRITION

Student year: **Lower 4 (Year 8)** Head of Department: **Mrs S Fanous**

SUBJECT OVERVIEW

At Key Stage 3 we continue to develop the understanding and practice of basic nutrition and healthy eating with particular consideration of the role and function of the current dietary guidelines and how this is applied to everyday meals. Students develop and extend their knowledge of cultural diversity, traditions and ritual foods eaten in the UK and around the world. Students broaden their baking skills and undertake a series of technical and creative baking challenges, through research, designing and developing recipes.

SUBJECT / TOPIC

Food Hygiene and safety

- Role and function of the current dietary guidelines for healthy eating and focused practical tasks
- Understand how to have a healthy, balanced diet
- The Eatwell Guide
- Starchy carbohydrates and the glycaemic index
- How to include plenty of fruit and vegetables in the diet
- Fish and alternatives
- How to cut down on sugar and saturated fat
- The importance of fibre in the diet
- Lower 4 Bake Off challenge
- World Food Culture and how it influences the food we eat

SKILLS / ATTITUDES

- To extend and develop key cooking skills and to become familiar with adapting recipes
- To apply knowledge of the Eatwell Guide in recipe selection and food choice
- To understand and improve the nutritional value of recipes focusing on salt, saturated fat, and starchy carbohydrates
- To understand the importance of fish and alternatives in the diet
- To understand and apply knowledge of the glycaemic index for everyday foods
- To learn and use a range of skills to create a selection of foods from around the world
- Develop time planning
- Group and individual, creative, and technical baking tasks. Research, time plan, design and develop recipes to be attractively presented
- Taste test and adapt recipes

FRENCH

Student year: **Lower 4 (Year 8)** Head of Department: **Mme C Smith**

SUBJECT OVERVIEW

In Lower 4, we provide opportunities for girls to develop and practise the range and complexity of their French enabling them to talk about themselves, their family and friends, their town, their school and daily routine as well as continuing to work on the French geography and culture.

SUBJECT / TOPIC

- Family description (character and physical descriptions)
- Pets and colours
- Family relationships and marriage
- Describing your bedroom and your house
- Producing a “My dream house” IT project
- Describing your town
- Asking and giving directions/ positions
- Expressing the advantages and inconvenience of countryside vs town
- Talking about issues in your town (environment and others)

Grammar

- The present tense in full including all regular verbs, modal verbs (pouvoir, devoir), avoir, être, aller and reflexive verbs
- Negatives
- Adjectival agreements and positions
- Prepositions
- Questions

SKILLS / ATTITUDES

- Learning to identify patterns in the French language
- Developing techniques for memorising words, phrases and spellings
- Learning to use previous knowledge, context and other clues to work out the meaning of what we hear or read
- Adapting language we already know in new contexts for different purposes



GEOGRAPHY

Student year: **Lower 4 (Year 8)** Head of Department: **Miss K Williamson**

SUBJECT OVERVIEW

In Lower 4 the curriculum helps pupils enhance understanding and knowledge of places and global issues. Interdependence becomes an important theme and pupils explore the world at different scales. We continue to explore new graphical and GIS skills. We also run a trip to the coast to complete fieldwork and take part in a decision-making exercise.

SUBJECT / TOPIC

Population: Causes of population change, factors affecting birth and death rate. How populations can be predicted and how they change over time. The ways populations can be managed through population policies and the challenges of our changing UK population.

Power and Borders: Understanding why we have borders and thinking about how territory is influenced. Considering the opportunities and challenges of migration. Migration between Mexico and the USA. Conflict in the Middle East. Technological borders and control in China and changing borders - Brexit.

Dynamic Landscapes: Considering Earth History and Geological timescales. Continental Drift. Geological Hazards. The rock cycle and rock identification.

Coasts: Wave formation and characteristics, landforms of erosion and deposition. The challenges of coastal management.

Coastal Fieldwork: Fieldwork at the end of Lower 4 is designed to encourage our girls to develop enquiry skills and think through how to design an enquiry, write a methodology and collect data. We use graphical techniques and GIS to present results. Girls learn how to conclude and evaluate their research.

SKILLS / ATTITUDES

- Debating and synthesising arguments in extended writing and presentations
- Analysis and construction of climate graphs – drawing annotated diagrams. Measuring the weather/ climate graph analysis in local fieldwork
- Using GIS to plot fieldwork data
- Developing graphical skills using Excel

HISTORY

Student year: **Lower 4 (Year 8)** Head of Department: **Mr J Tabb**

SUBJECT OVERVIEW

At Key Stage 3 (Years 7– 9) the History course explores British History from 1066 to 1945. In Lower 4 our students will focus on the early-modern history, 1500-1750, and undertake a series of enquiries into some of the key events in this period.

SUBJECT / TOPIC

Early Modern History 1500—1750

- Brains, beauty or brute force: Who was the most significant Tudor monarch?
- Why did people in the 16th and 17th centuries believe in witchcraft?
- The Renaissance: How were our minds ‘reborn’?
- ‘A world upside down’: Who was most to blame for the English Civil War?
- How devastating was the Great Fire of London?
- Why was there a Revolution in France?

Industrial Revolution 1750-1900

- The Industrial Revolution or the British Empire: Which came first?
- What was it like to be a child during the Industrial Revolution?

SKILLS / ATTITUDES

- Analysing and evaluating evidence
- Understanding cause and consequence
- Exploration of relative importance of several linked causes
- Development of understanding that change and progress are not the same
- Understanding chronology and history as narrative
- Understanding the role of the individual
- Understanding Britain’s place within the wider world
- Understanding diversity within Britain



LATIN

Student year: **Lower 4 (Year 8)** Head of Department: **Dr L Keen**

SUBJECT OVERVIEW

The Lower 4 Latin course continues learning the language in the context of life in Pompeii and Roman Britain.

SUBJECT / TOPIC

Language: Be able to identify and translate:

- Nominative, Accusative and Dative cases
- Noun groups
- Personal pronouns
- Comparative and superlative adjectives
- Verb conjugations
- Use of the infinitive
- Translating longer sentences

Background: Explore what life was like including:

- Gladiators
- The baths and exercise
- Roman education
- The eruption of Mount Vesuvius
- Celtic and Roman society in first century Britain

SKILLS / ATTITUDES

- Increase understanding of sentence structure
- Increase skills in analysis and translation
- Develop derivation awareness
- Develop memory
- Latin Reading and Drama: presentation skills and interaction as a group
- Develop an awareness of the influence of the Roman Empire
- Increase appreciation of life and attitudes in different societies and cultures



MATHEMATICS

Student year: **Lower 4 (Year 8)** Head of Department: **Dr R Henderson**

SUBJECT OVERVIEW

In Lower 4, students deepen their understanding of key mathematical concepts while extending their knowledge into more complex areas such as algebra, geometry, and proportional reasoning. They build on prior learning from Upper 3, refining existing skills and developing new techniques to tackle more sophisticated problems.

SUBJECT / TOPIC

Number:

- Indices and factors
- Simplifying surds
- Ratio and proportion
- Consolidation of fractions,
- Percentages including multipliers
- Compound interest
- Fraction/decimal/percentage conversion
- Units of measure
- Compound measures

Algebra:

- Expanding single brackets
- Factorising single brackets
- Expanding double brackets
- Factorising monic quadratics
- Solving linear equations including single brackets
- Straight line graphs
- Rearranging formulae

Statistics:

- Venn diagrams, set notation
- Probability
- Frequency tables
- Mean, median, mode, range
- Quartiles and interquartile range
- Drawing and interpreting charts and graphs

Shape & Space:

- Pythagoras' theorem
- Right-angled trigonometry
- Nets and surface area of cuboids, prisms and pyramids
- Volume and surface area of prisms and pyramids
- Area and perimeter of circles
- Volume and surface area of cylinders
- Angles, bearings and maps
- Polygons: interior and exterior angles

SKILLS / ATTITUDES

- Non-calculator methods
- Mental arithmetic strategies
- Participation in mathematical discussions
- Willingness to ask and answer questions
- Engagement with practical and hands-on tasks
- Develop calculator methods
- Problem solving
- Completion of bespoke and challenging homework tasks
- Development of subject-specific study skills and independence

MUSIC

Student year: **Lower 4 (Year 8)** Head of Department: **Miss A Blackwell**

SUBJECT OVERVIEW

Pupils will experience the key components of the subject: performing, composing, listening and appraising. They will look at how music is constructed as well as learning about music from other eras and cultures.

SUBJECT / TOPIC

AUTUMN TERM

Variations

- In tonality
- In ground bass
- In popular song
- Class Concert

Building blocks

- Key elements of music
- Listening
- Appraising

African music

- Drumming techniques
- Syncopation, polyrhythm
- Musical instruments and features

SPRING TERM

British Pop Music

- Listening and appraising
- Putting musical developments in social context
- Music from the 1960s onwards
- Learning popular riffs

Jazz improvisation

- Blues chords and bass lines
- Swing rhythms
- Seventh chords

SUMMER TERM

Offbeat

- Reggae
- Hooks, riffs
- Bass lines and texture

BBC Ten Pieces

- Analysing and appraising set pieces
- Understanding music in context
- Concert etiquette

SKILLS / ATTITUDES

- Adding bass lines and chords to melodies
- More advanced harmonic writing
- Working with others towards performances and appraising progress
- Understanding the role of music in different societies

PHYSICAL EDUCATION & GAMES

Student year: **Lower 4 (Year 8)** Head of Department: **Mrs A Lewis-Weeks**

PE is assessed holistically using our Maynard ME in PE policy, looking at Physical ME, Social ME, Healthy ME, Thinking ME and Personal ME.

Gymnastics Thinking ME	Thematic approach and development of formal and educational gymnastic skills, both on floor and apparatus. Encouraging co-ordination and control, sequence work. Learning to work with others - support skills. Safety and self-awareness.
Dance Personal ME	Exploration of a range of dance movements using steps, gestures, formations, body shapes, contact work, and contrasts in dynamic and rhythmic patterning. Pupils will demonstrate creativity by incorporating control, rhythm, timing and aesthetics into sequences.
Netball Physical ME	Development of ball control and footwork skills, winning/restricting space, emphasis on basic tactics and spatial awareness. Set groups according to ability.
Hockey Physical ME	Development of stick work and ball control, more emphasis on reverse stick work. Accurate replication and outwitting. Introduction of set pieces, tactics and basic goal-keeping. Set groups according to ability.
Tag Rugby Healthy ME	Development of the game of tag rugby. Developing throwing and ball- handling skills. Knowledge of scoring, defensive and attacking play and outwitting opponents.
Cricket Personal ME	Introduction to the game of cricket. Basic rules and scoring. Batting and fielding techniques to outwit opponents.
Fitness for life Healthy ME	Introduction to the components of Fitness and the benefits of a warm-up and cool down. Understanding of health and fitness and the importance of these in maintaining a lifelong healthy lifestyle.
Badminton Social ME	Development of basic racquet skills and accurate replication of techniques, rules and scoring of singles and doubles.

Basketball Thinking ME	Introduction to ball-handling skills. Shooting, lay-up and basic small- sided games, and knowledge of rules.
Athletics Physical ME	Individual skill acquisition in all event disciplines. Improving personal performance and safety in participation.
Swimming Physical ME	Developing technique in all strokes. Survival skills and timed swims in all strokes. More emphasis on stamina and water skills.
Tennis Social ME	Development of racquet skills including all basic strokes, more emphasis on serve and volley skills. Understanding of rules, scoring and tactics.
Rounders Thinking ME	Inclusion of striking and fielding skills within the game context. Awareness of tactics to outwit opponents.
Football Personal ME	Development of skills and rules of football, as well as inclusion of tactics and strategies
Handball Social ME	An introduction to the basic skills of handball and understanding of similarities in the game to other invasions games.



PSHE

Student year: **Lower 4 (Year 8)** Head of Department: **Mrs C Finnegan**

SUBJECT OVERVIEW

In the Lower 4 year we aim to equip our young people with the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and responsible lives. At the heart of the lessons is questioning, debating and discussion individually, in small groups and as a whole class. The PSHE curriculum follows a spiralised approach from U3-U6 with the aim of the curriculum is to support the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

We use a wide variety of different contemporary resources in our PSHE curriculum; we design and plan our own custom learning activities for students based upon best practice and identified local community, social and economic needs and priorities. Our high quality PSHE planning and delivery is informed and influenced by our active membership of the national PSHE Association and uses the core themes of 'Health & Wellbeing', 'Relationships' and 'Living in the wider world' to structure our programmes of study. We follow and embed statutory RSE guidance.



SUBJECT / TOPIC

Enterprise

Physical and Mental Health

Safety On and Offline

Families

Respectful relationships, including friendship

Intimate relationships, including sexual health

Careers

Study Skills

SKILLS / ATTITUDES

Developing relationships and working with others

Given scenarios in which to vocalise opinions and problem solve

Appreciation of others' lives, problems encountered and how to find solutions

Exploring cultures outside our own

Develop social skills

Developing communication and listening

Developing sense of identity and belonging

Preparing for life in a diverse society

We believe that our high-quality Relationships and Sex Education (RSE) will stay with our pupils for life. RSE is not about encouraging teenagers to become sexually active nor is it about promoting any lifestyle or relationship choice. RSE is about providing pupils with the knowledge, skills and confidence to make safe, healthy and informed relationship choices as young people and in the future as adults. RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds.



RELIGIOUS STUDIES

Student year: **Lower 4 (Year 8)** Head of Department: **Miss K Gwynne**

SUBJECT / TOPIC

AUTHORITY IN ISLAM (one term)

Religions focus: Islam

- The nature of religious authority and leadership; Allah, tawhid
- The Qur'an and its teachings; the prophet Muhammad
- The impact of religious teachings on Muslim practices and lifestyles in the modern world

SIKHISM AND EQUALITY (one term)

Religions focus: Sikhism

- Equality and inequality
- Sikh teachings about equality; the Gurus and Guru Granth Sahib
- Sikh beliefs in practice; the gurdwara and langar

RELIGION, ETHICS AND JUSTICE
(one term)

Religions focus: Christianity and non-religious worldviews

- Exploring different approaches to moral decision-making
- Attitudes to forgiveness and revenge, justice and punishment

SKILLS / ATTITUDES

- Understanding the impact of religious beliefs and teaching on individuals, communities and societies
- Interpreting and evaluating a range of sources and texts
- Using religious and philosophical vocabulary
- Using reasoned arguments and evaluating a range of views
- Moral awareness, respect for all, empathy, commitment to justice, global awareness, open-mindedness



SCIENCE

Student year: **Lower 4 (Year 8)** Head of Department: **Mr C Ridler**

SUBJECT OVERVIEW

In Lower 4 the three Sciences (Biology, Chemistry and Physics) are taught via a context-based approach, embedding scientific concepts within real-life contexts provides an engaging and creative learning experience.

CONTEXT AND SCIENTIFIC CONCEPTS STUDIED WITHIN CONTEXT

WORKING SCIENTIFICALLY

- Laboratory safety
- Planning and conducting valid investigations in Science

SCIENCE THROUGH HISTORY

- Important scientific discoveries through history
- Why models in Science change

UNDER THE SEA

- The lungs, including a dissection and an investigation to determine lung volume
- The changes that take place within the body during exercise
- Food chains
- The difference between elements and the compounds they make, including chemical symbols and formulae
- Making salts
- Flame tests
- Upthrust
- Hearing and pulse-echo location

BRIGHT SPARKS

- Respiration
- Genetics
- The eye
- Extracting metals
- Electrolysis
- Alloys
- Acid rain
- Electric circuits: including series circuits, parallel circuits and resistance
- Reflection and refraction of light



SPANISH

Student year: **Lower 4 (Year 8)** Head of Department: **Mme C Smith**

SUBJECT OVERVIEW

In Lower 4, we provide opportunities for girls to develop and practise the range and complexity of their Spanish, building upon learning from Upper 3, and enabling them to extend sentences to include connective devices, more detail and complexity of structure. Girls learn to talk about their family, pets and physical descriptions of hair/eyes/height, house and town, daily routine, free time, hobbies and their preferences.

SUBJECT / TOPIC

- Numbers 1 – 100
- Family members
- Pets
- Physical descriptions of people/ animals
- Personality characteristics
- Describing where you live
- Talking about your home
- Talking about activities you do at home
- Describing rooms in the house
- Talking about your daily routine
- Talking about free time activities
- Telling the time
- Saying what you like to do
- Describing your town
- Places in the town
- Weather

Grammar

- The irregular verbs *estar*, *ser* and *tener*
- Other irregular verbs in the present tense
- The negative form
- The full paradigm of the present tense, including all regular verbs, radical changing verbs, 'go' verbs, common irregular verbs, reflexive verbs and use of the infinitive
- Irregular verbs: *hacer*, *salir*, *ir* and *querer*
- Using two verbs together with the infinitive
- Adjectival agreements
- Prepositions of time
- Prepositions of place
- The 'going to' future tense

SKILLS / ATTITUDES

- We learn to identify patterns in verbs
- We develop techniques for memorising words, phrases and spellings

TEXTILE DESIGN

Student year: **Lower 4 (Year 8)** Head of Department: **Mrs S Fanous**

SUBJECT OVERVIEW

At Key Stage 3 (Year 8). We study silk production and make a high-quality dip-dyed and hand painted silk scarf. We create an individually designed hand and machine embroidered purse with a zip fastening. The girls then study International Fashion Catwalk Collections and contemporary issues in fashion to design and make a tie-dyed t-shirt suitable for a teenager featuring a social message or logo.

SUBJECT / TOPIC

- Mood boards and design. Copyright law
- The ancient Silk Road - Silk production
- Silk painting
- Fashion design
- How Fashion “can make a difference”
- Hand and machine embroidery. Thread types and effects
- Brand identity and labelling. Marketing and advertising
- Natural / synthetic dyes
- Digital image research, use and manipulation. Transfer printing
- Ethical design, environment, and sustainability

SKILLS / ATTITUDES

- Understanding and working to a design brief
- Individual research
- Drawing motifs to be used in design work
- Developing design ideas from individual research
- Tie dye and dip dye
- Learn to professionally paint a silk scarf using the Serti resist technique
- Applying embroidery stitches to design work and transferring design work onto fabric
- Hand and machine embroidery stitches
- Constructing a completed purse, insert a working zip
- Designing a collection
- Developing an understanding of sustainable fabrics, their construction and production
- Fashion illustration – use of mixed media
- Select and use appropriate tools, machinery, and equipment
- Styling a fashion photo shoot



MADE FOR GIRLS AGE 4 - 18

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