

## Year 8 curriculum summary

This booklet is a curriculum summary for Year 8 which we hope you will find interesting and informative. Our intention in providing you with this document is that you will be better informed about the way the curriculum is organised, and be familiar with specific aspects of the individual subjects. If you require further information during the academic year you are welcome to contact me or speak directly.

Mr P Clear  
Deputy Head - Academic

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## CURRICULUM ORGANISATION

At Clifton College Preparatory School, we believe that every child has potential and it is our aim to see that this potential is realised and fulfilled. To that end we provide a broad and balanced curriculum which extends well beyond the requirements of the National Curriculum. We are fortunate to be of independent status as this provides us with the opportunity to have a rich and differentiated curriculum to enhance the enjoyment of learning and life experiences of the children. There is also a wide range of sport, activities and extra-curricular clubs in which our children can participate.

Please find below a weekly allocation of lessons per subject:

2023 – 2024 Lessons Allocations – Year 8							
English	6	Geography	2	DT	2	PSHE	1
Maths	6	History	2	IT	2	PE	2
Science	5	Religious Studies	1	Art	2	Drama	1
Language A	3	Language B	3	Music	1	Games	10

In addition to class and subject teachers, tutors play an important role in encouraging and supporting the children’s achievements. Tutors are allocated on a house basis and it is their role to meet their tutees on a weekly basis to discuss their progress, and help the children meet their targets.

We have a system of Achievement Points to reward your child for outstanding work, effort and conduct. The Achievement Points accumulate to result in bronze, silver and gold certificates over the year.

In Year 8 the children are expected to complete about an hour of prep most days of the week (a prep timetable is provided). This will consist of two subject-related thirty minute preps, and in addition we would recommend that children read on a daily basis.

Please find below our calendar for reporting to parents at the Preparatory School for Year 8.

	Michaelmas Term			Lent Term			Summer Term
	First Half of Term	Half Term	End of Term	First Half of Term	After Half Term	End of Term	End of Term
<b>Year 8</b>	Informal Parent Information Evening	Grades in <b>Examinable</b> Subjects with pastoral settling in Comments	End of Term Written Report with Grades	Formal Parent Evening	Boarder Report (Non-Attendees )	Grades in <b>all</b> Subjects (Including House, Games, Music and Tutor Comments)	End of Year Full Written Report and Exam Results Letter

## **ENGLISH**

***Head of Department: Mrs S Swallow***

### **Year 8**

The aims of the English Department are to develop the following: oral skills so that the pupils are confident participants and responsive listeners; fluency in a range of reading, both fiction and non-fiction; an enjoyment of literature – novels, plays, short stories and poetry; ability to use the School Resource Centre and Information Technology facilities selectively to retrieve information through research; the ability to produce a range of types of writing, appropriate to purpose and audience. The teaching of language skills – handwriting, grammar, spelling and punctuation – is an integral part of the curriculum. Crucial to our aims is a coherent purpose and method which ensures continuity between years and Key Stages and keeps the teachers confident of their role in the process of progression, and hence in their ability to communicate a series of basic skills and strategies to the children. The principles of formative assessment are vital in helping the children and teachers evaluate and monitor the progress of teaching and learning. We continue to focus closely on crucial writing techniques including paragraph structure and sentence development.

Years 7 and 8 are the first two years of Key Stage 3 which finishes after the first year (Year 9) in their next school. The class work and exams are a conscious preparation for the kinds of writing and response required in GCSE and the final Year 8 exams are set and marked by the Upper School.

This is the second year of working towards Key Stage 3 and subsequently GCSE. Pupils will undertake a wide range of oral, reading and writing assignments with continued encouragement of reading. Literature texts studied will include Shakespeare's 'Macbeth', a novel as well as a range of poetry and short stories.

Progress is assessed regularly by interim reports and by formal assessments mid-year and at the end of the year. A variety of support resources is available, including literacy workbooks. Pupils have a weekly library lesson and we try to ensure that all year groups will have sessions with visiting authors over the year.

## MATHEMATICS

**Head of Department: Mrs Emily Waters**

The Curriculum of the Mathematics Department is largely based on the National Curriculum. In the Upper Prep School (Years 7-8) the main resource used is the Essential Maths series and Century Tech. In addition to this, other material will be used to support learning. In particular, top sets, who are preparing for the Scholarship Exam will have more exam specific texts.

Throughout the system, emphasis will be placed on the skills of numeracy, and Mental Arithmetic is to be given an increasingly high profile, with written calculations being delayed until the level of competence of the children is suitable for their introduction. The use of calculators will be gradually introduced at appropriate stages, but not as a substitute for mental and written techniques, and the use of computers is to be given an appropriate role; they may be used for spreadsheet work, investigations or presentations. Investigative work and practical tasks will occasionally be used as teaching media with the aim that the subject should not be bound by published texts, rather should be delivered from a variety of standpoints.

In all year groups it is policy that pupils cover the syllabus at a rate appropriate for their ability. It is also policy that the most able pupils are challenged by the way work is presented, that they should be encouraged to think beyond the basic textbook presentation and that they should be encouraged to work at good pace, with an increasing independence of method gradually moving them away from reliance on pencil and paper techniques.

It is also policy that if there are pupils who have special needs and will need to work at a rate above or below the normal level aimed at for the most or least able, that such pupils will be accommodated and if necessary special provisions will be made for them.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Autumn</b>	Proportional Reasoning							Maths week England	Representations			
	Ratio and scale	Multiplicative change		Multiplying and dividing fractions		Working in the Cartesian plane		Representing data		Tables & Probability		
<b>Spring</b>	Algebraic Techniques					Developing Number						
	Brackets, equations and inequalities		Sequences	Indices	Fractions and percentages		Standard index form		Number sense			
<b>Summer</b>	Developing Geometry					Data reasoning						
	Angles in parallel lines and polygons	Area of trapezia and circles		Line symmetry and reflection	Data handling	Measures of location						

## **SCIENCE**

***Head of Department: Dr S Mumford***

The principal focus of science teaching in Year 8 is to continue to develop a deeper understanding of a range of scientific ideas in the subject disciplines of biology, chemistry and physics. Pupils will increase their understanding of the connections between these subject areas and become aware of some of the big ideas underpinning scientific knowledge and understanding. They will be encouraged to relate scientific explanations to phenomena in the world around them and start to use modelling and abstract ideas to develop and evaluate explanations.

Pupils will refine their understanding of working scientifically, modifying explanations to take account of new evidence and ideas and subjecting results to peer review. Pupils will learn how to decide on the appropriate type of scientific enquiry to undertake to answer their own questions and develop a deeper understanding of factors to be taken into account when collecting, recording and processing data. They will continue to evaluate their results and identify further questions arising from them.

Pupils have five lessons per week (two double and one single lesson) plus prep. They will follow the OUP "Activate" course, which feeds directly into the AQA GCSE courses taught by the Upper School. The course is supported by the *kerboodle* online platform, and pupils will also use other digital learning aids such as Century Tech, Seneca and Educake. In class pupils work in traditional class books, studying individual, sequential topics from their course. In class assessment takes place throughout the year, with more formal exams in January and a transfer or scholarship exam in June. A comprehensive range of paper and digital revision materials will be provided alongside road maps and personalised support for each pupil.

### **The topics are as follows:**

Autumn Term - Motion and Pressure, The Periodic Table, Metals and Acids, Separating

Spring Term - Keeping Healthy, Space, Variation and Inheritance

Summer Term - Light and Sound, Revision, Preparing for GCSE Science

## COMPUTING

**Head of Department: Mrs J Hambley**

The aims of the Computing Department are to develop the confidence, enjoyment, curiosity and digital fluency of children, whilst developing an appreciation of the potential pitfalls of the Digital World that they live in, and any consequences that may entail, and finally the support systems in place, should they ever need it. We have several CEOP ambassadors at Clifton and there is an E-Safety Officer available for you or your child to talk to, if you have any concerns or want to seek advice. There are a range of articles and assemblies/workshops to help keep you and your child informed of good practice whilst online.

It is essential children learn to work with a range of software and hardware, and develop the skills needed to apply these within different contexts. Concepts and skills are overlapped and developed each year, in order to develop the continuity and progression of their understanding. One third of the curriculum is devoted to teaching pupils how to read, debug and write their own code in order to create programmes, applications and games.

### Hardware and Software

Each pupil has their own network account, Scratch account and Google Apps account, and has access to an individual, Windows based, desktop computer.

### Computing Curriculum/Scheme of Work Overview for Academic Year 2023-24



Year	Michaelmas Term	Lent Term	Summer
<b>4</b>	An Introduction to Touch Typing Google Apps Internet Safety <i>Bebras Challenge</i>	Programming with Scratch ( <i>Animation</i> ) Programming with VEX VR and GO	Word Processing Programming <i>Discovery Coding - Block Code</i> Graphic Design
<b>5</b>	Touch Typing Programming with Scratch ( <i>Sound</i> ) Internet Safety <i>Bebras Challenge</i>	Animation Graphic Design Databases	Physical Computing and Programming <i>BBC Micro Bit and Discovery Coding - Block Code</i> Spreadsheets 3D Design TBC ( <i>Sketch Up and 3D Planner TBC</i> )
<b>6</b>	Touch Typing Programming with Scratch ( <i>Game Design</i> ) Internet Safety <i>Bebras Challenge</i>	Spreadsheets Presentation Graphic Design	Programming with Python (Artwork) Physical Computing ( <i>VEX Go</i> )
<b>7</b>	The Digital World <i>Digital Footprint, Social Media Use, Cybersecurity</i>  Programming with Scratch ( <i>advanced game design</i> ) <i>Bebras Challenge</i>	Google Apps and MS Office Programming with Python and Ozaria	Physical Computing VEX IQ  Graphic Design Typography Focus using Illustrator
<b>8</b>	Advanced Programming with Python <i>Plus an exploration of Thimster, Scratch, Turtle, Sonic Pi and App Lab</i> Programming with Codecombat ESports <i>Bebras Challenge</i>	The Digital World <i>Youth Produced Imagery, Online Behaviours, Artificial Intelligence</i>  Kodu Coding - Game Design  Animation <i>using Pivot Animator and Adobe Animate</i>	Graphic Design Image Focus using Photoshop  3D Design ( <i>Sketch Up and 3D Planner TBC</i> )

- All pupils will learn and practise touch typing at the start of all ICT lessons for between 5-15 minutes \* (Teacher discretion to use this time to finish work/DIRT time)
  - All pupils in Year 7 and 8 have a weekly prep of approx 20/30 minutes
  - All pupils should complete typing tests each term in addition to a baseline one (4 in total) and 'best score' and 'most improved' recorded for each class
  - All lessons should have a starter on the board for pupils to complete whilst waiting to log on/sign in (Any IT based topic) and pupils reminded to 'tidy' their Google Drive
- For pupils in Year 7 and 8, they will use a notebook to answer/make their own notes
- Pupils in Year 7 & 8 should regularly update content and reflect on their work, using their ICT Digital Workbook (Google Site) where possible/appropriate
  - All staff should be able to access and use IMPERO console to monitor pupil activity and as an aid for presenting work
  - During Nov, as a school we enter the Bebras Challenge, a series of computational puzzles, which all pupils are invited to partake in

## **FRENCH**

***Head of Department: Mrs H Higham***

### **Introduction**

French is a beautiful and romantic language, which enriches our pupils' education and opens up job opportunities. The aim of the course in Year 8 is to provide a solid base and promote a lasting interest in French, which will be a useful and marketable tool for our pupils in the future. Pupils have three lessons and one prep of French per week.

We use the course book **Studio 2** in Year 8. This focuses equally on the four skills (listening, speaking, reading and writing). Following current government recommendations, we ensure pupils have exposure to French culture with authentic materials. The differentiated material in Studio 2 is used according to the ability of pupils. There are two textbooks: Studio 2 rouge and Studio 2 vert. The former course progresses faster and covers more complex grammar and structures.

Beginners are given assistance through lunchtime or after school catch-up sessions.

### **Assessments**

#### **End of Module Tests**

These test the four skills and are given systematically at the end of each Module.

#### **School Examinations**

Year 8 pupils will have an oral examination in May, followed by a reading and writing paper in June. We ensure that pupils have a mock examination in the Lent Term to give them a 'practice run' for the summer. All pupils in Set 1 are encouraged to enter for the Scholarship exam, having been thoroughly prepared to operate at that level.

#### **Self-assessment**

Pupils are encouraged to identify their own strengths as well as the gaps in their knowledge by completing self-assessment sheets at the end of each module. We hope this will help pupils to focus their efforts more effectively when they revise at home.

#### **Linguistic objectives**

##### *Module 1: T'es branché(e)?*

Talking about television programmes and films, talking about reading and using the internet, talking about what you did yesterday evening.

##### *Module 2: Paris, je t'adore*

Saying what you did on holiday and when you did things. Understanding information about a tourist attraction and giving your opinions. Saying where you went and how and asking questions in the past tense.

##### *Module 3: Mon identité*

Talking about your character and about relationships. Talking about music, agreeing and disagreeing. Talking about your clothes and your passion using different tenses.

#### *Module 4: Chez moi, chez toi Set 1*

Describing where you live and your home. Talking about meals and discussing what food to buy. Talking about an event either past, present or future.

#### *Module 5: Quel talent?! Set 1*

Talking about talent and ambition. Encouraging or persuading someone. Rehearsing for the contest. Saying who the best, the most, the least is and showing how much you can do with the French language.

### **Major grammatical points**

Irregular verbs in the present tense, perfect tense with *avoir* and *être*, near future, some parts of the imperfect tense, negatives, prepositions, expressions of time (*depuis, pendant, etc.*), adverbs, expressions of degree (*beaucoup, souvent, assez, très, etc.*), relative pronoun *qui*. Comparatives and superlatives. Different verbs + infinitive, *Je vais/Je voudrais* + infinitive.

### **Beyond the Classroom**

Pupils in Year 7 and 8 have the opportunity to go on a French trip, which runs every other year. We stay in the grounds of a château, having fun on the assault courses and learning archery with French instructors. The location is perfect for exploring Brittany and Normandy. Due to Covid restrictions, we were unable to run the trip in 2022.

We also like to have a Language day where the students ask for typical French, Spanish or German food in the relevant language.

### **Scholarship Set**

#### **Introduction**

Pupils study **Studio 2** rouge, as the rest of Year 8, but progress at a faster pace. In addition, examination practice is given in listening comprehension, reading comprehension, and writing and there is specific preparation for the oral examination.

Pupils are required to be fluent in the perfect tense, and also to know some parts of the imperfect and future tenses. They are expected to know all the vocabulary included in Studio 1 and Studio 2 rouge or vert, as well as a few added topics from their revision sheets.

## **SPANISH**

**Head of Department: Mrs H Higham**

### **Introduction**

At the Prep School we aim to give pupils an enjoyable introduction to Spanish. We prepare pupils for our end of year examinations and provide sound foundations for those wishing to study for a GCSE at the Upper School. Nonetheless, Spanish also has obvious uses outside the classroom, not only for foreign travel but as a language that is increasingly used in international commerce. Pupils have three lessons and one prep of Spanish per week. Beginners are given assistance through lunchtime catch-up sessions.

### **Linguistic objectives**

We follow **Mira 1 Express**. It is a new KS3 course which follows the most recent Curriculum guidelines. While it encourages a communicative approach, it also follows a clear grammatical progression. The Year 8 topics that we will focus upon are as follows:

#### *Módulo 4: En Casa*

Describing where you live, your house, your room, your daily routine and activities you do at home.

#### *Módulo 5: Mi Tiempo Libre*

Talking about what you do in your free time, telling the time, talking about sports and things you like doing and saying what you are going to do.

#### *Módulo 6: En la ciudad*

Describing your town, giving and understanding directions, making and responding to invitations, describing the weather.

### **Grammar**

This is integrated into the teaching of the topics above. We aim for children to grasp a good understanding of the following as well as the grammar points covered in Year 7:

- Prepositions
- Irregular verbs and regular verbs in the present tense and stem-changing verbs
- Reflexive verbs
- *Me gusta* + infinitive
- Near future: *ir* + infinitive
- Using comparatives
- Giving directions

### **Use of ICT**

We have 'Mira 1 Express', a software package which follows our course book. This offers pupils the opportunity to complete a wide range of tasks. We also use the computers for word processing, oral presentations (using Powerpoint) and we access relevant websites, especially "linguscope", which can be accessed from home.

### **Studying Spanish in Spain**

Pupils in Year 7 and 8 have the opportunity to go on a Spanish trip, which runs every other year.

We go to Rosas, a coastal resort in Cataluña. The days are divided between practical language activities, classroom work and cultural visits, all of which help pupils to gain confidence and skills in the Spanish language. Pupils have also had the wonderful opportunity to stay in Spanish families on an exchange programme with BSV Vila Real.

### **Self-assessment**

Pupils are encouraged to 'self-assess' at the end of each unit. They work through a check list of the skills they should have acquired in the module and they test each other informally in pairs.

### **Assessment**

Assessment is an integral part of our course. We test pupils at the end of each module. We aim to balance assessment across the four skills, so your child will experience tests for listening, speaking, reading and writing over the course of a term. In addition, we have regular 'mini-tests' to encourage children to learn vocabulary and verbs on a regular basis. All Year 8 pupils have a mock examination in the Lent Term and a final examination in the Summer Term to assess overall progress during the year.

## **GERMAN**

**Head of Department: Mrs H Higham**

We use the course called **Echo(textbook) and Stimmt (online)**. It has a range of very user-friendly online materials resources. We also use **linguascope** for French, Spanish and German. German is an obvious choice for pupils who are logical and it has often proved appealing to pupils who have a keen interest in German history. We instil a passion for all things German by learning about the culture, art and architecture, music, politics, history and we have some German baking sessions too.

Pupils working for the scholarship exam are given a somewhat extended experience, leading to greater familiarity with authentic materials to prepare them for their written exam, oral requirements being well covered by the technique of our course book. There are three lessons and one written prep of 30 minutes per week as well as being expected to revise vocabulary and grammar regularly.

### **Linguistic objectives**

*Kapitel*

4:

*Freizeit*

Talking about sports, what you do in your free time, saying what you like to do, making and responding to invitations.

Meine Weltreise

To challenge the pupils, we introduce them to the perfect tense and guide them through a project describing their journey around the world.

*Kapitel 5: Mein Zuhause*

Describing where you live, your house, your room, your daily routine and activities you do around the house.

*Kapitel 6: Stadt und Land*

Describing the location of your town; saying what there is in town; talking about transport; asking for, giving and understanding directions; buying food and drink; talking about plans for future holidays.

### **Assessment**

The course is provided with its own regular assessment procedure at the end of each module, where pupils are also encouraged to feed back their own views on their progress. These module tests involve assessments in listening, speaking, reading and writing and enable the teacher to assess the pupils' progress every half term.

Formal "mock" exams take place in January for Year 8, with an end of year exam in June to allow Transfer to the Upper School or other Independent Schools via Common Entrance. Children who are deemed capable of taking the extended paper for the Scholarship exam to the Upper School sit the Extension Paper. Year 7s also have an exam in June testing the 4 skills.

**Development**

As a most important European language, German still ranks highly alongside French, Spanish and Mandarin at the Prep School. We work in close co-operation with the Upper School where ex-Pre pupils gain very impressive results both at GCSE and A Level.

**Beyond the Classroom**

Pupils have the opportunity to go to Berlin for a cultural, political, historical and linguistic experience in December every other year. It is wonderful to go at this time of year so that the pupils can see how Germans famously celebrate Christmas.

## **HISTORY**

***Head of Humanities: Mrs R Grubb***

History in the Prep School is largely based on the National Curriculum and, while we can, and sometimes do, diverge to include an additional area or aspect that is of interest, we share very much the same basic objectives: to explore periods of British, European and World history, endeavouring to establish an accurate version of what actually happened (through the consideration of both primary and secondary sources), to analyse the events, trying to work out the dynamic forces responsible, and to express what we decide in a clear and cogent manner. These are clearly crucial skills which hopefully will engender an enquiry and perception that will be applicable in many other areas and subjects as well.

We also emphasise a 'hands on' approach – using artefacts, where possible, bringing in History workshops or taking field trips to sites of historical importance. As a department, though, we are not always looking backwards. Indeed, we are willing participants of technology wherever we can, using ICT skills, multimedia resource teaching and the like.

The history which the children learn here, and the spirit of enquiry and understanding which it should engender, is a start, a start that I hope will then blossom and flourish during the years that follow!

### **Year 8**

#### **Term 1:**

Bristol through the ages - a brief timeline. The Agrarian and Industrial Revolutions (causes, factors, course, chronology, key individuals and consequences). A combined Humanities trip to the Big Pit National Coal Museum to look at Britain's workforce and experiences.

#### **Term 2:**

Transatlantic slavery and its Abolition. Political and social changes and development (including Peterloo, the Great Reform Act, the Bristol Riots of 1831, Chartism, Trades unions, Suffragettes, Public Health Acts, Factory Reforms, Workhouses and Prisons).

#### **Term 3:**

Brief resume of the growth of Empire – and consideration of the changing role of the UK in Europe and the world. Revision: preparation for transfer and scholarship exams.

## **GEOGRAPHY**

***Head of Humanities: Mrs R Grubb***

The Geography department at Clifton College Preparatory School is fuelled by an enquiry based approach to learning with a focus on securing key skills. We use creative and practical geographies to generate breadth and depth of knowledge within pupils' learning. This entails an analysis of spaces and places around the globe. Fieldwork is a strong component of the Geography department at Clifton Prep and draws on investigative skills to produce maximum understanding of the processes at work on the earth. The curriculum is ever evolving in line with the dynamic nature of the earth.

Geography helps us to make sense of the fast changing world in which we live. Through Geography we unravel the mystery of people, places and environments. We are able to develop a sense of place, belonging, identity, purpose coupled with awe and wonder at the world we live in. Through this, we make links between physical and human aspects of the subject.

We will endeavour to do the following:

- Enjoy the study of the world and local area whilst developing a sense of place.
- Investigate processes that shape our world in physical and human spheres.
- Investigate patterns in our world in both physical and human landscapes.
- Investigate environmental perceptions and stewardship that seeks sustainable futures.
- Encourage pupils to locate places around the world and to develop understanding of how maps work and what they represent.
- Encourage pupils to use a variety of resources to develop their geographical knowledge including field sketches, photographs, plans and maps.

### **Year 8**

#### **Term 1:**

Energy: renewable and non-renewable sources of energy. Economic Activity: primary, secondary, tertiary and quaternary industries, location factors, social and environmental impacts. A combined Humanities trip to the Big Pit National Coal Museum to look at the history of mining and Britain's black gold.

#### **Term 2:**

Glaciers: location of glaciers, glaciers at work, landscapes shaped by glaciers and glaciers on OS maps.

#### **Term 3:**

Map skills: grid references, distance, direction, symbols and relief. Revision: preparation for transfer and scholarship exams.

## **CLASSICS**

***Head of Department: Dr G Tahin***

Latin, the language of the ancient Romans and the basis for most languages spoken in the western world today, is a stimulating, valuable and highly-regarded subject, studied on the languages carousel in Year 8.

As an unchanging and thoroughly logical language, Latin offers a unique insight into how verbal communication works, and so helps pupils both to use their own language more effectively and to master other modern languages, such as French, Spanish or German. The children learn to spot connections between Latin words and words in modern languages, become more careful and precise in their written work, and develop confidence in describing and using different parts of speech.

Latin also opens up the rich and fascinating world of Greek and Roman mythology, history and daily life. During Year 7, we focus on myths and legends such as Theseus and the Minotaur, Jason and the Golden Fleece, or the Trojan War. During Year 8, we look at highlights from Roman history, including Hannibal crossing the Alps, the invasion of Britain and the destruction of Pompeii. We also discuss, of course, the lasting legacy of the Romans on the world today.

Perhaps most importantly, Latin trains the mind in logic, and encourages the pupils to think independently and express themselves persuasively. These are essential and highly-prized skills for a wide variety of subject areas and future careers.

Classics at the Preparatory School is now very much viewed as part of a continuum with the Upper School, and all teachers of Latin teach at both schools. Latin-teaching in Years 7 and 8 lays down a hugely important foundation of skills, understanding and knowledge for those continuing to GCSE, A-Level or beyond. For this reason, we have recently adopted the Common Entrance syllabus, which is language-rich and offers plenty of scope for differentiation. At the end of Year 8 the pupils tackle a Common Entrance-style paper pitched at the appropriate level.

Outside the classroom, we lay on plenty to enrich the children's learning, including day-trips to the Roman legionary fort at Caerleon (where they visit the amphitheatre, baths and barracks, with the opportunity to dress up as a gladiator or legionary!), to the recently renovated Museum at Corinium (i.e. Cirencester), and to the remarkable Roman villa at Chedworth. Every other year we run an overseas trip to Pompeii and the Bay of Naples, and we have ideas in the pipeline for sessions to handle antiquities and talks from visiting speakers.

A new Classical Civilisation course has recently been brought in for Year 8, covering the history and culture of the Greeks and Romans. The course consists of four modules: Virgil's Aeneid; the Persian Wars; Carthage; Roman Britain. Classical Civilisation has so far proved successful and popular, and ties in nicely with the Classical Civilisation courses available at the Upper School.

## ART

*Head of Department: Mrs A Kipling*

### **Year 8**

In Year 8 students are taught in form groups for one double period per week where the department will employ a thematic approach to teaching Art.

Central to the department's aims and indeed the National Curriculum, are the development of broad skills. Pupils should be taught to develop their creativity and ideas, and increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work

### **Generate Ideas**

Record responses through direct experience, memory and imagination in sketchbooks, journals and other media as a basis for gathering and exploring ideas. Use source material selecting and modifying imagery in order to develop ideas or themes for independent work.

### **Making**

Exploring and experimenting with a range of materials, tools and techniques in order to realise their intentions. To increase their proficiency in the handling of different materials.

### **Evaluating**

To analyse and evaluate their own work and that of others in order to strengthen the visual impact or applications of their work.

### **Knowledge**

To learn about the history of Art, craft, design and architecture, including periods, styles and major movements from ancient times to the present day.

Work in Year 8 is based on observation and recording from first hand experience, looking critically at the wider environment. Development of ideas and quality of outcome is continually stressed at this stage and pupils showing outstanding talent will have their abilities stretched by entry into the Clifton College Art Scholarship process.

### **Extension Learning**

Further opportunities are sought in terms of developing and extending children's knowledge and skills and will often involve working with visiting artists alongside visiting galleries and museums.

Talented pupils are stretched by entry into the schools Art Scholarship process which starts at the end of Year 7 and continues through to Year 8. Scholarship assessment is based upon practical tests, interviews and a submission of a portfolio of work.

Art Club takes place on designated lunchtimes and after school activity slots. All students are encouraged to use the facility to further their art experience.

## **DESIGN AND TECHNOLOGY**

***Head of Department: Mr S Webb***

It is the aim of the Technology Department to provide a programme of study that offers opportunities for children to:

- Develop their designing and making skills
- Develop knowledge and understanding
- Develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding
- Nurture creativity and innovation through designing and making
- Develop an understanding of the technological processes, products, and their manufacture
- Ensure progression is achieved as the pupils move through the school

This is achieved through projects which last approximately one term, however in the later years projects may take two terms.

The Department is very aware of the natural curiosity and ingenuity of young pupils. However, they must first cover basic practical and graphical work, which will enable them to produce a far more considered approach. As with all years, safety in the workshop is crucial and with a vigorously applied safety policy the pupils are constantly supervised. At a time when, within many Schools, Technology is being constantly squeezed for time and resources, Technology at Clifton is a curriculum strength.

By Year 8 the pupils will have a good knowledge of the design process. We will produce an LED light using plastics in various forms; isometric drawing, perspective and electronics will be covered. We will also look in more depth at 2D Design in preparation for work in Year 9.

There is also the opportunity for the more determined pupils to make an FM Radio or an amplifier as part of the extension work, using more complex electronics, the laser cutter and a fair measure of determination.

Year 8 also have the opportunity to become involved in our F24 Racing Car; a fantastic project in which we design, make and race a 24v battery powered car.

In Year 8 there is the potential to apply for a DT scholarship.

## **MUSIC**

***Head of Department: Mr J Edgell***

The aim of the Music Department is to offer all pupils the opportunity to gain enjoyment from this broad subject, at as many different levels as possible. The Department encourages pupils to learn instruments individually and to participate in the wide variety of extra-curricular musical activities.

We offer tuition in a variety of instruments, with over 200 music lessons taking place every week. There are many groups and ensembles: Orchestra, Swing Band, Brass Group, Sax group, Flute & Clarinet Groups, String/chamber ensembles, Pop Groups, Guitar Groups and music theory classes. The Chapel Choir is a major focal point and there is also a junior training Choir (Clifton Cantate).

There are also numerous opportunities for performance at special events and in concerts.

In the classroom, all pupils learn about the rudiments and elements of music and are introduced to various musical genres through listening, performing and composing; all classroom activities are based on the National Curriculum recommendations for Key Stage 3.

### **Year 8**

- Revision of all musical elements;
- Revision of basic GarageBand operation learned in Year 7 & development of knowledge of software to enhance more advanced composition techniques;
- an introduction of music for film (using BBC Ten Pieces resource with Hans Zimmer) including the use of 'leitmotifs' in classical & film music;
- an exploration of how music affects us and can be used to underscore film/theatre, leading to a composition to show a chosen mood.
- a study of parts of Holst's 'The Planets' suite;
- An introduction to the genre of Minimalism;
- Composition of a minimalist piece and a blues piece using GarageBand;
- An introduction to music of the Caribbean - styles, rhythms and performance;
- An introduction to the genre of The Blues – history and compositional analysis

## **RELIGIOUS EDUCATION**

**Head of Humanities: Mrs R Grubb**

Pupils receive Religious Studies throughout the school. The subject is a valuable component of the spiritual, moral, cultural and academic life of the school. As a Christian-founded school, there is a particular emphasis on the beliefs and practices of Christianity. Islam and Judaism are also studied, as well as major world religions and alternative world views.

Religious Studies develops a child's core knowledge and deeper understanding of the role of religion and ethics in the contemporary world in which we live. It extends their natural curiosity and broadens their understanding, aiding them to be confident enough to develop their own beliefs and values, while respecting the cultural and religious differences of others, thus preparing them for life in modern society.

At Key Stage 3 (Years 7-8) pupils receive one lesson per week. The themes explored include beliefs, celebrations, origins, founders, sacred texts, worship and ethics.

### **Year 8:**

Students continue a thematic approach to religion and belief. The themes explored include major prophets, religious rites, rituals and observance, sacred buildings and virtues. Higher thinking skills, questioning, discussion and debate are encouraged. Their studies follow these themes:

#### **Term 1: Jesus, Muhammad (pbuh) and mindful living**

- i. Who was Jesus - A brief exploration from birth to death and if his story is unique?
- ii. The last Prophet and the Qur'an - Muhammad (pbuh); an exploration of his life.
- iii. Laws, food rules and daily observances.

#### **Term 2: Rites of passage, rituals and religious buildings**

- i. Rites of Passage and rituals - marking moments and creating community
- ii. Temples and a religious buildings project

#### **Term 3: Virtues and exploring festivals**

- i. What is virtue?
- ii. Wealth, poverty and charity
- iii. Religious festivals - key events around the world.

## **PHYSICAL EDUCATION**

*Director of Sport: Louise Catchpole*

### **Aims and objectives**

The primary aim of Physical Education is to introduce and allow all pupils to experience and enjoy a wide range of physical activities in the hope that they will see the benefit of a healthy, active lifestyle and continue with physical exercise in their later years.

### **We aim**

- To develop self-belief, confidence and competence in physical skills – encouraging each child to reach their full potential
- To develop each individual's personal levels of coordination, fitness, flexibility, skill, speed, stamina and strength
- To appreciate the importance of fair play, honest competition, good sporting behaviour and abiding by the rules and codes of conduct in all activities as individual participants, team members and spectators
- To learn to cope with success and failure/winning and losing – while stressing the importance of participation
- To teach that there is a place for fun and competition
- To experience individual, partner and group participation in both competitive and cooperative situations
- To encourage cooperation, teamwork, planning and decision-making
- To appreciate the importance of valuing the contributions of others whatever their level of ability
- To learn to evaluate and comment on performance
- To be aware of all aspects of safety and to be responsible in matters of personal hygiene

### **Time allocation**

- Year 8 have one double period of Physical Education per week.

### **Staffing**

All teachers in the department are specialist trained.

### **Year 8 Course Content**

<b>Michaelmas Term and Lent Term</b>	<b>Summer Term</b>
Swimming, Games Skills, Health-related fitness, Strength and Conditioning	Athletics

### **Swimming**

The children learn and work on:

- Rookie Life Guard
- Fitness training
- Waterpolo
- Life saving (including basic life support – CPR)

### **Games Skills (including Tennis)**

Pupils are taught to understand and play small-sided games and simplified versions of recognized competitive team games covering the following types:

Invasion Games e.g. Basketball

Net/Wall Games e.g. Tennis, Volleyball, Badminton

Striking/Fielding Games e.g. Cricket, Softball or Rounder's

Emphasis is placed on the development of motor skills and hand-eye coordination to improve individual skills in sending, receiving striking and traveling with a ball and in understanding the strategies and tactics linked to playing games.

### **Health-related fitness**

- The importance and benefits of exercise
- What is physical fitness (general and specific fitness)
- The importance of warm up and cooling down
- Target zones – improving cardiovascular fitness
- Measuring physical fitness
- Location of major muscle groups on the body and their function
- Learn how to use gym equipment safely
- Experience endurance and strength training

### **Athletics**

Children learn to develop and refine basic techniques in:

- Running e.g. over short distances, over longer distances, in relays
- Throwing e.g. for accuracy and distance
- Jumping e.g. for height and distance

Pupils are encouraged to improve their own individual performances.

## **GAMES**

***Director of Sport: Louise Catchpole***

### **Rationale**

Games at Clifton College has a place for everyone. We aim to provide all children with the opportunity to develop their skills, reach their full potential and enjoy participation in sport.

The Games programme is a very important aspect of school life here at Clifton and it takes place in addition to the Physical Education curriculum on a Monday, Wednesday and Saturday morning.

The children follow a progressive balanced programme of training and competition throughout their time at the Preparatory School. This programme respects the children's natural stages of physical, mental and emotional development. Its key aim is to increase the likelihood that children of all abilities will remain active throughout their lifetimes.

### **Staffing**

We are very fortunate to have a number of very experienced and specialist coaches who are supported by enthusiastic and experienced members of staff. Each team has its own coach and mentor throughout the season. With an excellent staff to pupil ratio every child is provided with the perfect opportunity to flourish, fulfil their true potential and develop a love of sport.

### **Time allocation**

All major games have three sessions set aside for the development of core skills, tactical knowledge and games awareness, alongside promoting positive attitudes which value respect, commitment, determination and teamwork.

### **Major Sports**

Hockey is the major sport for girls in the Michaelmas Term, Netball in the Lent Term and either Cricket or Tennis in the Summer Term.

Rugby is the major sport for boys in the Michaelmas Term, Hockey in the Lent Term and either Cricket, Tennis or Athletics in the Summer Term.

In addition to the major sports covered, pupils have the opportunity to experience many other sporting activities. These are on offer as part of the extensive after school Activity programme and for example includes: Gymnastics, Dance, Football, Fives, Badminton, Squash, Cross Country, Judo, Karate, Tennis, Athletics, Swimming, Triathlon, Equestrian, Archery and Skiing.

## **PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHE)**

***Head of Department: Mrs M Byas***

Personal, Social, Health and Economic Education and Citizenship help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives, and about responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

PSHE, of course, starts within the family and is developed by the prevailing ethos of the school, as well as by the set curriculum. Careers guidance becomes statutory in Year 8 and is addressed in lessons in. We also aim to invite in professionals, from many areas of work life, to talk to the pupils throughout the year.

We aim to maintain flexibility within the framework below, to allow discussion of current affairs, both within school and in the world outside. Some topics are developed across five years, and for others there is a spiral curriculum to allow for the growing understanding of the children. The curriculum is continued in the Upper School.

We aim to cover the following from the PSHE Association Framework incorporating:

- **Health and Wellbeing**
- **Living in the Wider World**
- **Relationships**

### **Michaelmas Term**

Health and Wellbeing: Self-concept (self-esteem)

Living in the Wider World: Learning skills (targets and goals)

Relationships: Forming and maintaining respectful relationships (assertiveness, divided families), Social Influences (the effect of media).

### **Lent Term**

Health and Wellbeing: Puberty and sexual health, the risks involved with drugs, alcohol, tobacco and vaping.

Relationships: Positive relationships, Forming and maintaining respectful relationships (pornography, sexting, upskirting), Consent, Contraception and parenthood, Homophobic bullying.

### **Summer Term**

Health and Wellbeing: Managing risks and personal safety

Living in the Wider World: Financial choices, employment rights and responsibilities. Choices and pathways, work and career.

## **LEARNING SUPPORT**

***Head of Department: Mrs A Gowdy***

The Learning Support department aims to ensure that every child is provided with the individual education which they require. This may involve specialist teachers and teaching programmes for children who are experiencing a range of barriers to their learning.

### **Learning Support**

In order to support children who require extra support, either due to a specific learning difficulty, such as Dyslexia or Dyspraxia, or through the necessity simply to catch up with the mainstream, due to illness or a gap in their previous education, one of three approaches may be employed:

- The pupil may be withdrawn from classes to receive individual tuition from a specialist teacher in the Learning Support department.
- The pupil may be supported within the mainstream classroom through 'Class Support' by their teacher with the guidance of the Learning Support department.
- Group Learning Support – which takes place three times weekly, where targeted work to support the general curriculum and to support pupils, specifically with maths needs. These lessons are not charged and are timetabled into the school day.
- A combination of both of the above.

### **Identification**

Identification of children who would benefit from specialist 1:1 provision is achieved through screening administered by our specialist teachers or by an Educational Psychologist.

### **Reporting**

All children who receive additional support from the Learning Support department have an Individual Education Plan (IEP) prepared for them by their Learning Support teacher. They also have a Pupil Profile outlining their strengths and difficulties along with suggestions for best ways to teach them in class and additional information regarding any additional testing.

All parents, whose children are new to the Learning Support department are invited, during the first term, to come into the department to discuss the style of teaching that will take place and how best they can support their child at home.

An updated IEP is sent out termly and Learning Support teachers are always available to meet parents. A parental response sheet is attached to all IEPs to encourage feedback. All Learning Support staff attend Parents' Evenings and liaise closely with the mainstream curriculum teachers on target setting.

### **Inclusion**

Only if the Learning Support department is integrated within the mainstream can it be fully effective. At the school's weekly staff meetings, Learning Support teachers discuss progress and concerns for individual children and help to support staff's understanding of Specific Learning Difficulties (SpLD) and how best to support the individual in the classroom.

### **Facilities**

The Learning Support department has its own building on campus and is extremely well resourced with the latest in computer software and hardware. The school takes this specialist support extremely seriously and, as a consequence, we are given a generous budget to allow the department to keep itself at the forefront of new initiatives.

### **Charges**

When support involves withdrawal from the classroom and the provision of individual specialist teaching in the Learning Support department, a charge is made.

Children's needs vary enormously, but as a guideline most children require one specialist lesson of 35 minutes per week. Some pupils require support both in Literacy and Numeracy.

## **ACTIVITIES**

***Head of Department: Mrs Hambley***

There are a wealth of groups and activities that take place during the week, with something for everyone, whether that be based in the Arts, Music, Culture, Sport, Support, Academic or just good old-fashioned family board games.

The children are encouraged to participate in as wide a range of these activities as they are able, to give them a diversity of interests and to enable them to discover talents that might, otherwise, remain hidden. Children are free to pick the activity that they enjoy and we encourage them to do at least one activity a week. All of this provides an important opportunity for the children, and the staff, to savour a variety of skills and interests that hopefully broadens the mind and provides a contrast with the pressures of the 'mainstream'. It is, if you like, the much quoted 'Added Extra' – and there is no doubt that it now represents a significant element in the mix.

Upper Pre Pupils also have an **Enrichment Programme** that runs every Saturday morning, which includes a different set of activities that all pupils take part in, on a rotational basis, alongside workshops and visiting speakers. Time moves on and fashions continually change. In line with this, we regularly consult the children and the staff about new ideas and, so long as the ideas are feasible, are more than willing to add them in. Indeed, if you have any ideas of your own, we would be only too delighted to hear of them!