



## Year 8 Parent Information

2026 - 27

I CAN

WILL

**Hello! and welcome to your new school! I am so pleased that you are joining our school community for your post primary education and that you will be joining our inclusive, friendly, and caring model family. I am very proud to be your Principal and I can't wait to meet you in person and get to know you well.**



It will be an exciting time and I assure you that my colleagues pride themselves on building strong relationships with all our students and I know they will work tirelessly to support you and take care of you, so you will be happy and enjoy school and make lots of progress in your next Key Stage of learning. We intend to make your transition into Belfast Model School for Girls as smooth as possible.

In this booklet you will find key information about our school and your experience during Year 8. We have also included important Information and forms for your parents/carers to complete and return to the school office before the 1st June.

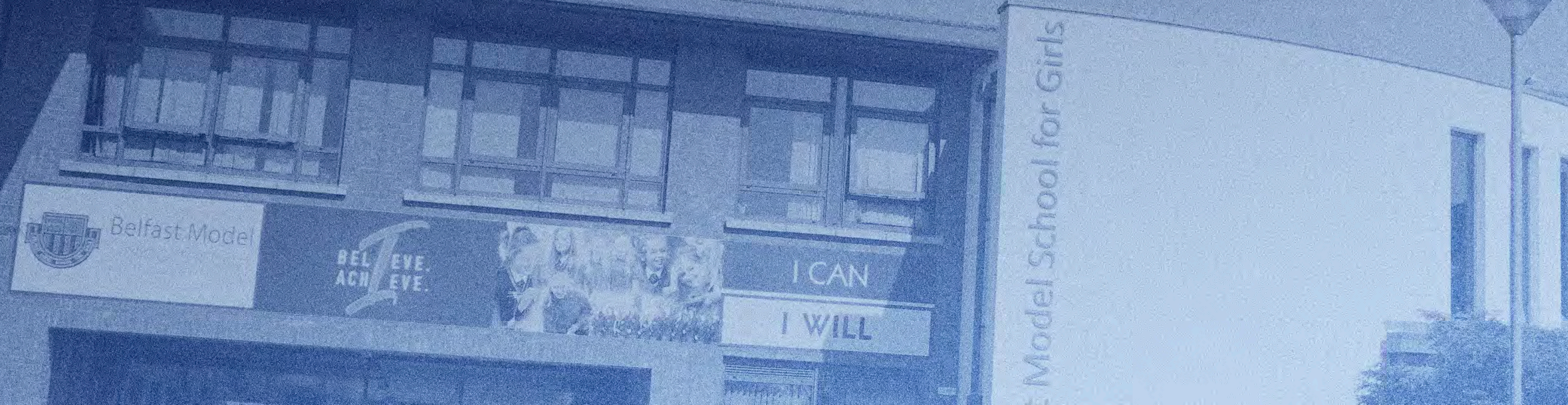
**We are hosting our "Welcome Afternoon" on Thursday 18th June at 3pm and look forward to meeting you then.**

I wish you an enjoyable and safe summer break and I very much look forward to meeting you at the start of Year 8. Please do not worry about joining 'Big School' because I know from experience that you will settle in very quickly, make new friends and enjoy your learning and time with us.

Yours sincerely

A handwritten signature in white ink, appearing to read 'Perry'.

Mr P Perry - Principal



# Our Motto

*Achievement for All*

## *Our Five Priorities:*



# WELCOME TO YEAR 8

I would like to extend a warm welcome to you and your daughter and I hope you will feel at home here in Belfast Model School for Girls. I appreciate that the move from Primary school to 'big school' can present unique challenges for both parents and students. Please be assured therefore, that much effort is made to ensure a smooth transition and that your daughter is happy from the outset.

For many of the students this will be the first opportunity to develop their independence; it could be the first time travelling on a bus on their own, organising their school bag and following a timetable. Please remember this is not the first time we have welcomed Year 8 students into our school. Our Year 8 team bring with them a wealth of experience and we specialise in putting the students at their ease and in helping them develop positive relationships with both students and staff. Throughout Year 8, students will meet regularly with their Form Tutor and will also have the support of myself and the Assistant Leader of Learning, as well as older students. We have encountered practically every problem or dilemma and will do our utmost to resolve any issues that may arise.

This is also a time of great excitement for our Year 8 students, in the months and years ahead your daughter will be able to enjoy new subject areas, pursue new activities, form new friendships as well as achieve great results.

Our school Mission statement is 'Achievement for All' and as a school we provide many opportunities for students to achieve in many ways. I hope that your daughter will avail of the wealth of opportunities on offer.

**"...as a school we provide for students to achieve in many ways."**

As well as new opportunities and challenges, Year 8 is also a fresh start for everyone. George Eliot said, "It is never too late to be what you might have been." In Belfast Model School for Girls we believe that every student can be who or whatever they want to be. In an atmosphere of respect, care and love we encourage every student to believe in themselves, their talents and abilities and to believe and hold tight to their hopes and dreams for the future. Your daughter is a valued member of our school and her well-being is paramount.

## People you will get to know:

Some faces you can expect to see more of in 2026/27:



**Mrs J Taggart**  
Vice Principal



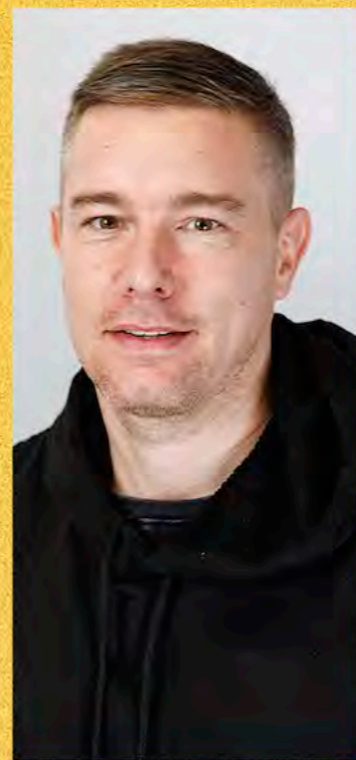
**Ms G Ferguson**  
Vice Principal



**Mrs A Graham**  
KS3 Leader  
of Learning



**Mrs S McKeown**  
Year 8 Leader  
of Learning



**Mr G Potts**  
Acting Assistant Year 8  
Leader of Learning

## Our Vision

Our Vision Statement summarises our beliefs and commitments to you and your daughter.

**"We are committed to providing our students with a holistic and inclusive learning journey that empowers them with the qualifications, skills, and confidence to pursue lifelong learning and fulfilling career pathways"**

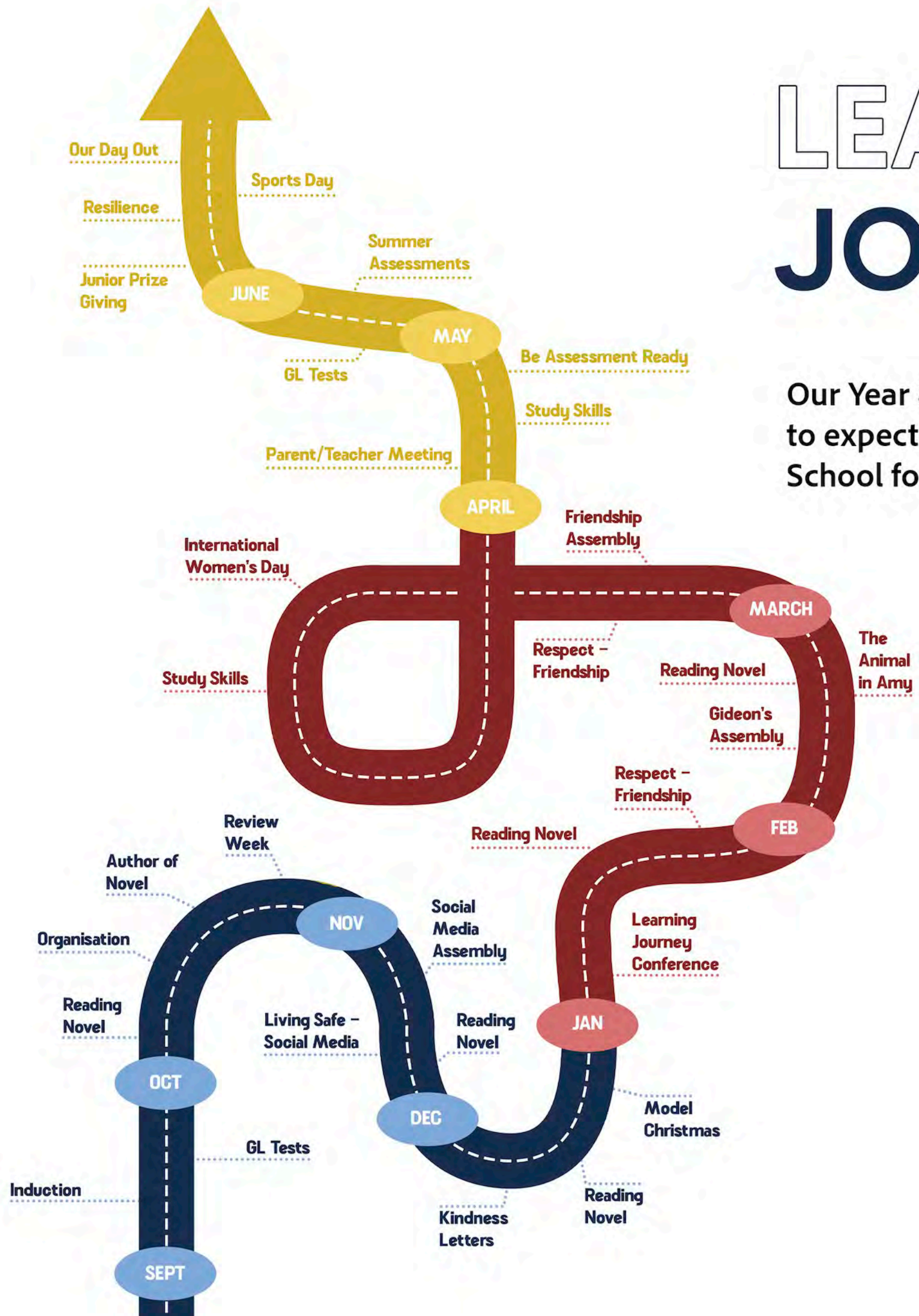
We look forward to the year ahead and hope and pray that it will be a healthy, rewarding and enjoyable Year 8 for all of our students, parents and staff.

Let today be the start of something new!

Mrs S McKeown - Year 8 Leader of Learning

# LEARNING JOURNEY

Our Year 8 Learning Journey gives you an idea of what to expect from a typical first year at the Belfast Model School for Girls.



## Highlights include:

- Induction - September
- Model Christmas - December
- Learning Conference - January
- Junior Prize Giving - June
- Sports Day - June

# ATTEND TODAY, ACHIEVE TOMORROW.

A school year is very short. It has only 185 days for students. This leaves 180 days for holidays and activities at home. A school week is also very short. Most students spend 7 to 7½ hours at school on each of the five days they attend during term time. This means only approximately one third of a school day is spent in school. Most of the day and the week is spent at home. Time in school is precious. Absence from school and lateness to school can have a negative effect on a student's educational progress, achievement and employment prospects. Therefore, daily attendance and excellent punctuality is our goal for all students, in line with our mission statement 'Achievement for All'. Students must be in school when they are expected to be.

To ensure that absence is kept to a minimum and that all non-urgent appointments are made outside of school hours. It is appreciated that this can be difficult, however pupils finish at 2.25pm on Thursday and Friday which does allow most of Thursday and Friday afternoons for non-urgent appointments.

**\* Students must be collected by a parent or guardian when leaving school before the end of the school day.**

Although good attendance is expected, we do reward students for full and improved attendance. We have termly certificates and prize draws for students as well as class and year group incentives. We have an annual Attendance Award Ceremony where we celebrate excellent attendance in school. We hope you will be able to join with us next year because your daughter has attended school every day in Year 8!

## Key Reasons to Attend:



# Attendance Traffic Lights

Every month the students are made aware of their attendance percentage and number of days missed. The students discuss this with their Form Tutor and decide whether it is on target or in need of improvement using the idea of traffic lights. They note their attendance information in their Student Planner. What surprises some students and also parents is that 90% attendance is not good; as it would be in a test or assessment!

**Every single day a child is absent from school equates to a day of lost learning.**



# THE MODEL WAY

BE **READY**  
**RESPECTFUL**  
**SAFE**

## Ready

- Take pride in your uniform and be well equipped for school.
- Remain focused on learning in the classroom.

## Respectful

- Be polite and respectful to everyone.
- Take responsibility for your own actions.

## Safe

- Move around the school in a quiet, responsible way.
- Take pride in our school environment.



KS3

# LEARNING AGREEMENT

- 1 I will wear full uniform/PE kit at all times as outlined in the school policy.
- 2 I will attend school every day and be punctual at 9.00am.
- 3 I will have a positive attitude to my work and always try my best.
- 4 I will focus in lessons, completing the work to the best of my ability.
- 5 I will behave in a positive manner when in school and on my way to and from school.
- 6 I will at all times show respect and good manners to all staff and students, using positive kind language to communicate to others. I will follow The Model Way.
- 7 I will complete all independent learning set to the best of my ability at all times.
- 8 I will follow the Mobile Phone Policy.
- 9 I will use social media sites and ICT appropriately and in a positive manner to enhance the learning experience.
- 10 I will follow the school Healthy Eating Guidelines at break and lunchtime not consuming inappropriate fizzy drinks and unhealthy foods e.g. Boost/Luozade/BPM/Coke etc.

Student's Signature:

As parents / guardians, I / we will encourage my / our daughter to do her best to comply with the above contract, I / we will support the school to support my / our child.

Parent/Carer Signature:

As a school we will encourage and support each student to do her best to comply with the above contract.

Staff Signature:

*The move to*

**BIG**

*school*

# SCHOOL REWARDS

Excellent behaviour is expected here at the Girls' Model. We endeavour to recognise and reward good manners, politeness and kindness, as well as effort and commitment to all aspects of school life. We congratulate these efforts and achievements by way of celebratory assemblies, post cards to parents, certificates, prizes and organised reward events.

## Achievement Categories

Achievement points feed into our Rewards system.

### READY

- GRIT (good effort and hard work)
- Good Achievement and/or Attainment
- Prepared for Learning (organised, equipment, punctuality)
- Above and Beyond in the Classroom

### RESPECTFUL

- Polite and Courteous
- Kind and Helpful
- Team Player
- Positive Contribution to School Life (clubs, events,

### SAFE

- Attendance (inputted by school office only - monthly)
  - 95%-100% (3 points)
  - 93% - 94.9% (2 points)
  - 91% - 92.9% (1 point)
- Following Safety Rules (classroom, corridors, online)
- Model Behaviour
- Supporting the Safety of Others

## How you can support your daughter:



Helping her to be organised for school each day (e.g. all necessary books, equipment, PE kit)



Ensuring she is wearing the correct uniform each day



Making sure she gets a good night's sleep



Ensuring she arrives punctually every day at 9.00am



Ensuring she is only absent from school if she is really unwell



Checking her Student Planner for homework and encourage it to be completed the day it is given



Taking an interest in what she is doing in school and encourage her to get involved in extra-curricular activities



Monitoring social media



Contact her Form Tutor if you have any concerns

# PASTORAL PROGRAMME

At Belfast Model School for Girls we believe in building character and instilling values which are important in shaping the girls as model citizens within the community.

Our preventative curriculum is about helping young people understand the importance of demonstrating kindness, showing respect and being safe. How we relate to people who don't think the same way as us, or believe the same things, is a crucial skill that needs to be taught. These principles form our Model Way and our values.

Alongside our Model Mind to be Kind programme we will also cover the following areas:

**Respect**

**The Animal in Amy**

**Organisation**

**Study Skills**

**Confidence & Self Belief**

**Positive Relationships**

**Healthy Mind & Body**

**Resilience**

## Principle 1: Doing Acts of Kindness

- i. Students are kind in what they think about themselves and others who are different to them
- ii. Students can recognise acts of kindness in themselves and others who are not the same as them

**Term 1**

## Principle 2: Showing Respect

- i. Students are able to accept other people have different views to them and that it is OK that they do
- ii. Students are able to show people respect at all times even if they don't like them, what they say/do or what they believe

**Term 2**

## Principle 3: Living without harm

- i. Students can recognise unkind actions in themselves and others

**Term 3**



# School Timetable



Period	Monday	Tuesday	Wednesday	Thursday	Friday
Registration	9.00 - 9.17 Movement Bell 9.17	9.00 - 9.17 Movement Bell 9.17	9.00 - 9.17 Movement Bell 9.17	9.00 - 9.17 Movement Bell 9.17	9.00 - 9.17 Movement Bell 9.17
1	9.20 - 9.55	9.20 - 9.55	9.20 - 9.55	9.20 - 9.55	9.20 - 9.55
2	9.55 - 10.30	9.55 - 10.30	9.55 - 10.30	9.55 - 10.30	9.55 - 10.30
Break	Movement Bell 10.52	Movement Bell 10.52	Movement Bell 10.52	Movement Bell 10.52	Movement Bell 10.52
3	10.55 - 11.30	10.55 - 11.30	10.55 - 11.30	10.55 - 11.30	10.55 - 11.30
4	11.30 - 12.05	11.30 - 12.05	11.30 - 12.05	11.30 - 12.05	11.30 - 12.05
5	12.05 - 12.40	12.05 - 12.40	12.05 - 12.40	12.05 - 12.40	12.05 - 12.40
6A Year 8, 9, 11 & 13 Lunch	12.40 - 1.15	12.40 - 1.15	12.40 - 1.15	12.40 - 1.15	12.40 - 1.15
6B Year 10, 12 & 14 Lunch	1.15 - 1.50	1.15 - 1.50	1.15 - 1.50	1.15 - 1.50	1.15 - 1.50
7	1.50 - 2.25	1.50 - 2.25	1.50 - 2.25	1.50 - 2.25	1.50 - 2.25
8	2.25 - 3.00	2.25 - 3.00	2.25 - 3.00		
9	3.00 - 3.35	3.00 - 3.35			

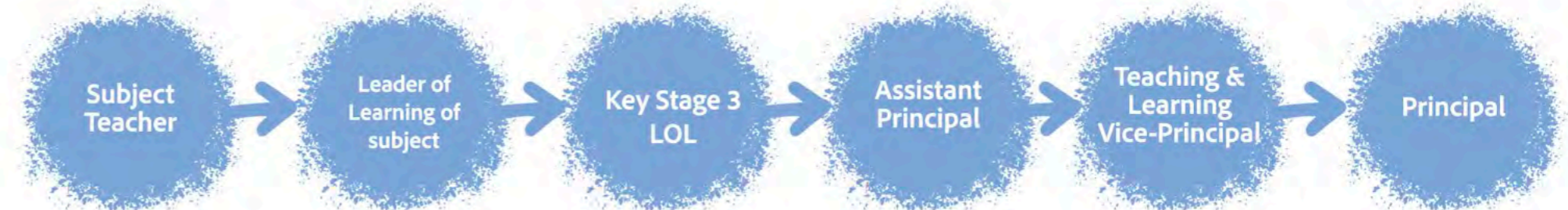
## Contacting Us

Where at all possible, parents should avoid coming to the school without an appointment. Instead we ask that you ring ahead to seek an appointment at a time when the member of staff who you need to speak to is free. This avoids any interruptions to teaching and learning, as we do not allow teachers to leave classes for meetings.

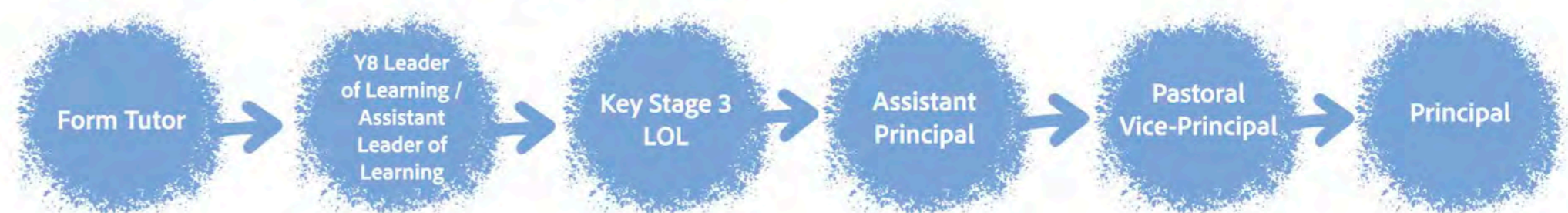
Please ring the school, leave a message with our reception team with a brief outline of the issue and the member of staff will call you back as soon as they can. It is reasonable that this call may come the next day (for example, some staff teach all day without a break and then may have a personal appointment/child-care arrangement after school). Alternatively, you can leave a note in your daughter's planner requesting a call back.

If you have a question, query or concern about any aspect of school life, please contact:

### A subject/curriculum concern:



### A pastoral/safeguarding concern:



# WELLBEING HUB

**Belfast Model School for Girls has a  
Wellbeing Hub. The staff are:**

**The Wellbeing Hub includes:**



General First Aid



Supports the Management of Medical Issues eg: diabetes, epilepsy, asthma, anaphylaxis and any other medical conditions that parents have alerted us to needing support during the school day.



Working with students with mental health needs



Students access it by speaking to their class teacher who will issue them with a hub pass to attend.



Wellbeing Hub staff will liaise with parents as required



**Mrs Lisa McKeown**  
*Registered Mental  
Health Nurse*



**Ms Louise Finlay**  
*Student Wellbeing Officer*

**The Wellbeing Hub is open 5 days a  
week at allocated times**

# HELP IN SCHOOL

## Designated Teachers for Child Protection



Mrs J Clarke



Ms G Ferguson

## Deputy Designated Teachers for Child Protection



Ms L Campbell



Mrs A Graham

Where else can I get help?

Leader of Learning

Canteen Supervisors

Peer Mentors

Classroom Assistants

Teachers

Prefects

School Counsellors

Principal

Assistant Leader of Learning

Assistant Principals

Anti-Bullying Ambassadors

Form Tutor

Vice-Principals



[www.childline.org.uk](http://www.childline.org.uk)

Our full Safeguarding Policy is available on our website at:

[www.belfastgms.org/site/parents/school-policies/](http://www.belfastgms.org/site/parents/school-policies/)

# SCHOOL UNIFORM

Black School t-shirt  
with school crest



Black School Skort (optional)  
with school crest

Red School Hooded sweatshirt  
with school crest

Socks:  
White trainer/  
ankle socks



Black 1/2 Zip  
with school crest

Red School Polo  
shirt with school crest

Black School Leggings  
with school crest



Trainers: Vans/Converse etc  
are **NOT** permitted



You can purchase tracksuit bottoms OR leggings\*.

You can purchase hoodie OR 1/2 zip\*.

\*Purchasing both is optional but not required.

Simple plain hair band or bobble

Small stud or small hoop earrings

Small nose stud(s)  
No other jewellery or visible body or facial piercings are permitted

Shirt: white

Tie: School colours, navy background with red and yellow stripes

Blazer: Navy with school badge, to be worn every day

Black School Tracksuit bottoms with school crest



A watch

One small ring

Black School Shorts (optional) with school crest



Jumper: Navy, 'V' neck with school colours  
(Years 8-12)

Skirt: Grey; ankle length, pleated

Gilet (optional) with school letters B.M.S.G



Tights: Black, opaque at least 60 denier

Shoes: Black flat shoes with black laces and only black stitching



# KS3

# CURRICULUM

# MODEL

In Belfast Model School for Girls we understand that talent and capability are only the starting point. We believe that effort and determination are key to success.

We encourage our students to embrace a growth mindset. We know that intelligence can be developed. We help our students to become resilient and persistent learners who embrace challenges and who see failure as an opportunity to learn. We strive and work hard together to ensure 'Achievement for All'.

**In Year 8 - 10 students are banded to underpin our school motto of 'Achievement for All'.**

- At the start of Year 8 students will be placed in streamed learning pathways based on their academic ability on entry to the school and follow a broad and balanced curriculum of subjects.
- Cognitive ability testing, progress in English and Mathematics scores are used to support information sent by their primary school and helps us to meet the needs of each student effectively and efficiently from the outset.
- The express stream are grammar stream students and students with special educational needs (SEND) will receive additional bespoke support. Each stream is constructed to allow teachers to stretch and challenge all students, so they make continuous progress in their learning.
- Placement in a stream is fluid and not fixed. Streaming continues until the end of Year 10 and continuous periodic assessment testing throughout Key Stage 3 is closely monitored and reviewed giving students the opportunity to move from one stream to another.

**In Year 8 - Year 10 study the following subjects:**

Art
Careers
Drama
English
Geography
Home Economics
History
Digital Technologies
Learning for Life and Work
Maths
Music
Physical Education
Religious Education
Science
Spanish*
Technology

**\*Please note:**

Students in the Access Group will have additional English literacy time in place of a Modern Foreign Language.



### **The Access Group**

The Access Group is a form group made up of those students who we know, for a wide variety of reasons, will need most support with their transfer to post-primary school. This group will have the same specialist teacher for a significant part of their week - for English, Maths, Drama, RE, Literacy and Numeracy - with a focus on the knowledge, skills, competencies and wellbeing needs required to be successful at post-primary school.

### **Form Groups**

- The Form Tutor is a parent's first point of contact
- Form Groups and Teaching Groups are the same for most subjects
- Form Groups and Teaching Groups are all-ability and follow the same learning programme

# ADDITIONAL EDUCATION NEEDS (AEN)



**Dr P Scott**

Assistant Principal -  
Learning Support  
Co-ordinator  
(LSCO)



**Mr C Harbinson**

Assistant Learning  
Support Co-ordinator  
(ALSCO)



**Mrs A Thomas**

Senior Leader of Learning  
Behaviour Support

## What is an additional education need?

It is where learning has been impacted due to one or more of the categories below:

### **Learning**

including:

- SPLP
- MLD
- Dyslexia
- Dyspraxia
- Discalcula

### **Social, Emotional Wellbeing**

- Communication
- Mental Wellbeing

### **Behaviour**

School based and  
multi-disciplinary  
supports

### **Medical**

- ASD
- ADHD
- ADD
- other medical issues

## If the student has a AEN - what do I do?

- 1 Put all information onto the data capture form.
- 2 Bring all information (diagnosis/statements/medical reports) to school for the LSCO & ALSCO
- 3 Make an appointment to speak to the LSCO/ALSCO



# TERM DATES & HOLIDAYS

 <b>AUTUMN TERM</b>	<b>Tuesday 2<sup>nd</sup> September 2026 - Monday 18<sup>th</sup> December 2026</b>	
	<b>Mid Term Break</b> (Halloween)	Monday 26 <sup>th</sup> October 2026 - Friday 30 <sup>th</sup> October 2026
	SDD - Friday 25 <sup>th</sup> September 2026	
	<b>Christmas Holiday</b>	Monday 21 <sup>st</sup> December 2026 - Friday 1 <sup>st</sup> January 2027
 <b>SPRING TERM</b>	<b>Tuesday 5<sup>th</sup> January 2027 - Friday 19<sup>th</sup> March 2027</b>	
	<b>Mid Term Break</b>	Monday 8 <sup>th</sup> February 2027 - Friday 12 <sup>th</sup> February 2027
	SDD - Monday 4 <sup>th</sup> January 2027	
	SDD - Friday 22 <sup>nd</sup> January 2027	
	SDD - Monday 25 <sup>th</sup> January 2027	
	<b>Easter Holiday</b>	<b>Monday 22<sup>nd</sup> March 2027 – Friday 2<sup>nd</sup> April 2027</b>
 <b>SUMMER TERM</b>	<b>Monday 5<sup>th</sup> April 2026 – Wednesday 30<sup>th</sup> June 2027</b>	
	BH - Monday 3 <sup>rd</sup> May 2027	SDD - Tuesday 1 <sup>st</sup> June 2027
	SDD - Tuesday 4 <sup>th</sup> May 2027	SDD - Wednesday 2 <sup>nd</sup> June 2027
	BH - Monday 31 <sup>st</sup> May 2027	

### PLEASE NOTE:

School holidays will be available on the school website

### KEY:

**PTC** - Parent Teacher Consultation (students in (brackets) only expected to attend)

**\*SDD** - School Development Day   **\*BH** - Bank Holiday   **\*INSET** - In-service Training   **\*P7 TASTER**



# SUBJECT INFORMATION

## Art & Design

Leader of Learning:  
Mrs F Ward

### Content

- Lettering/Graphic Design
- Colour Theory
- History of Art – Pop Art
- Use of paint
- Using Line and Tone for drawing
- Monoprint

### Skills Developed

- Drawing
- Painting
- How to analyse Art
- Printmaking

### How she will be assessed?

Continual assessment based on work carried out throughout the year including key homework.

### How can you help?

- Provide basic materials for Art. e.g. 2B drawing pencil, rubber, sharpener, felt tipped pens, glue stick
- Discuss her sketchbook with her
- Sign homework
- Encourage her
- Help her to pack correct materials for Art class

## Digital Technologies

Leader of Learning:  
Ms T McCracken

KS3 Leader of Learning:  
Mrs S English

### Content

#### 1. File Management

- Learning how to log in and save work to the network.
- Understanding the protocols of appropriate file naming and folder management

#### 2. eSafety

- Safety using digital devices
- Responsible and respectful use of online communications
- Empower young people to make positive choices online

#### 3. eMail

- Sending and receiving emails
- Using advanced features of email
- Setting up contacts and distribution
- Recognising the dangers of email
- Virus protection

#### 4. Parts of a Computer

- Learning about the hardware used in a computer system
- Identifying input, output and storage devices
- Understanding how a computer works

#### 5. "Hour of Code"

- A worldwide initiative to encourage coding.
- Your daughter will be part of a week-long festival in school with various games and activities

#### 6. Microbits

- Learning the basics of word processing skills
- Shortcuts and icons
- How to create a professional poster

#### 7. Presentation Skills

- Introduction to good and bad presentation design
- Learning the basic features of PowerPoint software

### Skills she will be developing:

- Managing Information
- Self-management
- Literacy and numeracy skills
- Research skills
- Creativity
- Working together
- Logical thinking

### How she will be assessed:

- End of topic tests
- Task feedback
- End of year examination

### How you can help:

- Check that homework has been completed to a high standard and that deadlines are met
- Help with revision for tests and the examination
- Encourage positive use of online platforms to develop responsible, respectful digital citizens of the future

### Content

- Baseline Assessment Task
- What is a Still Image and how can it be used in Drama?
- How to create a Dramatic Improvisation using Stimulus Materials
- Seven Deadly Sins
- Soap Opera
- Devised Drama

### Skills Developed

- Working with others
- Use of Imagination
- Confidence
- Empathy
- Self-Awareness
- Evaluation of her own and others work
- Performance Skills

### How she will be assessed?

- Baseline Assessment Task - in the first few weeks of Year 8
- Creating
- Performing
- Responding
- Continual Practical Assessment throughout the year
- Report issued in June based on attainment and progress made throughout the year

### How can you help?

- Provide basic materials for Art. e.g. 2B drawing pencil, rubber, sharpener, felt tipped pens, glue stick
- Discuss her sketchbook with her
- Sign homework
- Encourage her
- Help her to pack correct materials for Art class

### Content

#### Term 1

- Harry Potter and the Philosopher's Stone/The Lion, the Witch and the Wardrobe
- Exploring fiction
- Focus on reading (Accelerated Reader)

#### Term 2

- An induction to Shakespeare/A Midsummer Night's Dream
- Focus on reading (Accelerated Reader)

#### Term 3

- An introduction to Poetry
- Focus on reading (Accelerated Reader)

### Skills she will be developing:

#### Communication Skills:

- Talking and Listening
- Reading
- Writing

#### Thinking Skills and Personal Capabilities:

- Managing Information;
- Thinking, problem solving,
- Decision making;
- Being creative;
- Working with others;
- Self-Management

### How she will be assessed:

#### PTE Online Tests

Formal Controlled Assessment tasks in each of the three skill areas:  
Reading, Writing, Speaking and Listening

Informal continuous assessment across each of the three skill areas:  
Reading, Writing, Speaking and Listening

Your daughter will also use critical self-evaluation to assess her own work before submission for marking.

### How you can help:

- Encourage your daughter to read and make sure she always has reading material in her bag
- Encourage your daughter to take Accelerated Reader quizzes
- Encourage your daughter to practise her English skills by logging onto revision websites at home
- Check homework tasks and deadlines in her Pupil Planner
- Sign your daughter's homework to show you have checked it
- Encourage your daughter to try her best

## Content

### Term 1

- What is Geography and what has it got to do with me?
- The UK Region - Where do I live?
- Settlement - Why do I live where I do?
- What a Wonderful World - How can we protect our Home?

### Term 2

- The Living World - Ecosystems and Tropical Rainforests

### Term 3

- Rivers and Landscape Processes

### Practical Geography:

There may be opportunities to:

- Take a field trip to the River Colin to investigate river processes and landforms
- To consider our world by making something new from waste.
- To model a settlement or street where you live.

## Skills she will be developing:

- Geographical Thought
- Spatial awareness
- Map Skills
- Thinking Skills
- Independent Study Skills
- ICT skills - use of Google Classroom, Teacher Made and Seneca Learning Apps
- Literacy

## How she will be assessed:

- Summative assessments are completed as a class before learning and completing under controlled conditions.
- Quizlet may be used to assess understanding and enhance learning.
- Quizzes may be used in class to check understanding.
- Extended writing will be introduced as structured paragraph writing.
- Project work.

## How you can help:

- Ensure that your daughter comes to class prepared for learning both in terms of equipment but also with a positive mindset.
- Check via Google Classroom if assignments have been set or alternatively her homework diary. Encourage homework to be completed the day it is set, not the day before it is due. Homework will rarely be for the next day.
- If your daughter is absent, make sure she contacts her classmates to copy up on any work she has missed, to prevent her falling behind and becoming anxious.
- Revise topic tests - your daughter will have a model answer to learn from in preparation for class tests. Test her on the facts at home before she completes the test to ensure that learning becomes a positive activity.
- Develop an awareness of the environment and our planet. Encourage discussions about issues happening in the news, perhaps a volcanic eruption, a flood, heavy snowfalls etc.
- Develop an understanding of space when out and about within Belfast, Northern Ireland or the wider world.

## History

Leader of Learning:  
Mrs A Wilson

### Content

#### What is History?

- Measuring Time
- Chronology
- Examining Evidence
- Reliability
- Interpretations

#### Who were the Normans?

- Background information
- Jobs/beliefs/types of soldiers etc

#### The Norman Conquest

- England before the Normans
- Rivals to the Throne
- The Battle of Stamford Bridge
- Types of Soldiers
- The Battle of Hastings
- Reasons for Norman Victory

### Skills she will be developing:

- Knowledge and understanding of various topics in KS3 History
- To use evidence to produce an argument
- How to analyse sources to test their usefulness and reliability
- How to present their findings in a structured and explained manner
- How to place events in chronological order

### How she will be assessed:

- End of topic tests
- Structured Homework
- Ongoing feedback in classwork books
- Research projects
- End of year examination

### How you can help:

- Check homework tasks and deadlines in homework planner
- Discuss your daughter's learning with her regularly e.g. encourage her to share what she has learned with you
- Encourage your daughter to try her best

#### Norman Control in England

- The Harrying of the North
- The Feudal System
- The Domesday Book
- Motte and Bailey Castles
- Stone Keep Castles
- Life in a Castle

#### The Black Death

- Causes of the Black Death
- Symptoms
- Reasons for the plague
- Impact of the plague on England

## Home Economics

Leader of Learning:  
Mrs C Farrington

### Content:

#### Theory lessons

- Introduction to Home Economics
- Health & Safety
- Equipment and cooker licence
- Weighing and measuring
- Healthy eating & the nutrients
- Home & Family Life
- Project – Farm to Fork

#### Practical lessons:

- Confident & Safe cooking - Cheese Toastie, Scrambled Egg, Apple Crumble
- Knife skills – Lentil Soup, Easy Pizza, Christmas Cooking
- Weighing & Measuring – Fairy Buns, Bread & Butter Pudding
- Healthy Snacks – Couscous Salad, Fruity Muffins
- Cooking for my Family – Fruit Salad, Easy Spaghetti Bolognese
- Farm to Fork – Potato Salad

### Skills she will be developing:

- Knowledge and understanding of Home Economics.
- How to work safely, independently and confidently in the kitchen.
- A range of food preparation and cooking skills e.g. knife skills, baking skills and how to use the cooker.
- How to apply healthy eating messages to their daily lives.

### How she will be assessed:

A range of fortnightly formative and summative assessments throughout the year as well as an end of year exam.

### How you can help:

- Check homework tasks and deadlines.
- Discuss issues surrounding Home Economics as a family e.g. Where does food come from? As a family, how can we be healthier?
- Encourage your daughter to help to cook family meals at home and support her in trying new recipes.

## Learning for Life & Work

Leader of Learning:  
Miss LA Lavery

### Content:

- Personal Development
- Citizenship – Diversity and Inclusion
- Employability

### Skills she will be developing:

- Self-management
- Managing information
- Working with others
- Research skills
- Creativity
- Literacy

### How she will be assessed:

- Continual assessment of classwork throughout the year

### How you can help:

- Discuss your daughter's learning with her regularly
- Encourage your daughter to be aware of world news and events and discuss current affairs issues

## Maths

Leader of Learning:  
Mrs L Watson

KS3 Leader of Learning:  
Mrs E Rodgers

### Content:

- Number - Types of Numbers, 4 Operations, Place Value, Negative Numbers, BIDMAS, Decimals, Rounding, Estimation
- Shape - 2D and 3D Shapes (Properties, Nets, Area, Perimeter and Volume)
- Data Handling - Tally Charts, Bar Charts, Pictograms and Frequency Tables
- Measures - Metric Units, Time and Timetables
- Algebra - Algebra Notation and Write Simple Expressions

### Skills she will be developing:

- Basic manipulation of numbers
- Problem Solving
- Managing Information
- Working with others
- ICT skills

### How she will be assessed:

- End of topic written assessments
- Weekly test
- Consolidation of week's learning and preparation for short weekly test
- Times table Rock Star
- Teacher observations
- PTM computer assessments at the beginning and end of Year 8

### How you can help:

- Looking at classwork book together and asking questions about the work
- Helping to learn times tables
- Signing homework
- Visiting websites such as [www.corbettmaths.com](http://www.corbettmaths.com), [www.topmarks.co.uk](http://www.topmarks.co.uk) and [www.youtube.com](http://www.youtube.com) (search for specific topics) to revise
- Encouragement to create revision notes or spider diagrams to help prepare for end of topic tests and end of year exams.

## Music

Leader of Learning:  
Mrs R Ashe

### Content:

- Music notation
- The elements of music
- Metre
- Piano
- Classroom singing

### Skills she will be developing:

- How to read music notation
- How to write music notation
- How to work out the metre of a piece of music
- How to perform on an instrument/as a singer

### How she will be assessed:

- Performing – practical assessment each week
- Composing – practical
- Written test at the end of each unit

### How you can help:

- Check homework planner for homework
- Encourage the making of condensed revision notes at the end of each unit
- Listen to them practise their performance pieces

## Physical Education

Leader of Learning:  
Mrs J Doherty-Clarke

### Content:

A broad range of sporting activities including:

- Hockey
- Netball
- Gymnastics
- Athletics
- Dance

### Skills she will be developing:

Practical skills for each of the activities and applying those skills to the game situation or performance scenario.

Alongside this, each student will develop:

- Team working skills
- Communication skills
- Leadership skills
- Evaluating skills

Each student will be challenged to identify areas of strength and develop weaknesses within each activity area.

### How she will be assessed:

Each activity will be marked out of 20:

10 marks: Skills in isolation

6 marks: Application of skills in the game/performance

2 marks: Knowledge of the component of fitness required for each activity

2 marks: Attitude to Learning

### How you can help:

You can support your child by ensuring she is prepared with PE kit for every lesson.

## Religious Education

Leader of Learning:  
Mrs L Dalzell

### Content:

#### 1. God and the Bible

- The Bible as a special book
- The structure of the Bible
- Locating Bible references

#### 2. Christmas Story

- The season of Advent
- The Christmas story
- Significance of Christmas for Christians

#### 3. Jesus' World

- Geography of Palestine
- Roman Occupation
- Homes in Jesus' time/Daily Life
- Places of worship/Religious leaders

#### 4. Followers of Jesus

- The 12 disciples
- Women who followed Jesus
- Outcasts
- Zacchaeus
- Religious Authorities

#### 5. The Easter Story

- The events of Holy Week
- Why Easter is important for Christians

#### 6. Christians Through the Ages

- Saint Patrick
- William Wilberforce
- Martin Luther

### Skills she will be developing:

- Managing Information
- Self-management
- Literacy skills
- Creativity
- Working together
- Locating Biblical References

### How she will be assessed:

- End of topic tests
- Task feedback
- End of year examination

### How you can help:

- Check that homework has been completed to a high standard and that deadlines are met
- Help with revision for tests and the examination

## Science

Leader of Learning:  
Mrs L Murphy

KS3 Leader of Learning:  
Mr P Mercer

### Content:

A broad range of Science topics to include:

- Safety and Solutions
- Cells
- Particles and Heat
- Sound
- Human Reproduction
- Elements, Compounds and Mixtures
- Variation in Living Things

### Skills she will be developing:

- Practical skills
- Communication skills
- Literacy Skills
- Numeracy skills
- Working with others
- Following instructions

### How she will be assessed:

- Homework
- Teacher feedback
- Six end of topic tests
- End of year examination

### How you can help:

- Check homework tasks and deadlines in homework planner
- Discuss your daughter's learning with her regularly
- Help your daughter to revise the learning intentions at the front of each Science booklet before she completes her end of topic tests
- Encourage your daughter to try her best

## Spanish

Leader of Learning:  
Mrs L Hughes

### Content

- Greetings
- Where you live
- Personality
- Numbers
- Birthday
- Family
- Pets
- Hobbies
- Sports
- School

### Skills Developed

Listening for key words and phrases and understanding the meaning of these in English, spelling key items of vocabulary, writing single words and short phrases, translating phrases, reading short texts for meaning and giving personal details in Spanish.

### How she will be assessed?

Homework booklet, class tests, vocabulary and end-of-unit tests, peer/self assessment.

### What independent learning will she be doing?

Vocabulary learning for meaning and spelling, grammar rules and corresponding exercises, topic-based tasks incorporating reading and writing activities, learning to say the key words and phrases in Spanish.

### How can you help?

Ask vocabulary from English to Spanish, checking for spellings, use flashcards to consolidate meaning of vocabulary in English, check all homework for presentation and content. Ensure that the homework is completed by checking planner.

## Technology & Design

Leader of Learning:  
Mr N Adams

### Content:

- What is Technology?
- Safety in Technology
- Introduction to the Design Process
- Learning to Design
- Introduction to Materials Technology – Wood
- Manufacturing a Christmas Project
- Mechanisms – Cams
- Toy project

### Skills she will be developing:

- Communication skills
- Reading
- Writing
- Listening
- Analytical
- Problem solving
- Decision making
- Working with others

### How will she be assessed:

- Class tests at set points throughout the year
- Assessment of practical skills – design and manufacture
- Quality of written work in both class and homework
- Summer examination

### How can you help:

- Ensure that all homework is completed on time and is well presented
- Help with the revision of topics before tests and assessments