



**Talbot Heath**  
*Independent School for Girls aged 2-18*

# **Curriculum Booklet for Parents**

**Key Stage 3**

**L4/Year 8**

**Year Overview**

**2025-26**

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PSHE\* Information will be sent to parents in September from the PSHE Coordinator Mrs Manley

## **Welcome by Ms Anna Talbot, Interim Headteacher**

Dear Parents / Carers,

We are pleased to share with you the curriculum that your daughter will follow this year. When we consulted with parents previously, you told us that you wanted to understand more about what your daughter was learning in school, and how you might help.

We hope that this booklet enables you to keep in touch with your daughter's learning journey at Talbot Heath.

Best wishes,

**Anna Talbot**

Interim Headteacher

## **Introduction by Mrs Corlett, Head of KS3**

L4 at Talbot Heath is designed to continue your daughter's smooth transition through KS3. Building upon familiar curricular knowledge and skills, our KS3 curriculum incorporates the study of new concepts and topics across a broad range of subjects and aims to deepen understanding as the key stage progresses. Staff run regular clinics which can be accessed by students at any time, should they require any additional support with certain aspects of their learning and the curriculum. L4 is an exciting time to explore potential career pathways and leads to a natural options process in U4.

Mrs Nicola Corlett  
Head of KS3

## ENGLISH

	Curriculum content	Suggested reading and extension activities
<b>Autumn Term</b>	<p><b>The Novel: Prose Reading and Writing</b></p> <p><b>Reading:</b> Understanding narrative structure Understanding characterisation Focus on description of setting Learning the skill of Inference Writing an analytical essay</p> <p><b>Writing:</b> Descriptive writing Or Creative response to the text Preparation for the November Test</p>	<p><b>In addition to homework set by the department, students are encouraged to:</b></p> <p>Read widely. Librarian can support with choice of books Focus on short stories in personal reading Creative writing at home</p> <p><b>Additionally:</b> Revising for regular spelling tests Entering creative writing competitions both in school and out Keeping a diary and trying to describe events from their life in a creative manner</p>
<b>Spring Term</b>	<p><b>Understanding Poetry</b></p> <p><b>Reading:</b> Pupils read a range of poems Understanding how to make inferences Understanding poetic form and poetic features Learning how to write an analytical poetry essay</p> <p><b>Writing:</b> Writing their own, original poem</p> <p><b>Shakespeare 'A Midsummer Night's Dream'</b></p> <p><b>Reading:</b> Reading from the play as a class Understanding Shakespearean language, form (verse and prose) and structure. Analytical essay Preparation for Globe Theatre school visit</p> <p><b>Writing:</b> Creative response to the play</p>	<p><b>In addition to homework set by the department, students are encouraged to:</b></p> <p>Borrow collections of poems from the library Copy the lyrics from their favourite songs and discuss them with parents/guardians</p> <p><b>Additionally:</b> Revising for regular spelling tests Entering creative writing competitions both in school and out</p> <p><b>In addition to homework set by the department, students are encouraged to:</b></p> <p>Pupils may watch alternative productions of the play either on TV or in theatres (where possible) Pupils may take the opportunity to read some of Shakespeare's poetry to complement their understanding of his dramatic work</p> <p><b>Additionally:</b> Revising for regular spelling tests</p>
<b>Summer Term</b>	<p><b>Non-Fiction</b></p> <p><b>Reading:</b> Studying forms of non-fiction Understanding purpose and audience Analytical writing</p> <p><b>Writing:</b> Writing in own non-fiction form Preparation for the Summer Examination- practice creative response to an image.</p>	<p><b>In addition to homework set by the department, students are encouraged to:</b></p> <p>Read newspapers and magazines Create a scrapbook of articles on a subject of interest to them</p> <p><b>Additionally:</b> Revising for regular spelling tests</p>
	<p><b>Drama</b></p> <p><b>Reading:</b> Understanding of dramatic form, structure and characterisation Analytical writing</p> <p><b>Performing:</b> Dramatic reading of extracts in class</p> <p><b>Script writing:</b> Pupils to write their own short dramatic pieces</p>	<p><b>In addition to homework set by the department, students are encouraged to:</b></p> <p>Watch plays outside of school either in theatres or on TV Participate in school theatre trips when available</p> <p><b>Additionally:</b> Revising for regular spelling tests</p>

<b>Examples of home learning tasks</b>
Reading extracts from novels or stories Planning written work Reading non-fiction texts Researching topics for presentations/non-fiction tasks
<b>Assessment information</b>
Pupils will be assessed regularly with one 'main' assessment per topic In the Autumn Term pupils will complete a 'November Test.' This is likely to take the form of a comprehension/analytical writing task In the Summer Term pupils will complete a 'Summer Examination.' This is likely to take the form of a creative response to an image
<b>Equipment</b>
Blue ink pen (no need for fountain pen); pencil; ruler; eraser; set of highlighters.
<b>How parents / carers can help</b>
Encourage a regular routine of reading for pleasure. Take an interest in books chosen, discussing the writing and rewarding pupils for time spent reading at home. Check 'HomeWork4' to ensure you have a clear idea of homework being set in English. Create a positive environment for pupils to complete homework in. Ideally, pupils should have a quiet place where they can concentrate, away from distractions, at an appropriate time in the day. Encourage pupils to participate in competitions, clubs and additional activities.
<b>Extracurricular activities</b>
Creative Writing Club Debating Club Newspaper Club Readathon Challenge

<b>Who can I contact?</b>	<b>Head of Faculty</b>	Mrs K McDonald
	<b>Head of Department</b>	Mr D Sinclair-Smith
	<b>Specialist teachers</b>	Mrs M Cox Mrs N Wakeling

## **MATHEMATICS**

<b>Curriculum content</b>	
<b>Autumn Term</b>	<p><b>Number work</b>          Indices &amp; Standard form          Rounding: Significant Figures &amp; Decimal Places          Estimating answers          Related calculations</p> <p><b>Data Handling</b>          Probability (Inc. <math>P(A) = 1 - P(A')</math>)          Possibility spaces</p> <p><b>Ratio</b>          Simplifying ratios          Missing values in equivalent ratios          Sharing in a given ratio</p> <p><b>Algebra</b>          Brackets          Directed numbers (multiply and divide negatives)          Simplifying expressions          Substitutions</p>
<b>Spring Term</b>	<p><b>Space and Shape</b>          Polygons: names, interior and exterior angles          Area of parallelogram, triangle and trapezium          Inverse area problems          Compound shapes          Circles: definitions, circumference, area          Simple arcs, sectors &amp; compound shapes</p> <p><b>Pythagoras' Theorem</b>          Calculating length of hypotenuse          Calculating length of short sides</p> <p><b>Linear equations</b>          Solving with brackets          Solving with unknown on both sides          Algebraic fractions          Inequalities          Number lines &amp; solving inequalities</p> <p><b>Volume</b>          Prisms including cylinders</p>
<b>Summer Term</b>	<p><b>Graphs</b>          Plotting straight lines and using <math>y = mx + c</math>          Gradients, intercepts &amp; parallel lines</p> <p><b>Transformations</b>          Reflections and equations of mirror lines          Rotations and centre of rotation          Translations including vector notation          Enlargements using positive scale factors          Centres of enlargements</p> <p><b>Scatter Graphs</b>          Line of best fit, correlation</p> <p><b>Graphs</b>          Distance time graphs          Conversion graphs</p>

<b>Suggested reading and extension activities</b>
Students will be encouraged to display their understanding and get involved in their lessons.
<b>Outside of lesson time, students may wish to explore further and practice, using:</b>
www.MathsPad.co.uk
www.CorbettMaths.com
<b>For Maths Challenge practice, visit:</b>
www.ukmt.org.uk/junior-challenges/junior-mathematical-challenge
<b>Examples of home learning tasks</b>
Students will be set a variety of tasks for home learning. Each student will have a www.MathsPad.co.uk login and password, for online homeworks. Other homeworks will be completed in their blue exercise books.
<b>Assessment information</b>
Students will be assessed each half-term based on the topics studied. In November, we combine a few topics into one assessment. In the summer, students are tested on all topics studied that year.
<b>Equipment</b>
Pen, pencil, rubber, ruler, protractor, compass. Casio Calculator FX-83GT or FX-85GT will be required but can be purchased through school in September for a discounted rate. Casio FX-991CW is also suitable but is more aimed at year 10 upwards.
<b>How parents / carers can help</b>
Check 'HomeWork4' to see the work being set and encourage its prompt completion, leaving time to seek help if necessary. Encourage pupils to attend clinic sessions when they need support (see posters along the Maths corridor and classrooms). Talk positively about Maths and numeracy.
<b>Extracurricular activities</b>
Drop-in Maths Clinic - at lunchtimes, see posters for times.

<b>Who can I contact?</b>	<b>Heads of Faculty</b>	Miss C Hall - KS3 (U3-U4) Miss C Cowgill - KS4 (L5-U5) Miss J Harris - KS5 (L6-U6)
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## **SCIENCE**

	<b>Curriculum content</b>	<b>Suggested reading and extension activities</b>
<b>Autumn Term</b>	<b>Acids and Bases</b>  <b>Sexual Reproduction in Mammals</b>	<b>Common chemical reaction</b> combustion is an important reaction and varied human experiences.  <b>Students will be encouraged to</b> learn key vocabulary to describe reproduction in mammals especially humans.
<b>Spring Term</b>	<b>Combustion</b>  <b>Transition to GCSE Physics</b>	<b>Students can practise</b> identifying common substances.  Students will begin to look at some of the fundamental principles needed for GCSE Science
<b>Autumn Term</b>	<b>Transition to GCSE Biology</b>  <b>Transition to GCSE Chemistry</b>	Students will begin to look at some of the fundamental principles needed for GCSE Science

<b>Examples of home learning tasks</b>		
Plotting graphs from experimental data		
<b>Assessment information</b>		
End of topic test of 35 minutes		
<b>Equipment</b>		
Stationary and a calculator		
<b>How parents / carers can help</b>		
Studying can be helped if parents and carers ask students to explain the work they are doing. Often talking about science can help students themselves order their thinking.		
Conversations about science at home are valuable. Science is newsworthy, technology, climate change, medicine and research. It is great if a student brings a question from home.		
<b>Extracurricular activities</b>		
Science Clinic available Tuesday lunchtimes		
<b>Who can I contact?</b>	<b>Head of Faculty</b>	Mr I Kirtland
	<b>Heads of Department</b>	Mr P Lowton (Biology) Mrs A Fearnley (Chemistry) Mrs E Heathman-Abbott (Physics) Maternity

	<b>Specialist teachers</b>	Mrs A Fearnley Mrs E Heathman-Abbott Miss A Jenner Mr I Kirtland Mr P Lowton Mrs L Palmer Miss D Poulton Mrs D Hunt
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## HISTORY

	Curriculum content	Suggested reading and extension activities
<b>Autumn Term</b>	<p><b>The Tudors</b> The mid Tudor crisis.  Elizabeth I's challenges and successes</p> <p><b>The Stuarts</b> James I, personality and politics</p>	<p><b>Students will be encouraged to</b> learn key vocabulary, e.g. Catholic, Protestant, Reformation, armada (list provided)</p> <p>Research/reading on these topics e.g. BBC Bitesize KS3, Horrible Histories and 'The Six Wives of Henry VIII' (D Sandbrook) are aimed at this age group.</p>
<b>Spring Term</b>	<p><b>The Stuarts to the Georgians</b> Charles I and the English Civil War  Cromwell and the Interregnum  Changes and continuity in society across the Tudor to Georgian period.</p>	<p><b>Students will be encouraged to</b> learn key vocabulary and read/research around these areas with use of our school library.</p>
<b>Summer Term</b>	<p><b>Empire, Trade and Industry</b> The Trans-Atlantic slave trade and its abolition 19th century factory and living conditions Health and medicine in Victorian times</p> <p><b>The US Civil Rights Movement</b> Martin Luther King and Rosa Parks</p>	<p><b>Students will be encouraged to</b> read and research around these topic areas e.g. the life of Olaudah Equiano. They can also read literature from the time e.g. Jane Austen and Charles Dickens.</p>

<b>Examples of home learning tasks</b>
Researching key topics, learning key, facts and dates, essay planning, background reading
<b>Assessment information</b>
End of topic and recall assessments.
<b>Equipment</b>
Pen, pencil, ruler, eraser, highlighter, glue, scissors
<b>How parents / carers can help</b>
Checking homework Encouragement of reading, meaningful research and discussion Trips to local sites, e.g. Corfe Castle, Kingston Lacey, Bovington
<b>Extracurricular activities</b>
History clinic Trip to Hampton Court Palace.

<b>Who can I contact?</b>	<b>Head of Faculty/Department</b>	Mrs S Baker
	<b>Specialist teachers</b>	Mrs S Baker Miss C Allen

## GEOGRAPHY

	Curriculum content	Suggested reading and extension activities
Autumn Term	<p><b>Who wants to be a billionaire?</b>          Development study          What is development?          How did the development gap grow?          Measuring development          Malawi          Trickle or tackle? Solutions to development</p> <p><b>Wild Weather</b>          Examples, causes &amp; effects of wild weather          Britain's wildest weather</p>	<p><b>Students will be encouraged to</b> learn key vocabulary: development, development gap, indicators, billionaire, quality of life, weather, climate, air masses</p> <p><b>Students will increase</b> their knowledge &amp; understanding of how development levels vary around the world &amp; what approaches exist to reduce inequalities, as well as creating their own weather forecasts.</p>
Spring & Summer Term	<p><b>Brazil</b>          Introduction to Brazil          Physical &amp; Human Geography of Brazil          Tropical Rainforests          Adaptations (plant &amp; animal)          Causes of deforestation          Sustainable rainforest development          Focus on favelas (7Up project)</p> <p><b>Fieldwork</b>          Living World Rainforest experience</p>	<p><b>Students will be encouraged to</b> learn key vocabulary: physical &amp; human geography, relief, ecosystem, nutrient cycle, adaptation, deforestation, sustainability, favelas (informal settlements)</p> <p><b>Students will practise</b> mapwork skills, data manipulation, as well as researching information for a group debate.</p>

<b>Examples of home learning tasks</b>
Researching key definitions, researching named examples, writing extended answers, practising map skills and presenting fieldwork data graphically
<b>Assessment information</b>
Rainforest debate Extended writing task Summer exam
<b>Equipment</b>
Pen, pencil, 30cm ruler, eraser, protractor, pair of compasses, colouring pencils School iPad to access electronic textbook
<b>How parents / carers can help</b>
Encouraging students to learn the meanings/spellings of keywords and complete home learning on time. Support with research process so students understand the concept of "using" information rather than just "cut'n'paste" & how to "proof-read" their written work and use spell-check. Using the revision resources that will be shared with students before summative assessments. Encourage students to watch relevant documentaries about the world around them, focusing on topics such as environmental issues.
<b>Extracurricular activities</b>
Living Rainforest trip: Rainforest adaptation

<b>Who can I contact?</b>	<b>Head of Faculty</b>	Mrs S Baker
	<b>Head of Department</b>	Mrs E Atkins
	<b>Specialist Geography teachers</b>	Mrs E Atkins Mrs V Mortell

## RELIGION & PHILOSOPHY (RP)

### L4 RP Theme: Religious Diversity - Unity or Division?

	Curriculum content	Suggested reading and extension activities
Autumn Term	<p><b>Exploring Hinduism - Is Hinduism one religion or many?</b></p> <p><b>What Happens When We Die? - Does what we believe about death shape how we live?</b></p>	<p><b>Students will be encouraged to learn key terms:</b> Brahman, Trimurti, Vishnu, Brahma, Shiva, Ganesha, Om/Aum, lotus flower, puja, mandir, arti ceremony, Diwali, Rama and Sita</p> <p><b>Students will be encouraged to learn key terms:</b> resurrection, judgment day, eulogy, reincarnation, atman, karma, humanism</p>
Spring Term	<p><b>Sikhism – Equality, Identity, and Community - How does Sikhism promote unity in a divided world?</b></p>	<p><b>Students will be encouraged to learn key terms:</b> Guru, Guru Granth Sahib, Gurdwara, Langar, Sewa, Five Ks (Kara, Kanga, Kesh, Kirpan, Kaccha), Khalsa, Vaisakhi, Diwali</p>
Summer Term	<p><b>Forgiveness - Does forgiveness bring people together or create further division?</b></p> <p><b>Religion in a Global World - Does religion help or harm modern society?</b></p>	<p><b>Students will be encouraged to learn key terms:</b> reconciliation, justice, atonement, mercy, restorative justice, repentance</p> <p><b>Students will be encouraged to learn key terms:</b> Globalisation, identity, multiculturalism, secularism, pluralism, religious freedom, stereotype, extremism</p> <p><b>Students can practise</b> Extend writing practice using the PEEL paragraphs (point, explain, evidence, link) Creating balanced arguments (for and against) Developing answers to give detailed explanations.</p>

Examples of home learning tasks
Reflection task, comprehension tasks/questions, creative research activities
Assessment information
Follows AQA GCSE format: 1-mark multiple choice question, 1-mark give an example question, 4-mark explain a religious belief question, 6-mark explain question that must include a reference to a religious teaching or scripture, 12-mark evaluative essay.
Equipment
Pen, pencil, ruler, eraser, highlighter, glue, scissors, iPad
How parents / carers can help
Check homework and encourage students to learn the meanings/spellings of keywords. Encourage students to keep up to date with the news and have discussions about contemporary issues regarding religious issues, philosophy or ethics. Discussing and sharing views will help develop debating and evaluation skills. Visits to places of worship where possible e.g. when on holiday
Extracurricular activities
Human rights club – Thursdays, 1:30-2pm, Room 23

Who can I contact?	<b>Head of Faculty</b>	Mrs S Baker
	<b>Head of Department</b>	Miss N Hill
	<b>Specialist teachers</b>	Miss N Hill Mrs S Manley

## **FRENCH**

Curriculum content	
Autumn Term	<p>Alongside the topics, the Talk project will give students the linguistic tools to converse spontaneously in French during lessons.</p> <p><b><u>Module 4</u></b>  <b>Unit 1: Talking about your town/village.</b>  <b>Unit 3: Talking about where you go at the weekend</b>  <b>Unit 5: Saying what you can do in town (activities).</b></p>
Spring Term	<p><b><u>Module 5</u></b>  <b>Unit 1: Talking about your holidays (countries and locations).</b>  <b>Unit 4: Talking about holiday plans (holiday activities).</b>  <b>Unit 5: Saying what you would like to do.</b></p>
Summer Term	<p><b><u>Module 4</u></b>  <b>Unit 4: Asking someone to go somewhere</b></p> <p><b><u>Module 5</u></b>  <b>Unit 3: Buying drinks and snacks)</b></p> <p><b><u>Revision</u></b></p>
<b>Suggested extension activities</b>	
	Students will be encouraged to use their paper sentence builders, complete homework extension tasks, use their online tools (Languagenut, Memrise and Sentencebuilders.com) and attend the Translation Bee club.

<b>Examples of home learning tasks</b>
Worksheets, assignments in sentencebuilders.com linked to the sentence builders used in lesson, learning vocabulary with memrise or the paper sentence builder, translation tasks
<b>Assessment information</b>
End of module assessments and class assessments covering all topics from L4.
<b>Equipment</b>
Exercise books, Sentence Builders, online apps and iPad.
<b>How parents / carers can help</b>
Test them on the vocabulary that they are learning. Encourage them to use our online resources independently to consolidate learning. Encourage them to use their Talk sentences at home.
<b>Extracurricular activities</b>
Linguists' dinner participation, MFL breakfast, Translation Bee.

<b>Who can I contact?</b>	<b>Head of Faculty</b>	Mrs L Hazelton
	<b>Head of Department</b>	Mrs L Shopland
	<b>Specialist teachers</b>	Mrs L Shopland Mrs L Hazelton Mrs M Vanco

## SPANISH

Curriculum content	
Autumn Term/Spring Term	<p><b>My school</b>  <b>Alongside the topics, the talk project will ensure students use the linguistics tools to converse spontaneously in Spanish during lessons.</b></p> <p>Saying what you study and when, Days of the week, The time  Saying what you are going to or would like to study  Revision of regular AR verbs  Opinions about subjects and teachers  Comparatives, Opinion verbs with singular and plural nouns  Connectives + qualifiers, Definite and indefinite articles, Adjectival agreement</p>
Spring Term/Summer term	<p><b>My school/My town</b></p> <p>Describing your current school (present)  Describing your primary school (past)  Comparing schools, Saying what you would like to have in your school  Saying where you live and where it is  Describing your town now and in the past  Saying what you would like to have in your town  Verb haber (hay-había), Verb ser (es-era), Negative form “ni”  Saying where you go and what you do in your town  Extending sentences with “donde”, Revision of present tense, Irregular verb Ir=to go</p>
Summer Term	<p><b>My city</b></p> <p>Saying what you and others are going to do in your town  Near future  Giving opinions in the future</p>
<b>Suggested reading and extension activities</b>	
<p><b>Students will be encouraged to use their paper sentence builders and online tools (memrise and sentencebuilders.com) independently to learn/revise vocabulary and sentence structure</b></p> <p><b>Students can practice</b> making sentences using their sentence builders and their grammar book</p>	

<b>Examples of home learning tasks</b>
Worksheets, assignments in sentencebuilders.com linked to the sentence builders used in lesson, learning vocabulary with sentencebuilders.com and Quizlet.com or the paper sentence builder, translation tasks
<b>Assessment information</b>
Vocabulary test and paragraph writing after each subunit Speaking exam after Unit 1 - My school (February half-term) November (Subunits 1.1 and 1.2) and summer exams (Unit 1 + Subunits 2.1 and 2.2) will test the other 3 skills (reading, listening and writing + translation)
<b>Equipment</b>
Course workbooks (2), Sentence Builders/Grammar book, iPad
<b>How parents / carers can help</b>
Test them on the vocabulary that they are learning Make sentences using the paper sentence builders for them to translate Encourage them to use our online resources independently to consolidate learning Ask them to teach you words/sentences in Spanish Finally, be encouraging about learning a foreign language. It is a skill for life which can bring your child all kinds of opportunities.
<b>Extracurricular activities</b>
Trip to Spain

<b>Who can I contact?</b>	<b>Head of Faculty</b>	Mrs L Hazelton
	<b>Head of Department</b>	Mrs S Snell
	<b>Specialist teachers</b>	Mrs S Snell Mrs L Hazelton

## LATIN

	Curriculum content	Suggested reading and extension activities
<b>Autumn Term</b>	<b>The Olympian Gods</b> Power of the Gods Latin word order Nouns and Adjectives Nominative and Accusative Case	<b>Students will be encouraged to</b> learn the Chapter 1 Vocabulary checklist and the Latin names for the Olympian Gods.  <b>Students can practise</b> identifying verbs at the end of a Latin sentence and adding in 'the' and 'a' to sentences in addition to identifying the subject and object of a Latin sentence.
<b>Spring Term</b>	<b>Roman Heroes</b> Characteristics of a Roman Hero Semi divine heroes: Hercules, Aeneas, Romulus and Remus Gender, Number and case Adjectival Agreement Mortal heroes: Horatius Cocles and Cloelia Perfect Tense Prepositions	<b>Students will be encouraged to</b> learn Chapter 2 vocabulary, in addition to exploring derivations of the key vocabulary.  <b>Students can practise</b> identifying noun and adjective pairs, in addition to looking at a tense timeline and noting the different verb patterns.
<b>Summer Term</b>	<b>Roman Gods</b> Household gods and personified deities Ablative Case Verb infinitives, principal parts and the imperfect tense Adverbs	<b>Students will be encouraged to</b> explore the stories of Aeneas and Romulus through translation  <b>Students can practise</b> key verb person endings and recognition of tenses

<b>Examples of home learning tasks</b> Chapter vocabulary learning, sentence translation tasks, Source analysis questions
<b>Assessment information</b> End of Chapter 1 Assessment (Autumn term) and Summer Assessment. To include a mixture of passage translation, historical/mythological questions and shorter grammar tasks
<b>Equipment needed</b> De Romanis Textbook will be provided for in class use and school iPad will be needed for activities
<b>How parents / carers can help</b> Support Vocabulary learning by testing little and often from the Vocabulary checklists. Encourage students to identify derivations from the Latin words.
<b>Extracurricular activities</b> <b>Classics Club:</b> Create theatre masks, explore the Latin influence on Harry Potter and unearth the secrets of Pompeii <b>Fieldwork/trip</b> L4 Gladiator day (internal event)

<b>Who can I contact?</b>	<b>Head of Faculty</b>	Mrs L Hazleton
	<b>Head of Department</b>	Mrs C Jones
	<b>Specialist teachers</b>	Dr B England Mrs C Jones Mrs A Karanja

## ART

	Curriculum content	Suggested reading and extension activities
<b>Autumn Term</b>	<p><b>Textures of the sea</b>            Baseline test (drawing and written)            Henry Moore (drawing)-Artist study            Drawing skills and mark making. Observation skills            Textures in range of media            Pencil drawing, fineliner and ink drawing skills, to include drawing ink, chalk, charcoal and wax resist.            Layering of media</p>	<p><b>Students will be encouraged to</b> learn a wide range of expressive drawing techniques with materials such as pencil, ink, wax, fineliner and charcoal and chalk</p> <p><b>Students can practise:</b> observational drawings of shells, including close up sections to understand surface texture and pattern.</p>
<b>Spring Term</b>	<p><b>Textures of the sea</b>            Ceramic artists: Artist study- Heather Knight, Ursula Morley Price, Diane Martin Lubinski, Laura McNamara            Composition skills/ design skills            Clay embellishment techniques, pressing in and adding texture the surface.            creating own embellished clay piece.            Oxides  <b>Magical Jokes or sweet treat inspired by Harry Potter. - Product design and Graphics.</b>            Visit to Warner brothers studio London - to include a lesson on product design and graphics used in the movies.            Research into current packaging, Packaging designs already in the Harry Potter movies, shape theory, colour theory, typography, packaging design and nets.            Students to research a range of products as a class</p>	<p><b>Students will be encouraged to</b> learn key vocabulary: clay terms, slip, hatch and attach, clay tools, kiln, flange, impression, embellishment, texture.</p> <p><b>Students can practise</b> typography, colour combinations, and making nets</p> <p><b>Students will be encouraged to</b> build a sound knowledge of the products used in the movies, colours, shapes, magical powers etc.</p>
<b>Summer Term</b>	<p>Students will design their own magical inspired sweet or trick. to include knowledge of the products sizing, box shape and how it will sell the product.</p> <p>Posters to advertise the product further will be created digitally.</p>	<p><b>Students will be encouraged to</b> develop an awareness of product design.            Create their own product.            Design and create the packaging and advertisement            Design, sketching skills and build a knowledge of product design and graphics</p>

<b>Examples of home learning tasks</b>
Completion of artist study, drawing tasks, reading presentations, watching or reading Harry potter
<b>Assessment information</b>
Baseline test: sets ability data, regular verbal feedback in class / full assessment at the end of each unit
<b>Equipment</b>
HB pencil, 30cm ruler, rubber, colour pencils, iPad, pen.
<b>How parents / carers can help</b>
Encouraging creative hobbies, drawing, clay, design, digital drawing, having art equipment at home. Taking children to Art galleries or local exhibitions. Entering school based and national art competitions. Signing them up for art-based workshops in the holidays.
<b>Extracurricular activities</b>
Scholars and enthusiasts club. Harry Potter Studios

<b>Who can I contact?</b>	<b>Head of Department</b>	Miss V Coates
	<b>Specialist teachers</b>	Miss V Coates & Miss T Webb

## DRAMA

Curriculum content	
<b>Autumn Term</b>	<p><b>Romeo and Juliet</b> Studying Elizabethan theatre vs modern theatre. Interpretation skills working on extracts. Stage fighting skills.</p> <p><b>Advertising</b> Exploring techniques used by advertisers. Understand the difference between a slogan and a jingle. Created and performed an advert for Christmas.</p>
<b>Spring Term</b>	<p><b>Melodrama</b> Looking at the overexaggerated style of Melodrama and how this fits in to the History of Drama. Learning about stock characters and how to physicalise them for performance. Bringing melodrama to the modern day and looking at soap opera and pantomime. Scripting your own piece of melodrama based on the skills learnt in the SOW.</p>
<b>Summer Term</b>	<p><b>Blood Brothers</b> Learning about status and proxemics on stage. Looking at rehearsal techniques and peer coaching when approaching and analysing text and character. Taking Blood Brothers duologues from page to stage. Looking at the text from a designer's perspective.</p>
<b>Suggested reading and extension activities</b>	
<p><b>Students will be encouraged to</b> learn lines and rehearse for assessments. They will also be asked to provide costumes and props for assessments.</p> <p><b>Students can practise</b> their lines and performances.</p>	

<b>Examples of home learning tasks</b>	
No formal homework but students will be required to learn lines, rehearse, find costumes and look for props.	
<b>Assessment information</b>	
At the end of each unit there will be a performance assessment.	
<b>Equipment</b>	
iPads, props and costumes (depending on the assessment task).	
<b>How parents / carers can help</b>	
Learning lines and collecting props. Assisting with putting together costumes.	
<b>Extracurricular activities</b>	
<p><b>Drama club:</b> Tuesday Lunchtime Trips will be offered when appropriate.</p>	

<b>Who can I contact?</b>	<b>Head of Department</b>	Mrs K McDonald
	<b>Specialist teachers</b>	Mrs V Cosgrove Mrs K McDonald
	<b>Peripatetic teachers</b>	Mrs D Tendler (Speech & Drama)

## MUSIC

	Curriculum content	Suggested reading and extension activities
Autumn Term	<b>Musical Futures</b> Skills development: band instruments - ukulele, guitar, piano, bass guitar and vocals Perform: choice of pieces, in a band	<b>Band Skills:</b> <a href="https://www.bbc.co.uk/bitesize/topics/zvdqhy/c/articles/zjrd8xs">https://www.bbc.co.uk/bitesize/topics/zvdqhy/c/articles/zjrd8xs</a>
Spring Term	<b>Romantic Orchestral Music</b> Composer focus: Saint-Saens & Grieg Listening: Saint-Saens 'Carnival of the Animals' Composing: manipulating musical elements to create music to represent themes and animals Perform: 'In the Hall of the Mountain King' by Grieg	<b>Saint-Saens:</b> <a href="https://www.youtube.com/watch?v=7z2gbvDTekc">https://www.youtube.com/watch?v=7z2gbvDTekc</a> <b>Grieg:</b> <a href="https://www.bbc.co.uk/programmes/articles/1rpRf1Q7cK683F9LiwqTb5x/in-the-hall-of-the-mountain-king-by-edvard-grieg">https://www.bbc.co.uk/programmes/articles/1rpRf1Q7cK683F9LiwqTb5x/in-the-hall-of-the-mountain-king-by-edvard-grieg</a>
Summer Term	<b>Rhythms around the World</b> Skills development: steel pans Trinidad and Tobago Style focus: Calypso Perform: 'Lion Sleeps Tonight' in parts Sub-Saharan Africa Style focus: djembe drumming Compose: Polyrhythmic drum cycles <b>Optional Solo Performance</b> Skills development: own chosen instrument/voice Students who wish to, may present a solo performance as part of their final assessment	<b>African Drumming:</b> <a href="https://www.bbc.co.uk/bitesize/guides/zhsny4j/revision/1">https://www.bbc.co.uk/bitesize/guides/zhsny4j/revision/1</a> <b>Calypso:</b> <a href="https://www.bbc.co.uk/bitesize/guides/zq4hb82/revision/6">https://www.bbc.co.uk/bitesize/guides/zq4hb82/revision/6</a> <b>Optional Solo Performance:</b> <a href="https://www.bbc.co.uk/bitesize/guides/z62dy9q/revision/2">https://www.bbc.co.uk/bitesize/guides/z62dy9q/revision/2</a>

Examples of home learning tasks
Instrumental practice
Assessment information
Students are assessed in two main areas: Band Performance (Autumn) & 'In the Hall of the Mountain King" Performance (Spring), with an Optional Solo Performance (exam week)
Equipment
iPad, own individual instrument (if appropriate)
How parents / carers can help
Watch live music; encourage effective instrumental practice; encourage creativity via iPads apps such as GarageBand
Extracurricular activities
Orchestra, Pallas Strings, Flute Choir, Brass Ensemble, Harmony Choir, Chamber Choir, Rock 'n' Pop Band, Musical Theatre, Woodwind Ensemble Theatre trip opportunity, community events such as carol singing, local and national competitions

Who can I contact?	Director of Music	Mrs N Corlett
	Assistant Director of Music	Ms Goodyear
	Specialist teachers	Mrs N Corlett Ms Goodyear
	Peripatetic teachers	Mrs J Vivienne: Singing Mrs S Bolter: Clarinet, Flute, Saxophone Mrs C Gallagher: Violin Miss C Leigh: Cello/Piano Miss C Mann: Brass Mr L Marchant: Double Bass/Guitar Mr D Mein: Guitar Mrs F Montignani: Singing Miss Gobbett: Flute Mr D Waller: Percussion

## **PHYSICAL EDUCATION (PE)**

<b>Curriculum content</b>	
<b>Autumn Term</b>	<b>Sports</b> Swimming and water safety Health related fitness Netball Hockey/Football
<b>Spring Term</b>	<b>Sports</b> Swimming and water safety Tag rugby/invasion games Netball Hockey/Football
<b>Summer Term</b>	<b>Sports</b> Swimming and water safety Athletics Cricket/Rounders Tennis
<b>Suggested reading and extension activities</b>	
	<b>Students will be encouraged</b> to learn how to lead, coach, officiate and score as appropriate within each activity. <b>Students can practise</b> further through attending PE/Community sports clubs BBC Sport App The Well HQ School Sport Magazine The Female Body Bible-The Well HQ

<b>Examples of home learning tasks</b>	
All movement is good! Students are encouraged to move in a variety of ways as part of their lifestyle. It could be taking the dog for a walk, going for a bike ride, or a home workout. Attending PE or community sports clubs.	
<b>Assessment information</b>	
Students learning and progress is regularly assessed in PE lessons through key tasks provided by the teacher throughout and at the end of the scheme of work.	
<b>Equipment</b>	
PE kit, shin pads, mouthguard, long socks, swimming kit (Goggles recommended).	
<b>How parents / carers can help</b>	
Check/Remind children of the correct PE equipment required each day. Encourage children to live an active lifestyle.	
<b>Extracurricular activities</b>	
Variety of Extra-Curricular PE clubs across the year including Netball, Football, Fitness, Badminton and pickleball, Lacrosse, Fencing, Cross-Country, Tennis, Rounders, Cricket and Athletics.	

<b>Who can I contact?</b>	<b>Head of Faculty</b>	Mrs L Lindon
	<b>TH Swim Academy liaison</b>	Mr B Aldrick
	<b>West Hants Tennis Academy liaison</b>	Mrs S Camp
	<b>Specialist teachers</b>	Mrs L Burgan, Mrs S Camp, Mrs H Hawes, Mrs L Lindon, Mrs R Newcombe
	<b>Additional Coaches</b>	Mr B Aldrick, Swimming Academy Head Coach

## **COMPUTING**

<b>Curriculum content</b>	
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>• <b>Media - Vector Graphics.</b> <ul style="list-style-type: none"> <li>○ Students will design graphics using vector graphic editing software. By the end of the unit learners will have produced an illustration, a logo, or some icons using vector graphics.</li> </ul> </li> <li>• <b>Developing for the Web.</b> <ul style="list-style-type: none"> <li>○ Students will learn how to create a webpage using HTML tags, including style attributes.</li> </ul> </li> </ul>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>• <b>Mobile App Development.</b> <ul style="list-style-type: none"> <li>○ Students will create an event-driven app using App Lab.</li> </ul> </li> <li>• <b>Digital Design.</b> <ul style="list-style-type: none"> <li>○ Students will consider good digital design considerations, creating a series of digital products such as a moodboard, social media graphics and a magazine cover.</li> </ul> </li> </ul>
<b>Summer Term</b>	<ul style="list-style-type: none"> <li>• <b>Physical Programming with Spheros.</b> <ul style="list-style-type: none"> <li>○ Students will apply their knowledge of programming to a Sphero robot, completing a series of challenges.</li> </ul> </li> <li>• <b>Artificial Intelligence.</b> <ul style="list-style-type: none"> <li>○ Students are given an introduction to what AI is and then explore, among many other things, how ML models are built, the impact of bias in data, decision trees, and the AI project lifecycle. They will also see how AI and ML technologies may affect them - both now and in the future - as well as learning about the ever-increasing variety of AI-related careers.</li> </ul> </li> </ul>

<b>Examples of home learning tasks</b>	
Computing is not part of the homework timetable, but students are encouraged to utilise and apply their digital skills across all their subjects.	
<b>Assessment information</b>	
Students are assessed at the end of a unit of work using the reporting rubrics relative to their attainment band.	
<b>Equipment needed</b>	
iPads are used for some units of work alongside the desktop PCs.	
<b>How parents / carers can help</b>	
Supporting students with their digital skills on a PC or laptop at home. Discussing current hot topics in the digital world.	

<b>Who can I contact?</b>	<b>Head of Faculty</b>	Mr I Kirtland
	<b>Head of Department</b>	Mrs A Eels
	<b>Specialist teachers</b>	Mrs A Eels

## **DESIGN TECHNOLOGY CAROUSEL**

Year 8 Design Technology, Outdoor Learning, Food Preparation and Nutrition & Textiles operate on a carousel system.

Students will alternate between Design & Outdoor Learning, experiencing 3 half terms of each, as well as alternating between Food Preparation and Nutrition & Textiles.

	Design	Outdoor Learning		Food & Nutrition	Textiles
Autumn 1	Group 1	Group 2	Autumn 1	Group 1	Group 2
Autumn 2			Autumn 2		
Spring 1			Spring 1		
Spring 2	Group 2	Group 1	Spring 2	Group 2	Group 1
Summer 1			Summer 1		
Summer 2			Summer 2		

## **DESIGN TECHNOLOGY CAROUSEL: Useful Information**

### **How parents / carers can help**

For Outdoor Learning the students will be taught outdoors in all weathers and therefore they must come prepared and dressed appropriately. A weather appropriate kitbag will ensure the students are warm, dry and happy outdoors, even in the rain, they will get wet and muddy! A letter will be sent confirming the clothes that will be required before your daughter's first session.

Encourage the development of any fine motor skills tasks at home (craft, sewing and cooking).

Ensure students have the correct ingredients and a named apron and container for Food Preparation and Nutrition lessons, as directed by their teacher.

Purchase any additional fabric if required by their Textiles teacher.

### **Extracurricular activities**

Rotary Young Chef Competition.  
Talbot Heath Bake Off Competition  
Talbot Heath Master Chef Competition  
Talbot Heath Sewing Bee Competition

<b>Who can I contact?</b>	<b>Head of Design</b>	Mr A Morris
	<b>Specialist teachers</b>	Mrs H Adams (Textiles & Outdoor Learning) Mrs J Moran (Food) Mr A Morris (Design)

## **DESIGN TECHNOLOGY & OUTDOOR LEARNING**

	<b>Curriculum content</b>	<b>Suggested reading and extension activities</b>
<b>Design Technology Carousel</b>	<p><b>USB Desk Light</b> Create a USB desk light to develop their designing and making skills.</p> <p>Learn about soldering electronic components and the use of CAD/CAM.</p> <p>Develop their skills using hand tools and machinery.</p> <p>Learn how to use all equipment safely and develop their understanding of health and safety in the workshop.</p>	<p><b>Students will be encouraged to</b> learn how to work safely and confidently with a range of hand tools and machines.</p> <p><b>Students can practise</b> their making skills at home with the supervision of parents/carers. Any craft related, practical activity is useful in order to develop the student's creative skills and hand eye coordination.</p> <p>In order to maximise the amount of practical work in class, students may be asked to complete written tasks at home. They will each be given a booklet and will be expected to bring it in every lesson.</p>
<b>Outdoor Learning Carousel</b>	<p><b>Outdoor Learning and Environmental Stewardship.</b></p> <p>Different activities will take place depending on the weather in each session. Activities can include:</p> <ul style="list-style-type: none"> <li>-Basic horticulture- Planting seedlings and bulbs, planting trees, pruning and garden maintenance and watering plants.</li> <li>-Wildlife identification, monitoring and information gathering, pond dipping, nature walks, nature mapping, developing a knowledge of trees, woodland maintenance.</li> <li>-Practical skills- Tying knots, whittling with knives, camp/den building, using and maintaining tools safely, building, lighting and maintaining a fire, campfire cooking.</li> <li>-Creative activities- Crafting with natural materials, traditional crafts, making land art, en plein air drawing and painting.</li> <li>-Team challenges- Playing team building games, den building, working collaboratively, problem solving and communicating efficiently. Building resilience.</li> </ul>	<p>The Outdoor Learning curriculum provides students with experiences that encourage an appreciation, awareness and knowledge of the natural environment.</p> <p>Students will learn to respect and care for their own local environment. One of the principles of Outdoor Learning is to promote environmental awareness and encourage sustainability, this can be reinforced at home, through discussion and practical implementation.</p> <p>Students can get involved in gardening at home, growing their own vegetables, herbs and flowers or looking after house plants. Creating bird feeders from recycled materials and taking responsibility for refilling them. Creating a habitat for hedgehogs or bees in their gardens at home.</p> <p>Students will be encouraged to foster a sense of environmental responsibility and stewardship through exploration, understanding and active contribution to the local environment.</p> <p>To develop their environmental stewardship a student could join an organisation that is making a difference in their local community, i.e volunteering at their local nature reserves or simple tasks such as teaching a younger sibling to plant bulbs or grow herbs, which can be used in the kitchen. Perhaps as a family you could make a goal to reduce your ecological footprint.</p>

## **FOOD / NUTRITION & TEXTILES**

	<b>Curriculum content</b>	<b>Suggested reading and extension activities</b>
<b>Food &amp; Nutrition Carousel</b>	<p><b>Protein Dishes</b>            Students will gain a clearer understanding of the importance of having a healthy, balanced diet, made up of a variety of food and drinks. They will prepare a selection of increasing complex dishes, using more technical equipment. Emphasis is on demonstrating a good level of planning, skill and organisation, and producing quality practical outcomes each week. Practical tasks covered include pastry dishes, main courses and desserts.</p>	<p><b>Students will be encouraged to</b> learn how to work safely, hygienically and independently on a range of more challenging tasks, using a wider variety of ingredients and equipment.</p> <p><b>Students can practise</b> cooking the dishes for the family at home.</p>
<b>Textiles Carousel</b>	<p><b>Printed Tote Bag. 'The Seasons'</b>            Students will research surface pattern and print and different fabric printing techniques. They will design and make a printed fabric design to create a bespoke repeating pattern on fabric inspired by 'The Seasons'. To build on previous skills to use the sewing machine to make the printed fabric into a tote bag. Continue to use textiles tools and equipment safely and continue their understanding of health and safety in the textiles classroom.</p>	<p>Students will be expected to work independently, safely and confidently with a range of hand tools and textiles equipment.</p> <p>Students will be asked to complete design and research tasks to support their practical work in the classroom.</p> <p>Students can practise their making skills at home with the supervision of parents/carers. Any craft related, practical activity is useful in order to develop the student's creative skills and hand eye coordination.</p>

### **Examples of home learning tasks**

**Design:** Complete research tasks/planning sheets/design drawings.

**Food:** Design a main course dish suitable for entry into the TH Master Chef Competition.

**Textiles:** Research and design tasks to support their practical learning in school.

**Outdoor Learning:**

### **Assessment information**

Students are assessed at the end of each subject rotation (Design, Food, Textiles) with the exception of Outdoor Learning which is a non-assessed subject.

### **Equipment**

**Design:** Pencil case. A technical pencil is recommended. All other equipment will be provided.

**Food:** Ingredients and a named apron and container. A list of all the ingredients required each week will be provided at the beginning of the module.

**Textiles:** Pencil case, Glue stick and scissors are helpful. Students must make sure to come to textiles lessons with their iPad charged.

**Outdoor Learning:** A weather appropriate kit. A list will be sent to parents before your daughter's first Outdoor Learning session.

## CAREERS

	<b>Curriculum content</b>	<b>Suggested reading and extension activities</b>
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>• My dreams for L4 at Talbot Heath</li> <li>• Goals &amp; SMART Targets</li> <li>• Job sectors &amp; labour market information</li> <li>• Careers &amp; the climate – Green jobs &amp; sustainable degrees</li> <li>• What does career success mean for you?</li> <li>• Understanding skills &amp; how these relate to industry</li> </ul>	<p>Students will be encouraged to develop an understanding of their Career Journey and how this develops through their life at Talbot Heath. They will consider how different Skills and Qualities are required in a range of Careers and sectors. During Green Careers Week students will consider the changing world and sustainability; they will also consider the development of Green Careers.</p> <p>To develop these ideas, students can watch BBC News and read newspapers &amp; magazines for an awareness of the world and the career paths people have followed.</p>
<b>Spring Term</b>	<ul style="list-style-type: none"> <li>• Understanding relevant information</li> <li>• Job applications &amp; CVs</li> <li>• Employment information &amp; interview skills</li> <li>• National Careers Week</li> <li>• Student careers research</li> <li>• Supply chains &amp; entrepreneurs</li> </ul>	<p>Students will be encouraged to learn key vocabulary with regards to employability, CV's and interview skills. Students will develop their understanding of the world of work during National Careers Week. Students will consider the wide variety of careers that can join together under a sole employer and how a final product is produced.</p> <p>To develop these ideas, students can access the National Careers Week - Virtual Careers Fair to see some of the careers offered by key UK employers.</p>
<b>Autumn Term</b>	<ul style="list-style-type: none"> <li>• Challenges &amp; rewards of work</li> <li>• Employability skills – resilience &amp; staying positive</li> <li>• Developing communication &amp; teamwork</li> <li>• Managing money &amp; employment</li> <li>• My Money week – financial wellbeing</li> <li>• Creating the life you want</li> </ul>	<p>Students will consider the challenges and rewards of the workplace. They will continue to develop key employability skills and qualities, assessing their skillset and identifying opportunities for personal growth.</p> <p>Students will develop their financial literacy and learn about money management, preparing them for the world of work.</p> <p>To develop these ideas, students can talk to parents about budgeting and savings.</p>

### Examples of home learning tasks

Careers is not part of the homework timetable, but students will be signposted to key careers events and information throughout the year. They will attend workshops and hear from visiting speakers, so encourage discussion to develop their ideas.

### Assessment information

The Head of Careers and Tutors will assess students through key research and reflection activities. Students will be encouraged to make short presentations to their peers/teachers about their research and career ideas.

### Equipment

iPad, Pen, pencil, ruler, colouring pencils

### How parents / carers can help

Encourage discussions about the wider world, the environment and the world of work. Talk to your child about your own career journey and how it has developed through your lives. Support your child to find career ideas and discuss the different career roles in your family circle and community. Encourage them to attend external careers events and to explore post 18 options including University degrees and Degree Apprenticeships. Encourage the development of their skills and qualities with extra-curricular activities,

### Extracurricular activities

Students can attend informal lunchtime Careers sessions and book an appointment with the Head of Careers for support in their Career Journey.

<b>Who can I contact?</b>	<b>Head of Careers</b>	Mrs S Manley
	<b>Head of KS3</b>	Mrs N Corlett
	<b>Specialist teachers</b>	<b>Form Tutors:</b> L41P Mrs R Newcombe, L42P Mrs Burgan & Mrs Camp