



**GEORGE
SPENCER
ACADEMY**

Our Curriculum

Year 8

2021-22

**A guide for parents and
students**

An introduction to our Year 8 Curriculum

Welcome to our Year 8 Curriculum booklet and thanks for taking the time to read and engage with this information.

The overall purpose of this booklet is to share our curriculum with parents so that you are more able to support your children with their learning. At George Spencer Academy, we pride ourselves on providing students with rich learning experiences through a creative and innovative curriculum. Our formal curriculum is built from sequences of topics and lessons which are designed to help students know more and remember more in each subject. Students learn better when they understand how lessons fit within their broader context and when they are able to make connections between and within their subjects. Parents can support their children by discussing this formal curriculum at home, and the information in this booklet will help you do this by summarising key topics and discussion points in each subject.

Alongside the formal curriculum, our wrap-around curriculum aims to provide a holistic approach to the development of each child. This includes Growth lessons and Form time learning on topics such as well-being, learning strategies and values for life in modern Britain. It also includes opportunities for extending learning outside of the classroom, especially through reading texts, watching films or documentaries and visiting places of interest. As parents, your help with this is much appreciated and this booklet provides ideas for partnership learning at home which will usefully complement what is being taught in school.

Included in this booklet:

- A one-page curriculum summary with half-termly topics and allocated teaching hours in each subject;
- A list of ideas for students to read, watch and visit at home for each subject;
- A calendar of key curriculum dates;
- A page for each subject which includes an intent statement, links between and within subjects, half-termly topics, skills and key questions for discussion, plus information on how students will be assessed.

If you have any queries regarding our Year 8 curriculum, please contact Mr P. Allen at pallen@george-spencer.notts.sch.uk. This booklet is also available in the Curriculum section of the school website if you wish to use the hyperlinks that are included in some places.

Our Year 8 Curriculum on one page

		HT1	HT2	HT3	HT4	HT5	HT6
Core subjects	English 3.5 hours a week	Animal Farm (AF) or Twelfth Night(TN).	Animal Farm (AF) or Twelfth Night (TN).	Poetry	Poetry	Animal Farm (AF) or Twelfth Night (TN).	Animal Farm (AF) or Twelfth Night (TN).
	Maths 3.5 hours a week	FDP Equivalence Percentages Ratio	Reverse Percentages Equations Compound Shapes	Shape Properties 3D Shapes Circles Volume	Probability Surface Area Pythagoras Theorem	Basic Graphs Transformations	Statistics Averages Data Handling
	Science 3 hours a week	Chemistry - Reactions, Periodic Table	Biology - Reproduction	Biology - Organisms and energy in Ecosystems.	Physics - Energy	Physics - Light and Sound	Biology - Health and Disease. STEM project
	PE 2 hours a week	May include: Football, Basketball, Rugby, Netball, Table Tennis, Badminton, Gymnastics, Dance, Health Related Fitness, Handball		May include: Football, Basketball, Rugby, Netball, Table Tennis, Badminton, Gymnastics, Dance, Health Related Fitness, Handball		Activities may include: Tennis, Rounders, Cricket, Track & Field Athletics, Softball.	
MFL	Languages 3 hours a week	Food	Local area	Lifestyle - hobbies and clothes	Holidays	Sport and leisure	Daily life
Social Sciences	Geography 1 hour a week	Our Physical World	Our Physical World; Our Dangerous World	Our Dangerous World	Our Busy World	Our Busy World; India and China	India and China
	History 1 hour a week	English Civil War	Transatlantic Enslavement	Industrial Revolution	French Revolution	Titanic	Causes of the First World War
	Philosophy 1 hour a week	World Religions	World Religions	Ethics (Injustice in the world)	Global Citizenship	Prayer & Meditation	Science & Religion
Technology	Technology and Food 2 hrs a week	FP&N - The impact that food has on diet, cultures and the environment - developing a greater understanding of food preparation.		Skills and Knowledge - Developing a more in-depth knowledge and understanding of materials and their application.		Problem Solving - How products are designed in relation to users interacting with them; Pizza cutter for a specific user.	
Creative Arts	Art 1 hour a week	Typography	Impressionism	Gargoyles		Portraiture	
	Drama 1 hour a week	Murder Mystery	Scripted theatre - The Dumb Waiter	Drama Skills		William Towers	Advert Challenge
	Music 1 hour a week	Keyboard Skills	Musical Structures	Music of the Caribbean	Indian Music	20th Century Dance Styles: TECHNO	The Blues
ICT, Business and Computing	ICT 1 hour a week	Using computers safely	Networking	App development	Python programming	Spreadsheet modelling	Website design
Personal Development	Growth 1 hour a week	Learning	British Values	Health and Well-being	Mindfulness	Finance	Futures
	Personal Development Two 30-minute slots per week	Self-concept Mental health and well-being Healthy lifestyles	Drugs, alcohol, tobacco Puberty and sexual health	Relationship values Consent	Contraception & parenthood Bullying, abuse and discrimination	Values for life in modern Britain	Financial choices Media literacy

Growth, Art, Music, Drama, Geography, History, Philosophy, Maths, English, Technology and ICT are taught in form groups or similar mixed ability groups. Other subjects are taught in sets based on choice of Language (French/Spanish), gender (PE) or ability (Science).

Read, watch and visit - supporting our Year 8 Curriculum at home

Here are some ideas to extend learning outside of the classroom in each subject. There are a lot, but even having a go at one or two each term over the course of Year 8 will help. Students might try to do one for each subject, or one from each of the 'read, watch and visit' categories, or focus on the subjects that hold the most interest.

So that we can keep track of participation and reward excellent effort, please log activity at

https://docs.google.com/forms/d/e/1FAIpQLSfDxOAEh5snHt1hihilJAjCRau-yG0WFjHQRKLhH82reIV28A/viewform?usp=sf_link

		Read	Watch	Visit
Core subjects	English	The Hunger Games by Suzanne Collins	She's the Man	A local poetry or spoken word event
	Maths	Symmetry, reality's riddle	The Monty Hall Problem - probability and Game Shows explained (on iPlayer)	Maths Exhibition at the Paris Science Museum
	Science	Stephen Hawking's Life (Little People, Big Dreams)	Blue Planet II	Green's Windmill and Science Centre (greensmill.org.uk)
	PE	Jessica Ennis: Unbelievable	Coach Carter	National Ice Centre
MFL	Languages	Vive les vacances! - Eil Young French Readers: Level 1	Zipe y Zape y la isla del capitán - Netflix Les vacances du petit Nicholas	Visit a Spanish or French restaurant to try some authentic food! (Ibérico World Tapas / Petit Paris, both in Nottingham)
Social Sciences	Geography	Factfulness by Hans Rosling	Slumdog Millionaire	Sherwood Forest
	History	Freedom by Catherine Johnson	Hamilton: an American Musical	International Slavery Museum, Liverpool
	Philosophy	Ethics in leadership- https://yscouts.com/10-ethical-leadership-characteristics/	What is ethics? https://www.youtube.com/watch?v=u399XmkjeXo	The National Holocaust Centre, NG22 0PA
Technology	Technology and Food	Incredible Edibles by Stefan Gates	George Clarke's Amazing Spaces	Wollaton Hall Industrial Museum
Creative Arts	Art	The Art Book for Children	Sky Arts- Portrait Artist of the Year Sky Arts - Portrait artist of the year	National Portrait Gallery
	Drama	The Dumb Waiter by Harold Pinter	Theatre Royal Nottingham	Lakeside Arts
	Music	World Music overview https://www.bbc.co.uk/bitesize/guides/zg4hb82/revision/1	Pump up the Bhangra https://youtu.be/d1b-K3anlnc	Bonington Theatre, Arnold
ICT, Business and Computing	ICT	Computer Coding Python Games for Kids	The Social Network	Apple Store

Key dates in our Year 8 Curriculum

Here is a list of key dates, all of which are designed to keep you informed about our curriculum and about how your child is progressing at George Spencer Academy. For other dates, such as term dates and INSET days, please see the school website or the student planner.

Weds 8th September 2021	Year 8 Information Evening
Week beginning 1/11/21	Assessment point 1 information available to parents
Week beginning 13/12/21	Assessment point 2 information available to parents
Thursday 10th March 2022	Year 8 Progress Evening - P half (EHW, DHY, SLG, KSX, LNS)
Tuesday 15th March 2022	Year 8 Progress Evening - S half (RKR, CLH, KCR, JWN, RHI)
Week beginning 18/4/22	Assessment point 3 information available to parents
Week beginning 25/7/22	Assessment point 4 information available to parents

Assessment point information is collated by teachers four times a year and sent home to parents on paper; it is also available digitally through INSIGHT. It includes scores for effort, behaviour, deadlines and preparation for learning (homework), as well as a target grade and a predicted grade in each subject. The predicted grade is the GCSE grade that a teacher believes the student is most likely to achieve in that subject if they continue to make normal progress from this point up to the end of Year 11. Predictions are based on teacher assessments, including in-class tests and homework pieces.

Our Year 8 English Curriculum

We aim to develop students of English who:

- Are challenged and engaged by a curriculum that enthuses students and staff, while fostering a love of language and literature;
- Build a life-long competence in reading and communicating with skill and clarity, as well as an appreciation of how we can manipulate and are influenced by language in the wider world, through knowledge of writers' methods;
- Gain knowledge of a wide range of literature that teaches us something about the world we live in and supports both our academic achievement and our personal wellbeing. Students will also gain knowledge of the timeless nature of literary themes.

Big Ideas in Year 8 English

Twins, pigs, revolutionaries and poets: Year 8 English is brimming with adventure and heartache. In this second year, students will study texts by: Shakespeare, Orwell and a diverse range of poets. We will focus on responding to literature texts and creating our own creative and non-fiction pieces. These texts are interleaved with a breadth of poetry, non-fiction, context and short stories, designed to fully immerse us in these worlds.

Making Connections

Our Year 8 English Curriculum will build on our Year 7 curriculum in which we grew to love Shakespeare, studied texts in their contexts and started to analyse poetry. We also started our wordsmith journey: crafting both creative and persuasive pieces.

Our Year 8 English Curriculum prepares students for a more in depth understanding of Shakespeare which is integral for Year 9 study and beyond. They will further develop their ability to analyse literary texts in their contexts and strengthen their ability to both analyse and craft language effectively. These skills will be further developed in Year 9, GCSE and A Level.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Animal Farm (AF) or Twelfth Night (TN). Writing focus.	Animal Farm (AF) or Twelfth Night (TN). Reading focus.	Poetry: Reading focus	Poetry: Writing focus	Animal Farm (AF) or Twelfth Night (TN). Writing focus.	Animal Farm (AF) or Twelfth Night (TN). Reading focus.
Skills	Creative writing or transactional writing for a purpose. Content, organisation and technical accuracy.	Inference, language analysis, structure analysis, dramatic techniques, context.	Inference, language analysis, structure analysis and writing skills. Consolidate and build knowledge of grammar and vocabulary	Writing a poem and commentary. Creative writing and explaining creative decisions. Consolidate and build knowledge of grammar and vocabulary	Creative writing or transactional writing for a purpose. Content, organisation and technical accuracy.	Inference, language analysis, structure analysis, dramatic techniques, context.
Key questions	(AF) - How does the writer use language to present battles between characters? (TN) - How does Shakespeare want his audience to feel about Viola and/or Malvolio?	(AF) - What ideas does George Orwell's novel present about equality? (TN) - Which characters in the play use disguise and deception and why?	Which poem from the collection studied could have the strongest impact on the reader?	What importance does the structure of a poem have? What structural features are you aware of?	(AF) - How does the writer use language to present battles between characters? (TN) - How does Shakespeare want his audience to feel about Viola and/or Malvolio?	(AF) - What ideas does George Orwell's novel present about equality? (TN) - Which characters in the play use disguise and deception and why?
Assessment	(AF) Write a newspaper article on the 'Battle of the Cowshed' OR (TN) Write a description suggested by a picture	(AF) How does Orwell present Boxer? OR (TN) How is Viola presented in the extract and across the play?	Compare how the poets present ideas about being a parent in Nettles and A Mother in a Refugee Camp	Write a poem and a commentary	(AF) Write a newspaper article on the 'Battle of the Cowshed' OR (TN) Write a description suggested by a picture	(AF) How does Orwell present Boxer? OR (TN) How is Viola presented in the extract and across the play?
Cross-curricular links	Spoken English: giving short speeches and presentations	Growth: Democracy /Animal Farm	Music: Rhyme and rhythm	Spoken English: improvising, rehearsing and performing poetry	Growth: Democracy /Animal Farm	Spoken English: improvising, rehearsing and performing play scripts

Any questions? Please contact mbeverley@george-spencer.notts.sch.uk

Our Year 8 Mathematics Curriculum

We aim to develop all students into mathematicians who:

- Have a coherent framework of knowledge about the mathematical areas of Number, Algebra, Geometry and Measure, Probability and Statistics, Ratio and Proportion;
- Become fluent in the language of mathematics, have the ability to reason mathematically and have confidence in solving increasingly complex problems by applying a combination of mathematical skills to routine and non-routine problems with increasing sophistication;
- Understand the practical applications of mathematics, relish the challenge that studying mathematics provides and believe that by working hard at mathematics they can succeed.

Big Ideas in Year 8 Mathematics

Setting strong foundations! In year 8, we cover some key and fundamental topics required both in the higher and the foundation GCSE. This includes the key skills surrounding number, algebra and being able to manipulate shapes and transform them. We look at iconic mathematicians such as Pythagoras and explore his theorem around triangles. Now more than ever we live in a data driven world, the data analysis and the presentation of data is key in the world of work. Whether you are using charts for personal finances or addressing the nation with an iconic "Next slide please" these skills are transferable in our personal lives and across all employment sectors.

Making Connections

Our Year 8 Mathematics Curriculum will build on the concepts of number, proportion, shape algebraic manipulation and equations covered in year 7.

Our Year 8 Mathematics Curriculum will build towards the concepts covered in year 9 which are assessed across both tiers of the GCSE. The key skills surrounding algebra learnt in year 8 will be vital towards to content covered in year 9 and beyond.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	FDP Equivalence Percentages Ratio	Reverse Percentages Equations Compound Shapes	Shape Properties 3D Shapes Circles Volume	Probability Surface Area Pythagoras Theorem	Basic Graphs Transformations	Statistics Averages Data Handling
Skills	Extend and formalise knowledge of ratio and apply to increasingly difficult problems.	Rearrange and simplify expressions, and solve equations.	Use language and properties precisely to analyse 2-D and 3-D shapes.	Select concepts, methods and techniques to apply to unfamiliar and nonroutine problems.	Formulate mathematical relationships between number and graphical representations.	Model situations mathematically and express results using a range of formal mathematical representations
Key questions	Can I work out how much something will be in a sale?	Can I find an unknown variable? Can I find the area of a space?	Can I manipulate and use properties of shapes?	Can I work out a probability? Can I find a missing side of a triangle?	Can I transform shapes based on a set of instructions?	Can I use a range of different charts to display data?
Assessment	Trust end of half-term assessment	Trust end of half-term assessment	Trust end of half-term assessment	Trust end of half-term assessment	Trust end of year assessment	Data Handling Task

Any questions? Please contact Connor Lynch, clynch@george-spencer.notts.sch.uk

Our Year 8 Science Curriculum

We aim to develop all students into scientists who:

- Have opportunities to indulge their natural curiosity for science, leading to a lifelong passion
- Are scientifically confident and skilled learners with potential for embarking upon STEM-based careers
- Have a broad and deep knowledge of the sciences through immersion in our five-year spiral curriculum

Big Ideas in Year 8 Science

From a virus to a whole ecosystem, we learn the complexities of life and the interactions with other species. Interactions with other chemicals is the cornerstone of chemistry this year and all of this is underpinned by the Energy topic. Energy which is transferred to light and sound, energy which is converted into kinetic and thermal energy in organisms and energy which is given out or absorbed during reactions.

Making Connections

Our Year 8 Science Curriculum will build on the Cells and Tissues topics to look at specialist cells and the reproductive system in more detail. Fundamental chemistry skills from year 7 will be developed in the Reactions topic. The universal concept of energy flows throughout year 8 topics.

Our Year 8 Science Curriculum will build towards topics in GCSE and beyond in this spiral curriculum, for example linking to the first topics in Year 9, Conservation of Energy (P1) and Energy Resources (P3). In year 10 you will be reintroduced to biology topics like Reproduction and Energy in the Ecosystem to build on the solid foundations you are developing now.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Chemistry - Reactions, Periodic Table	Biology - Reproduction	Biology - Organisms in Ecosystems. Energy in Ecosystems	Physics - Energy	Physics - Light and Sound	Biology - Health and Disease. STEM project
Skills	Identification of trends and patterns, presentation of data	Making accurate measurements in the seed dispersal investigation	Basic statistical analysis and sampling techniques.	Make and record observations and measurement	Safe and precise practical skills measuring angles. Accurate predictions.	Aseptic Technique. Collaborative work, time management, organisational skills
Key questions	Why don't all chemicals react in the same way?	What are the differences between plant and animal reproduction - AND WHY?	How can a whole tree be made from a gas (CO ₂) and a liquid (H ₂ O)?	If energy cannot be created or destroyed how does a car work?	How could you describe an electrical storm using your knowledge from this topic?	Why can't I get antibiotics to treat the flu?
Assessment	End of Topic Test	End of Topic Test	End of Topic Test	End of Topic Test	End of Topic Test	End of Topic Test
Cross- curricular links			Geography - Y7 HT2 tropical rainforests		Art - Y8 - HT4 Portraiture Project	

Any questions? Please contact Mr B Walpole, bwalpole@george-spencer.notts.sch.uk

Our Year 8 PE Curriculum

The **Intent** of Physical Education Curriculum at George Spencer Academy is to develop Physical Education students that:

- Use Physical Education to enhance knowledge and skills in a range of sports and activities so that students may be able to expertly and competently demonstrate and apply new techniques and a greater understanding of the use of tactics and strategies to overcome opponents.
- Develop a range of life and employability skills in order to be effective members of society.
- Benefit from a range of opportunities to develop a lifelong love for Physical Education and embed the importance of leading a healthy and active lifestyle.

Big Ideas in Year 8 PE - Have you ever thought about what happens inside your body when you exercise? Discover how your body responds and the importance of leading a healthy lifestyle. This year our focus is to provide students with the opportunity to further develop key skills needed for lifelong learning. There will also be the chance to try out some new activities.

Making Connections

Our Year 8 PE Curriculum will build on the knowledge of sporting activities taught in Year 7, offering a further development in our understanding about the sports and be able to apply this in a practical setting.

Our Year 8 PE Curriculum will build towards not only developing our fitness and ability to partake in varying sporting activities, but also the key skills required to demonstrate good sportspersonship. These skills can be transferred across other subjects and everyday life.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Activities may include: Football, Basketball, Rugby, Netball, Table Tennis, Badminton Gymnastics, Dance, Health Related Fitness, Handball		Activities may include: Football, Basketball, Rugby, Netball, Table Tennis, Badminton Gymnastics, Dance, Health Related Fitness, Handball		Activities may include: Tennis, Rounders, Cricket, Track & Field Athletics, Softball.	
Skills	Character	Leadership	Problem Solving	Communication	Teamwork	Mindset
Key questions	When have you demonstrated resilience?	What can you do to motivate others?	What strategies can you implement to overcome a challenge in a game situation?	How can you demonstrate both verbal and non verbal forms of communication ?	Why is trust important when working as a team?	How can you overcome setbacks?
Assessment	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment	End of unit assessment
Cross- curricular links						Growth HT4 - Mindfulness

Any questions? Please contact Mr M Powell mpowell@george-spencer.notts.sch.uk

Our Year 8 French Curriculum

To develop all students into linguists who:

- Build upon their previous linguistic experience, developing the necessary linguistic skills to be able to communicate effectively in Listening, Speaking, Reading and Writing.
- Benefit from opportunities to use and manipulate a variety of key grammatical structures and patterns and develop and use a wide ranging and deepening vocabulary.
- Enjoy an opening to other cultures, fostering their curiosity and deepening their understanding of the world.

Big Ideas in Year 8 French

“Avoir une autre langue, c’est posséder une deuxième âme.” - Charlemagne

(To have another language is to possess a second soul)

The next time you find yourself in France, you’ll be able to order your food or ask for directions in French!

Being able to communicate using a range of tenses and complex structures. In Year 8, we will develop our grammatical awareness through using three tenses (the past, present and future). We will also incorporate complex structures such as the comparative form and modal verbs in our writing and speaking.

Making Connections

Our Year 8 French Curriculum will build on grammatical structures visited in Year 7 such as the present tense, adjectival agreement and opinion phrases.

Our Year 8 French Curriculum will build towards using three tenses confidently as this is required at both Foundation and Higher level at GCSE. Topics covered in Year 8 will then be revisited later in the French Curriculum. Reflexive verbs are reviewed in the Year 9 topic of ‘Me, my family and friends’ in greater detail. In Year 10, students will continue to develop their knowledge of the perfect tense in the ‘Travel and Tourism’ topic.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Food	Local area	Lifestyle - hobbies and clothes	Holidays	Sport and leisure	Daily life
Skills	Comparing and contrasting ideas	Making comparisons Complex structures	Finding and using synonyms Asking questions	Varying language Understanding cultural differences	Developing confidence in Speaking Using complex structures Literary text	Justified opinions Dealing with unknown questions Literary text
Key questions	Can I order food and drink in a restaurant in French?	Can I describe my local area in French?	Can I tell the time in French?	Can I talk about my favourite holiday in French?	Can I talk about illnesses in French?	Can I talk about my daily routine in French?
Assessment	Writing and Listening assessments	Speaking and reading assessments	Writing and Listening assessments	Speaking and reading assessments	Writing and Listening assessments	Speaking and reading assessments
Cross-curricular links						Geography Y7 HT6 - Africa

Any questions? Please contact Miss Khirodhir, rkhirodhir@george-spencer.notts.sch.uk

Our Year 8 Spanish Curriculum

To develop all students into linguists who:

- Build upon their previous linguistic experience, developing the necessary linguistic skills to be able to communicate effectively in Listening, Speaking, Reading and Writing.
- Benefit from opportunities to use and manipulate a variety of key grammatical structures and patterns and develop and use a wide ranging and deepening vocabulary.
- Enjoy an opening to other cultures, fostering their curiosity and deepening their understanding of the world.

Big Ideas in Year 8 Spanish

"Learning another language is not only learning different words for the same things, but learning another way to think about things." - Flora Lewis

As you continue your language journey into Year 8, your ability to speak, write, talk and listen in Spanish will develop beyond your expectations. This year, we will explore exciting new topics: from talking about school, to giving directions in town, to describing tasty food and drinks! Grammatically, you will communicate in the past, present and future tenses and will also learn and use complex structures - such as comparative sentences and high-level verb phrases.

Making Connections

Our Year 8 Spanish Curriculum will build on the wealth of grammatical structures and bank of vocabulary learned in Year 7. From giving opinions to recalling names of people, objects and places, Year 8 students will expand upon their previous knowledge and produce more complex written and spoken language. Opportunities for listening to more advanced language through listening activities will engage and improve students' auditory skills.

Our Year 8 Spanish Curriculum will build towards increasing students' listening, reading, writing and speaking skills through the delivery of varied and interesting lessons. Students' capacity for understanding more authentic texts will be increased through exposure to more complex language and vocabulary. In addition, students will revisit topics covered in Year 8 in later years, such as 'Education Post-16 & Career Choices and Ambitions' in Year 9 (school); 'Healthy Living' (food and lifestyle) in Year 10; and 'Travel and Tourism' (holidays) in Year 10.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Mi insti - School and Future Plans	Mi casa - My house	En mi ciudad - My Town	Mis vacaciones - Holidays	Mis vacaciones/La comida	La comida - Food
Skills	Varying language Understanding cultural differences Literary text	Reading comprehension Making comparisons Complex structures Literary text	Finding and using synonyms Asking questions	Comparing and contrasting ideas	Comparing and contrasting ideas	Justified opinions Dealing with unknown questions Literary text
Key questions	Can I talk about school subjects, school facilities and school rules confidently?	Can I talk about what rooms and objects there are in my house accurately?	Can I talk about what there is in my town and give directions to different places?	Can I talk about my holidays using three tenses?	Can I talk about what food and drink I like and give reasons?	Can I order food in a restaurant confidently and with accurate pronunciation?
Assessment	1. Writing – 40 word paragraph and translation 2. Listening	1. Speaking – Photo card 2. Reading, translation and grammar	1. Writing – 40 word paragraph and translation 2. Listening	Holidays	1. Speaking – conversation 2. Reading, translation and grammar	1. Writing – 40 word paragraph and translation 2. Listening
Cross-curricular links	HT 1 - Growth Y7 Summer 1 Futures HT 1 - Growth Y8 Summer 2 Futures					

Any questions? Please contact jwebbb@george-spencer.notts.sch.uk

Our Year 8 Geography Curriculum

We aim to develop all students into geographers who:

- Have a detailed knowledge of places, human and physical processes and the relationships between them at local, national and global scales;
- Develop and apply the skills of geographical enquiry including fieldwork, numerical skills, data analysis, evaluation and effective written and verbal communication;
- Have an awareness and understanding of being a global citizen including environmental futures, diversity and sustainability.

Big Ideas in Year 8 Geography

The awe and wonder of the natural world, expanding mega-cities, killer natural hazards and the growing influence of the emerging economies of India and China, Year 8 Geography is an eye-opening insight into the dominant physical and human processes that shape our world. From erosion to migration, from the impact of tourism to the 'global shift' you will discover how quickly the world is evolving in the 21st century.

Making Connections

Our Year 8 Geography Curriculum will build on knowledge of the human and physical environment and how diverse our world is. Students will develop their skills in order to interpret geographical information. Having a good understanding of the uneven nature of our world will help students understand the inequality in global cities.

Our Year 8 Geography Curriculum will build towards the connection between the physical world and the human world explored in detail in Year 9 through studies in global warming, extreme weather, globalisation and the Middle East. Students will be well prepared to consider issues facing our world both now and in the future.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Our Physical World	Our Physical World; Our Dangerous World	Our Dangerous World	Our Busy World	Our Busy World; India and China	India and China
Skills	Drawing diagrams Image interpretation	Map skills Graphical skills	Numerical skills Using photographs	Using maps Statistical skills	Graphical skills Using secondary data	Geographical enquiry
Key questions	How have physical processes shaped the earth's landscape?	Why do we not have any volcanoes or earthquakes in the UK?	Why might tectonic hazards be considered to be man-made?	How does urban growth vary in different countries?	Is the growth of megacities sustainable?	How are India and China connected to the rest of the world?
Assessment	Our Physical World knowledge assessment	Our Physical World topic assessment	Our Dangerous World topic assessment	Our Busy World knowledge assessment	Our Busy World topic assessment	India and China knowledge assessment
Cross- curricular links	<i>Link to Science: Year 9, Term 2</i>			<i>Link to History: Year 7, Term 1</i>	<i>Link to Philosophy: Year 9, Term 1</i>	

Any questions? Please contact Miss McCool, cmccool@george-spencer.notts.sch.uk

Our Year 8 History Curriculum

We aim to develop all students into historians who:

- Have a coherent framework of knowledge about the history of the local area, of Britain and of the wider world;
- Have the ability to deploy historical skills, including analysis, investigation, communication and evaluation of interpretations;
- Have a passion for learning about the past and understanding how this can help us make sense of our own identity and place in the world.

Big Ideas in Year 8 History

Challenges to royal power, stories of social class, and the emergence of global conflict: Year 8 History is the story of revolutions. We begin with the overthrow of King Charles I in the 1640s, then explore great social and political changes in the 18th and 19th centuries, before assessing why the world went to war in 1914. Students will think hard about long-term, short-term and trigger causes; encounter historians' interpretations and learn how these relate to source evidence; and develop their understanding of substantive concepts like race, monarchy, class and nationalism.

Making Connections

Our Year 8 History curriculum will build on Year 7 by evolving their understanding of the nature of monarchy through the English Civil War and French Revolution. Their study of medieval Mali helps students to understand transatlantic slavery through the lens of enslaved Africans, and Year 8 builds skills further in addressing questions based on change, causation and consequences.

Our Year 8 History curriculum will build towards our Year 9 study of Civil Rights in the USA by linking conceptualisations of race to transatlantic enslavement, and lay the foundations for Nazi dictatorship through the exploration of political power. Students' skills in constructing narrative accounts, developing causal arguments and evaluating sources for utility will be enhanced further in Year 9 and at GCSE level.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	English Civil War	Transatlantic enslavement	Industrial Revolution/ Crime and Punishment	French Revolution	Titanic Causes of WW1	Causes of WW1 First World War
Skills	Chronology Source analysis Causation	Source evaluation Interpretations Chronology Consequences	Interpretations Sources as evidence Change and continuity	Causation Change and continuity Chronology	Source evaluation Causation	Causation Significance Source analysis
Key questions	Why did the English get rid of their King?	What role did race play in the Atlantic Slave Trade?	Was the Industrial Revolution "Liberty's Dawn"?	What did the French Revolution <i>really</i> change?	What does the sinking of the Titanic reveal about social class in Britain before the First World War?	Why did the world go to war in 1914?
Assessment	Timed assessment: causes of the English Civil War	Timed assessment: a narrative account of enslavement	Timed assessment: evaluating an interpretation of the Industrial Revolution	Timed assessment: causes of the French Revolution	Timed assessment: the role of social class in the sinking of the Titanic	Timed assessment: causes of the First World War
Cross- curricular links	Politics Year 12, HT5: Parliament and the constitution today	Geography Year 7, Term 2: Impact of colonialism and slavery on development Philosophy: Year 8, Term HT2 Being a Global Citizen	Geography: Year 8, Term 2: urbanisation and development of settlements Drama: Year 7, HT5: William Towers			

Any questions? Please contact Miss Coell-Pemberton, scoell@george-spencer.notts.sch.uk

Our Year 8 Philosophy Curriculum

We aim to develop all students into philosophers who:

- Develop knowledge of different belief systems and behaviours of people in the UK and worldwide while understanding similarities and differences through the idea of diversity;
- Build the skills of analysis, empathy and debate while being able to showcase our own philosophical and ethical views in a respectful manner;
- Develop a passion and awareness of the big and small issues of life in a personal and global perspective, so we can be informed to make wise and ethical choices as a global citizen on a daily basis.

Big Ideas in Year 8 Philosophy

That's not right! That's not fair! - Let's debate and speak out! In Year 8 you will begin looking at human rights and injustice in the world developing your ethical and moral stance on a range of different topic areas. This is after gaining even more knowledge of the six main world religions. If that's too much for you, don't worry; you can learn about meditation and calm your mind, preparing for it to be blown again when doing the topic of Science and Religion!

Making Connections

Our Year 8 Philosophy Curriculum will build on knowledge of religious beliefs systems from the six main world religions studied at Year 7 (Islam and Sikhism). Students will also build upon their experience of Ultimate/Big Questions of life.

Our Year 8 Philosophy Curriculum will build towards further development of the student's moral and ethical code throughout the year with different life situations including Rules, Abortion and Euthanasia. Philosophical areas covered include an introduction of Buddhism for a potential GCSE option.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	World Religions	World Religions	Ethics (Injustice in the world)	Global Citizenship	Prayer & Meditation	Science & Religion
Skills	Comparing. Interpreting graphs. Research.	Comparisons	Evaluating. Understanding injustice.	Planning. Persuasive writing. Delivery of a speech. Empathy	Comparing Understanding different ways of life. Empathy	Empathy Understanding the need for rules.
Key questions	What do Hindus believe when people die?	What are some of the basics of the beliefs of Judaism?	What human rights do others lack compared to me?	In what ways can I be classed as a Global Citizen?	What is the difference between prayer and meditation?	Can religious people believe in the Big Bang?
Assessment	Hinduism - Knowledge Assessment	Judaism & Islam - Knowledge Assessment	Knowledge Test	Individual presentation/s peech	Prayer & Meditation - Knowledge Assessment	Science & Religion - Knowledge Test
Cross- curricular links		Link to History Year 9 HT3		English - Speaking & Listening		Science Year 9 and 11.

Any questions? Please contact Mr Green, sgreen@george-spencer.notts.sch.uk

Year 8 Technology and Food Curriculum

We aim to develop students of Design and Technology who:

- Have a coherent framework of knowledge about past and present design, understanding its impact on daily life and the world around them.
- Develop the skills needed to design and make prototypes that solve real and relevant contexts.
- Benefit from the opportunity to develop creative, technical and practical expertise.

We aim to develop students of Food Preparation and Nutrition who:

- Gain knowledge and understanding of the importance of healthy eating and the principles of nutrition.
- Build the skills to cook a wide range of predominantly savoury dishes.
- Benefit from the opportunity to explore flavours and textures whilst using a variety of techniques and processes.

Big Ideas in Year 8 Design and Technology

Can you work safely and confidently in a range of environments? Do you want to know how things work? Have you ever thought about why some products are easier and more comfortable to use than others? Our Year 8 Design and Technology and Food Curriculum will build upon developing the knowledge and skills to answer these questions and more whilst working in a range of practical environments.

Making Connections

Y8 will build upon Y7, providing students with opportunities to explore different foods and preparation skills, through cooking of a variety of dishes. Students will use the iterative design process to develop products that meet the needs and wants of specific clients. Students will also work in Textiles and be introduced to CAD/CAM and Microcontrollers.

Our Year 8 Design and Technology and Food Curriculums lay the foundations for students to further develop their practical skills whilst using a wider range of different materials. Greater knowledge and understanding of drawing skills, electronics and more complex mechanisms enhances their independence for Year 9 and beyond.

Topics	FP&N - The impact that food has on diet, cultures and the environment	Skills & Knowledge	Problem Solving: Pizza Cutter
Skills	The use of tools and equipment. Presentation skills. Different types of raising agent and their uses. Safe handling of raw meat. Independence and following a recipe.	Use of sewing machine and overlocker. Pinning, tacking, inserting a zip and seams. Mechanisms & types of motion. 3D modelling – Sketch Up 2D Design & laser cutting. Computer programming & microcontrollers.	Iterative design. Ergonomics and anthropometrics. The work of others. Templates and modelling. Using the metal lathe.
Key questions	What impact does food have on diet?	What is CAD? What is CAM?	What is ergonomics and anthropometrics?
Assessment	Practical teacher assessment.	Practical / theory & P4L teacher assessment.	Practical / theory & P4L teacher assessment.
Cross- curricular links	KS3 Biology: (B7 Health and Lifestyle). KS3 Biology: (B1 Cells) Cells and organisation. KS3 Biology: (B3 Digestion) Nutrition and digestion.	ICT: HT3&4 Programming	Maths: HT6 Statistical diagrams. Science: HT1 Present observations and data using appropriate methods, including tables and graphs. Art: HT6 Pencil crayon techniques

Any questions? Please contact Sarah Juniper, sjuniper@george-spencer.notts.sch.uk

Our Year 8 Art Curriculum

We aim to develop all students into artists who:

- Develop a practical skill base and enhance their use of digital media, literacy and numeracy within the Arts.
- Learn how to develop personal and highly creative ideas whilst displaying an understanding and connection to the work of others (artists and cultures).
- Unlock creative potential within determined, resourceful and respectful attitudes.

Big Ideas in Year 8 Art

Impressionists, gargoyles, portraits and protest art! How do we paint like an impressionist? What is the purpose of a Gargoyle? How do we draw a portrait realistically? Why do people protest and how is art used to help us make statements? Some more big questions to get us thinking. Mark-making will be explored through new media and students will have the opportunity to create their own 3D clay Gargoyles this year.

Making Connections

Our Year 8 Art Curriculum will build on the basic skills from year 7 and continue to embed them. Students will apply their knowledge of colour theory to a range of new projects whilst developing a deeper understanding of the choices they make as artists.

Our Year 8 art curriculum builds towards Year 9 where students will continue to develop and refine a range of media skills. Students will have the opportunity to develop projects in independent directions and select preferred media choices for creative final outcomes. Students will explore the themes of sweets and figure drawings, plus one of our most popular KS3 Art projects, 'The Day of the Dead'.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Typography	Impressionism	Gargoyles		Portraiture	
Skills	Lettering Pencil crayon techniques Links to the world around us Personal creative design	Understanding an art movement Colour theory Colour mixing Brush control	Observational drawing skills: Half technique, shape, texture and tone Personal creative design Oil pastel skills 3D - Clay		Observational drawing skills: Accuracy, shape, form, highlights and shadows Facial features Mixing skin tones	
Key questions	How can we enlarge an image accurately?	How do we paint like an impressionist? What makes their style recognisable?	How do we draw accurately and in proportion? What are the properties of clay?		What are the proportions of our face? How many eyes fit across our face?	
Assessment	Protest placard	Landscape painting	1.Gargoyle tonal studies 2.Planning and clay outcome		1.Proportion portrait 2.Portrait painting	
Cross- curricular links			Maths - Year 9 - HT4 Construction & Loci		Science - Year 8 - HT5 Light and sound (The eye)	

Any questions? Please contact Mr Solly jsolly@george-spencer.notts.sch.uk

Our Year 8 Drama Curriculum

We aim to develop students of Drama who:

- Develop knowledge of a wide range of dramatic conventions, genre, styles and practitioners using practical and theoretical approaches.
- Develop skills as a performer, director and designer, making strides with personal life-skills including communication, presentation, self confidence, motivation, group work techniques, empathy and an understanding of the processes of analytical evaluation.
- Create opportunities to become lifelong learners, participants in Drama and Theatre and access to live theatre, developing confidence in one's own opinions and ideas while identifying their place as a global citizen.

Big Ideas in Year 8 Drama

As you return to your entry level skills you will develop more complex and interesting work using new styles and approaches to your work. Creating wild and outrageous characters, then focusing on more controlled and detailed performance work, you will expand your range of skills before a final challenge - learn how to think creatively and sell your product as if you are the next Peter Jones. Year 8 will challenge you like never before, with the added dimension of learning about using lighting and sound in your work.

Making Connections

Our Year 8 Drama Curriculum will build on securing the application of year 7 techniques for making and performing Drama work and developing the confidence for self presentation and performance.

Our Year 8 Drama Curriculum will build towards students' ability to work as a more independent practitioner. You will continue to work as a performer but will be introduced to the Theatre design skill set within the year 9 curriculum.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Murder Mystery	Scripted Theatre: The Dumb Waiter	Drama Skills		William Towers	Advert challenge
Skills	Melodramatic Exaggeration and stylised character development with confidence building.	Naturalistic acting with focus on character development from set text.	Development of naturalistic Acting/Presentation skills. A focus on Improvisation skills, confidence building and character development.		Exploring characters from the Victorian period. Historical research into a true story, character focused work.	Creative thinking, Performance confidence pulling together skills used across the year.
Key questions	How can we develop stylised characters?	How can we make our characters believable?	How can we develop our characters?	How can we improvise successfully?	How can we portray different aspects of Victorian life?	How can you create and sell a product successfully?
Assessment	Devised performance assessment.	Naturalistic performance assessment with focus on character development.	In class mini assessments throughout the module on each key Drama Skill studied.		Empathetic performance based assessment	Assessment of creative design and marketing campaign.
Cross- curricular links					HISTORY Yr8, HT3 Crime and Punishment	Design Technology Yr8 Problem Solving

Any questions? Please contact Miss Skitt, nskitt@george-spencer.notts.sch.uk

Our Year 8 Music Curriculum

We aim to develop all students into musicians who:

- Perform, listen to and evaluate music across a range of musical periods and genres, historical periods, styles and traditions, including the works of the Great Composers and musicians throughout time. Students will develop confidence as performers through a range of performance opportunities.
- Use their voices as a tool for both composition and performance in solo and group contexts. Singing will be encouraged as part of the composition process and they will have opportunities to learn a variety of musical instruments in and out of the classroom.
- Understand 'how' music is created through the Elements of Music. They will listen to, discuss and analyse music from a breadth of genres, styles and cultures - understanding 'how' music fits into context.

Big Ideas in Year 8 Music

That's an unusual instrument. Where does that come from? How is a Steel Pan constructed? I didn't know Bhangra was a dance, as well as a style of music, where East meets West?

Through the exploration of a wealth of music from different times, places and cultures, we can open our minds to new genres, whilst continuing to develop our skills as Performers, Composers, Listeners and Appraisers of music.

Working as a band or ensemble with other musicians can be fun, as well as rewarding. Music builds the skills of resilience, tolerance and understanding of others which are just some of the vital skills needed throughout life.

Making Connections

Our Year 8 Music Curriculum will build on the basics of PERFORMANCE, COMPOSITION & LISTENING explored in Year 7. We will continue to develop our keyboard, percussion and vocal skills, as well as exploring a variety of music from other times, places and cultures. Music Technology will be used.

Our Year 8 Music Curriculum will build towards developing confident and competent performers. Students will perform in a classroom setting and some will explore extra-curricular opportunities. As musicians, we will look at Music of the Caribbean and India and write and perform Blues Songs. We will listen and respond to a wealth of musical artists, composers and styles in preparation for Year 9 and beyond.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Keyboard Skills	Musical Structures	Music of the Caribbean	Indian Music (Bhangra)	20th Century Dance Styles (Techno)	The Blues
Skills	A revision of the keyboard and its functions. Basic music notation and Performance	Small group /whole class Ensemble Performance pieces	Performing melody and chords on a keyboard as solo, pairs & whole-class ensemble.	Learn and develop a Bhangra Beat using Indian music as a stimulus.	Performance of Techno Riffs. Own Composition based on Ostinato Patterns.	Write and develop a Blues song within the expectations of a Blues structure.
Key questions	What are the correct hand positions?	What makes a Good Ensemble?	Where did steel drums come from?	What is a Tala Rhythm?	How can I structure a piece of music?	What is the 12-Bar Blues?
Assessment	Booklet work Own Choice Performance	Tuned Percussion performance	Performance of 'Yellow Bird'	Percussion Performance	Keyboard Techno Composition	Performance of own Composition
Cross- curricular links				Philosophy Y8 HT 1, Hinduism		History Y8 half-term 2, Slavery

Any questions? Please contact Mrs Brown, jbrown@george-spencer.notts.sch.uk

Our Year 8 ICT Curriculum

We aim to develop all students into effective practitioners in the workplace who:

- are prepared for the demands of Computing and IT in the world today;
- benefit from a programme that supports progression into GCSE work while also incorporating wider skills and context to prepare for the world of work;
- develop a love for the subject that is embedded into each and everyone one of our students' lives on a day-to-day basis.

Big Ideas in Year 8 ICT

In year 8 we will begin to develop our understanding of how technology works in the world by exploring networking basics such as LANs, WANs and the internet, app design and development using Python and App Lab, developing a website using and modelling and presenting data using spreadsheets. These will enable us to develop key work related skills for the new IT based job roles of the future.

Making Connections

Our Year 8 ICT Curriculum will build on our understanding of computers and how they work, we will use this knowledge when exploring networking. We will also be building on the skills developed when using professional softwares when we begin creating applications, websites and spreadsheets

Our Year 8 ICT Curriculum will build towards a core selection of skills that will prepare students for their rotation curriculum to help them decide on the correct KS4 path to take. Their IT software skills will serve them across all GCSE subjects. Their skills developed in application and web design will also support them when developing applications/ solutions in the IT and Computer Science pathways

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Using computers safely and effectively	Networking	App development	Python programming	Spreadsheet modelling	Website design
Skills	File management E Safety & Social networking Keeping your data safe and secure Using email Searching the web	The internet LAN & WAN Wireless and wired Network performance Network security	APP lab Event driven programming Error Detection Decomposition User Driven Inputs Build an App	Python Introduction Repetition in Python User Inputs & Data Types Subroutines If Statements & Shapes Mathematical	Computer models Creating a financial model What if scenarios Conditional formatting Macros and charts	HTML CSS Design Development Development Creating a web form
Key questions	How can you minimize the danger of having your computer infected by a virus?	If you were to design a network for your school what would it look like?	How can you measure the success of your app?	How would you find and debug a syntax error?	How can you use a spreadsheet model to predict and test the outcomes for different scenarios?	Why would you use CSS to define the styles used in a web page?
Assessment	Pre/Post assessment	Pre/Post assessment End of term assessment	Pre/Post assessment	Pre/Post assessment End of term assessment	Pre/Post assessment	Pre/Post assessment End of term assessment

Any questions? Please contact Miss H Whalley: hwhalley@george-spencer.notts.sch.uk

Our Year 8 Growth Curriculum

We aim to develop students who:

- Use Growth lessons to enhance knowledge and understanding of the key skills required in lifelong learning;
- Develop a range of life and employability skills in order to be effective global citizens;
- Benefit from opportunities to explore independent learning that is transferable to everyday life.

Big Ideas in Year 8 Growth

Have you ever wondered how your mind develops, how your memory works and how key skills can be applied to your learning and everyday life?

Want to develop an understanding of how best to manage your day to day life ... the stresses, the strains, the ups and downs? Growth will give you the toolkit to develop your understanding of the strategies and skills required to lead a balanced life and develop as an individual.

Making Connections

Our Year 8 Growth Curriculum will build on the key skills from Year 7 with a focus on understanding the world around us and the society we live in.

Our Year 8 Growth Curriculum will build towards developing confident individuals that can apply their key skills to other subjects and develop as lifelong learners.

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Learning	British Values	Health and Well-being	Mindfulness	Finance	Futures
Skills	Revision techniques, memory, mindset, reflection, responsibility	Reflection, teamwork, public speaking, respectfulness, application,	Developing interpersonal skills: teamwork, communication, resilience, listening, confidence,	Developing interpersonal skills: teamwork, communication, resilience, listening, confidence	Creative writing, public speaking, developing knowledge around a business	Building knowledge around careers, communication, problem solving, creativity, leadership, teamwork
Key questions	How do you learn? What are the best ways to revise?	What is the importance of British Values?	How do you live a healthy lifestyle? How do you stay safe online?	How does mindfulness help with mental health?	What is the importance of saving, budgeting, earnings and spending? How do you manage transactions? What are the benefits and drawbacks of using credit cards?	What are your strengths and weaknesses? How can you develop your employability skills?
Cross-curricular links		Personal Development HT5	Personal Development HT1, ICT HT1	PE HT6	Maths HT1	Spanish HT1

Any questions? Please contact: Miss Kettle (rkettle@george-spencer.notts.sch.uk)

Our Year 8 Personal Development Curriculum

We aim to develop students who:

- Have the knowledge, understanding, attitudes and practical skills to live safe, healthy, and productive lives.
- Can demonstrate important life skills such as empathy, compassion and communication;
- Become responsible, tolerant, positive global citizens who will make positive contributions to life in modern Britain.

Big Ideas in Year 8 Personal Development

We learn about concepts and topics that are hugely important in developing confident, responsible and tolerant global citizens who can make positive contributions to society.

Specific topics under the umbrellas of 'Living in the wider world', 'relationships', and 'health and well being' are explored and provide opportunities for students to express their thoughts, views and opinions in these areas.

Making Connections

Our Year 8 Personal Development Curriculum will build on knowledge developed in Year 7 by starting to explore strategies linked to the three main units. For example, students will explore strategies to challenge misconceptions associated with mental health concerns and coping strategies to promote positive mood and well being.

Our Year 8 Personal Development Curriculum will build towards further development and application of communication, discussion, and reflective skills in preparation for Year 9 topics. Topics within the 'Relationships' unit are explored more deeply including consent and forming and maintaining respectful relationships

	HT1	HT2	HT3	HT4	HT5	HT6
Topics	Self concept Mental health and well being Healthy lifestyles	Drugs, alcohol, tobacco Puberty and sexual health Positive relationships	Relationship values Forming and maintaining respectful relationships Consent	Contraception and parenthood Bullying, abuse and discrimination Social influences	Values for life in modern Britain	Financial choices Media literacy
Skills	Reflection, coping strategies, organisation, self awareness	Discussion, reflection, agency and decision making, strategies to manage influence	Reflection, empathy, assertive communication, support seeking skills, risk management	Reflection, empathy, compassion, communication	Reflection, discussion, empathy	Discussion, application, risk management
Key questions	Why is there a stigma linked to mental health? How can we develop resilience and coping strategies?	What are the risks linked to alcohol, drugs and tobacco?	How is consent established?	What is the impact of stereotyping, prejudice and discrimination	What are the similarities and differences between different faiths and cultures?	What is financial exploitation? What are the risks and opportunities that the internet can provide?
Cross-curricular links	Growth HT3 - Health and Wellbeing	Science (HT2 - Reproduction)		Science (HT2 - Reproduction) ICT - (HT1 Using computers safely and effectively)	Growth HT2 - British Values	ICT - (HT1 Using computers safely and effectively)

Any questions? Please contact Mr Dakers, jdakers@george-spencer.notts.sch.uk