

Colchester County High School for Girls

Year 8 Essential Information

2019-2020



Year 8 Information Booklet 2019-20

Contacting us:

The Year 8 Tutor Team

8C	-	Mr Snow	ssnow@cchsg.com
8O	-	Mr Glease	eglease@cchsg.com
8L	-	Mr Holdsworth	mholdsworth@cchsg.com
8H	-	Miss Neacsu	aneacsu@cchsg.com
8E	-	Miss Wiseman	nwiseman@cchsg.com

Mr Bartlett, Year 8 Leader: sbartlett@cchsg.com

Mrs Stinson, Year 7 & 8 Pastoral Assistant: sstinson@cchsg.com

Mrs Jackson, Associate to the Principal & CEO: wjackson@cchsg.com

Dates for your diary:

9 December	Progress Check 1 issued
15 January	MADE Study Skills Workshop (within the school day)
5/6 March	Bletchley Park Visit
9 March	Progress Check 2 issued
23-27 March	Year 8 Examinations Week
22 April	Year 8 KS4 Curriculum Evening
27 April	Year 8 Exam Results issued
29 April	Year 8 Parent Consultation Evening 16:15 – 20:00
7 May	Preferences deadline 09:00
5 June	Ypres Battlefields History Trip
15 June	Year 8 Reports issued
20 July	Activities Day

Curriculum Information

Careers (delivered through PSHCE lessons)

In the Spring and Summer terms of Year 8, students receive a series of Careers lessons, as part of the PSHCE programme.

- The opportunity to investigate different career opportunities and to consolidate their awareness of the myriad opportunities ahead of them in life.
- An overview of the opportunities ahead at 14+, 16+, 18+ and post-degree.
- A detailed exploration of the GCSE preferences available to students.
- An examination of each student's choices and how it affects their future pathway.

Physical Education

Club timetables are updated every half term and fixtures are updated weekly on school bulletins and on the website. Extra-curricular clubs are for all students to attend, not just team players (unless specified).

Religion, Philosophy and Ethics

Students start the year studying the topic 'What different ways are there of making ethical decisions?', and then move on to look into the ethics of crime and punishment. In the Spring term, all students start the OCR J625 Religious Studies course of a full GCSE, with examinations in May/June of Year 10.

Computing

In Year 8 students will be following a scheme of work based on the Computing National Curriculum. This will follow on from the learning in Year 7 where the focus is on the three core strands of Computer Science, Information Communications Technology and Digital Literacy & Creative Media.

As part of mapping the Digital Literacy skills to the National Curriculum requirements we will be continuing to offer students the opportunity to achieve the Microsoft Office Specialist (MOS) certificate based qualifications. In Year 7 students were given the opportunity to achieve the MOS PowerPoint qualification.

The training for the MOS qualification over the available lessons will be rigorous and students will be expected to keep up with the targets set for them. Doing so will ultimately be less time consuming. Failure to meet their targets will result in detentions being set, which may need to be after-school.

The MOS qualifications are assessed by practical examination. If a student has not reached an appropriate standard before the examination date then they will not be allowed to take the exam that day. Any such student will need to then use their own time to prove that they have reached the required standard and then discuss alternative test date which will be after school on an agreed date. The above requirements are to reduce the likelihood of students failing the exam.

Computing and ICT Extra Curricular Timetable 2019-2020

DAY/SESSION	MON	TUE	WED	THU	FRI
Morning 8.30am – 8.45pm		Study Support All years T4 (CNA, MWH)	Study Support All years T4 (CNA, MWH)		
Lunchtime 12.40pm – 1.20pm			Upper School – Y9+ Computing Club T17 (MWH)	Lower School – Y7&8 Computing Club T4 (CNA)	Retro-Gaming (All years) T4 (CNA, MWH)
After-School 3.45pm – 5.00pm		All Years Computing Extended Learning Opportunities T4 (CNA, MWH)	Study Support All years T4 (CNA, MWH)	Study Support All years T4 (CNA, MWH)	

E-Safety - Who you can turn to

All students receive e-safety guidance both in lessons and assemblies; however, we strongly encourage parents to take an active role in monitoring their daughter's on-line activity to ensure they are safe. These websites are useful for more information or to report any negative experiences online. There is an important e-Safety event being scheduled for the spring term.

CEOP – <https://www.ceop.police.uk>

Share Aware - <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>

Common Sense Media - <https://www.commonsensemedia.org/>

Think U Know - <https://www.thinkuknow.co.uk/>

Year 8 Drama

Year eight students are encouraged to attend drama club and get involved with school productions. This year we will be staging “Return to the Forbidden Planet” on the 6th and 7th February. Our annual fundraiser takes place in the summer term.

After the autumn half term there will be a drama club aimed solely at Year 8. Students should look out for notices about this nearer the time. All students that might be interested in this club need to ensure that they are involved with the school production.

GCSE Drama is also extremely successful at CCHSG. Any student interested in finding out more should see Mrs Cudmore-Rice who will be happy to discuss the course content and offer advice.

There are a range of extra –curricular opportunities throughout the year and we encourage all Year 8 students to be involved. Please see the programme issued separately with the Weekly Bulletin.

Recording Progress in Year 8 2019-20

Your daughter's attainment and progress will be measured using **Steps** which are based on the Reformed Curriculum Assessment requirements linking to GCSE grades (9-1). Most students will enter on Step 4 in Year 7 and progress to Step 6/7 by the end of Year 9.

Each **Step** is divided into sub-steps .3, .6 or .9

- .9 is working at the top of the step
- .6 is working in the middle of the step
- .3 is working at the bottom of the step

In the autumn term each student will be issued with a School Target Measure (Step) for each subject. The School Target Measure for each subject is generated for each student using Key Stage 2 data, CAT test results and teacher assessment. The School Target Measure provides an indication of the most likely Step the student should achieve by the end of Year 8 in that subject.

Progress Checks and School Reports issued during Year 8 will provide a Working at Measure (Step) for each subject which will indicate where the teacher considers the student to be achieving at that point in time.

School Examination Results will provide the Progress Measure (Step) the student achieved in the assessment set by the subject. All students in the year group will sit the same assessment during the Year 8 School Examination Week later in the school year.

N.B. Creative and Critical Thinking and Latin are non-National Curriculum subjects. Creative and Critical Thinking uses a Progress Measure of Pass/ Merit/ Distinction. This is reflective of the current assessment criteria used for the Thinking and Reasoning Level 2 qualification. Latin uses a Progress Measure of Below/At/Above. This ensures students reach the appropriate skills and language development for each year group.

Year 8 Curriculum Outline 2019/20

The table below provides an outline of which topics/modules are planned to be taught in each of the three terms across the year. The topics/modules may not be taught in the order listed, but should be taught during the term outlined.

Subject	Autumn Term	Spring Term	Summer Term
Art and Design	<p>TOPIC: WAR ART Key Skills: printing, painting, collage drawing/digital art</p> <ul style="list-style-type: none"> • symbolism • war artists • contextual development and understanding • exploration of the role that visual images and words play in expressing issues and ideas is critical to developing "visual media literacy" • Commemorative work linked to history • The role of the artist • Careers in art 	<p>TOPIC: STRUCTURES LOWER SCHOOL EXAM Key Skills: composition/media/contextual</p> <ul style="list-style-type: none"> • generating ideas / exploring materials • creating thumbnail sketches • examination preparation and development • effective planning • examination final piece 	<p>TOPIC: DADA & SURREALISM Key Skills: working from imagination/design/illustration</p> <ul style="list-style-type: none"> • social, political & scientific contexts • objective drawing and painting • creating new relationships by unexpected juxtapositions • development of compositions using Photoshop or other digital image manipulation software • opportunities for 3d work using traditional &/or found materials
Biology	<ul style="list-style-type: none"> • DNA, genetics and variation • Microbiology 	<ul style="list-style-type: none"> • Microbiology (continued) • digestion, nutrition and diet 	<ul style="list-style-type: none"> • digestion, nutrition and diet (continued) • ecology
Chemistry	<ul style="list-style-type: none"> • the three states of matter • elements and compounds 	<ul style="list-style-type: none"> • the Reactivity series • rusting • reactions and energy change 	<ul style="list-style-type: none"> • rates of reaction • electrolysis
Computing	<ul style="list-style-type: none"> • Microsoft Office Specialist: Excel • Circuits, Logic, Number Systems and Codes 	<ul style="list-style-type: none"> • The Impact of ICT: Past, Present, Future and Beyond • Exam Preparation • Year 8 Examination process 	<ul style="list-style-type: none"> • Microsoft Office Specialist: Word • E-safety with Digital Video • Product Design: 3D Design and Print
Creative and Critical Thinking	<ul style="list-style-type: none"> • argument elements and structure 	<ul style="list-style-type: none"> • exploring who was responsible for the sinking of Titanic 	<ul style="list-style-type: none"> • thinking hats • argument writing

	<ul style="list-style-type: none"> argument writing assessing credibility using CRAVEN Identifying arguments, rants, quarrels, lists and explanations analogies corroborating & conflicting evidence assumptions alternative & generating explanations 	<ul style="list-style-type: none"> argument writing weaknesses in arguments: flaws and false appeals evaluating evidence and weaknesses of evidence 	<ul style="list-style-type: none"> evaluating evidence of real case studies
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Subject	Autumn Term	Spring Term	Summer Term
English	<ul style="list-style-type: none"> <i>Lord of the Flies</i> by William Golding <i>Much Ado About Nothing</i> by William Shakespeare 	<ul style="list-style-type: none"> Post 1914 Author Study – Simon Armitage – range of poems Reading and Writing Non-Fiction – Reading and writing a variety of non-fiction texts and analysing the effect of the writers' methods 	<ul style="list-style-type: none"> Spoken Language – A study of spoken language, how it differs from the written word, and how it may change in the future <i>The Time Machine</i> by H.G. Wells
French (Allez 1) New Course	<ul style="list-style-type: none"> Revision of basic tenses and grammar points (avoir, être) Unit 4 – A table <p>(Regular verbs, translation and speaking practice throughout)</p>	<ul style="list-style-type: none"> Introduction to the Near Future Unit 5- Mon quartier Consolidation of Year 8 Course for End of Year Exam <p>(Regular verbs, translation and speaking practice throughout)</p>	<ul style="list-style-type: none"> Unit 7- Destination vacances Consolidate the present tense (regular and irregular verbs) and the future tense. Begin the perfect tense End of Year Activities (Film Study, Quizzes, Cultural studies etc...) <p>(Regular translation practice throughout)</p>
Geography	<p>Brazil</p> <ul style="list-style-type: none"> Physical and Human Geography of Brazil 	<p>The Coastal Zone (2018-19)</p> <ul style="list-style-type: none"> Coastal processes and geomorphology 	<p>Topic – Madagascar</p> <ul style="list-style-type: none"> Landscape and Climate Ecosystems and Biomes (Tropical Rainforests)

	<ul style="list-style-type: none"> • Urban Issues and Challenges • Development issues • Inequality issues 	<ul style="list-style-type: none"> • Coastal Management <p>Rivers (2018-19)</p> <ul style="list-style-type: none"> • Hydrological Cycle and Drainage Basin • River processes and geomorphology • Flood risk 	<ul style="list-style-type: none"> • Sustainability Issues (Deforestation)
German (Echo Express 1) Continued from Year 7 2017 - 18	<ul style="list-style-type: none"> • Unit 4 – Free time (regular and irregular verbs) • dictionary skills <p>(Regular vocabulary tests and translation practice throughout.)</p>	<ul style="list-style-type: none"> • Unit 5 – House and Home (simple past tense) <p>(Regular vocabulary tests and translation practice throughout.)</p>	<ul style="list-style-type: none"> • Unit 6 – Town and Country (the area where I live) • Consolidation of Year 8 course (begin the perfect tense and consolidate the future tense) <p>(Regular vocabulary tests and translation practice throughout.)</p>

Subject	Autumn Term	Spring Term	Summer Term
Healthy Living	Healthy Living will be delivered through breakout sessions which will take place across the school year.		
History	<ul style="list-style-type: none"> • The Industrial Revolution and extension of the franchise • Empires and Slavery 	<ul style="list-style-type: none"> • Civil Rights Movement • Causes of World War One 	<ul style="list-style-type: none"> • Trench warfare and the Battle of the Somme – Preparation for the Ypres Battlefields Trip – Friday, 7 June 2019) • Persecution of the Jews and the Holocaust
Latin	<p>Introduction to the Latin language:</p> <ul style="list-style-type: none"> • usefulness of Latin in the modern society • acquisition of basic vocabulary • grammar • introduction to basic translating skills • background work on Mythology, Gods and Goddesses 	<ul style="list-style-type: none"> • increasing competence in translation skills and familiarisation with the language itself • increased vocabulary knowledge • new grammar • vocabulary tests • regular translation • assessment of project 	<ul style="list-style-type: none"> • new grammar • regular translation work.

	<ul style="list-style-type: none"> regular grammar and translation exercises 		
Mathematics KS3	<ul style="list-style-type: none"> Factors and powers (Delta 2 Unit 1) Working with powers (Delta 2 Unit 2) 2D shapes and 3D solids (Delta 2 Unit 3) Real-life graphs (Delta 2 Unit 4) 	<ul style="list-style-type: none"> Transformations (Delta 2 Unit 5) Fractions, decimals and percentages (Delta 2 Unit 6) – include use of Essential Maths Bk 9 Constructions and loci (Delta 2 Unit 7) 	<ul style="list-style-type: none"> Probability (Delta 2 Unit 8) Scale drawings and measures(Delta 2 Unit 9) Graphs (Delta 2 Unit 10) <p>DELTA 3 topics: Unit : 1.1, 1.3, 1.4 Unit 2: 2.2 Unit 3: 3.3, 3.4, 3.5 Unit 4: (if time only) – 4.1 year 7 SOW Unit 7: 7.1 - 7.4 Unit 8: 8.1, 8.2 (could be done with Delta 2 Unit 10) 8.3, 8.4 (not quadratic) Unit 9: 9.1 – 9.5 (not 9.6 trig graphs)</p>

Subject	Autumn Term	Spring Term	Summer Term
Music	<p>Song writing & Playing in a Band</p> <ul style="list-style-type: none"> To explore and be able to identify different song structures (Verse-chorus, strophic, through composed) Analysing what makes a successful song Playing chords using ukuleles and creating a chord sequence Melody writing to a chord sequence Composition of a song and recording using GarageBand. To develop individual singing technique 	<p>Musicals</p> <ul style="list-style-type: none"> The development of the Musical in the Twentieth Century Study of a selected song from current school musical in Spring Term Class performance of a selected song from a musical <p>Minimalism</p> <ul style="list-style-type: none"> Gain a contextual understanding of Minimalism Work in small groups exploring 'displacement', developing ensemble skills. Prepare a minimalist performance 	<p>Producing Dance Music</p> <ul style="list-style-type: none"> To explore methods and techniques of recording and music production using GarageBand To adapt Winston Churchill's 'Fight them on the Beaches' speech into a Dance piece Students compose their own dance music piece using GarageBand. <p>Romanticism</p> <ul style="list-style-type: none"> Understanding the Romantic Period Examining key composers from the era Exploring chromaticism and extended chords. Learn to play 'Fur Elise' by Beethoven – with focus on keyboard technique and reading notation

		using ' <i>I Giorni</i> ' on the keyboard. <ul style="list-style-type: none"> Take part in a whole class performance of Time Lapse by Michael Nyman. 	
Physics	<ul style="list-style-type: none"> light sound 	<ul style="list-style-type: none"> sound heat and temperature 	<ul style="list-style-type: none"> electromagnetic spectrum
PSHCE	<ul style="list-style-type: none"> Mindset (includes student survey) What kind of person am I? Friendship/understanding others Fire Safety Talk Coaching for Success 1 Coaching for Success 2 Coaching for Success 3 Coaching for Success 4 Coaching for Success 5 Coaching for Success 6 Risks - E-safety (cyberbullying?) – tbc Risks - Body Image 1 PC1 Body Image 2 - Self Esteem 	<ul style="list-style-type: none"> British Values 1 British Values 2 British Values 3 Risks - Smoking & Alcohol 1 Risks - Smoking & Alcohol 2 Drugs 1 Drugs 2 How organised are you? (including revision skills) PC2/revision Exam week Careers talk - SPA and KS4 Curriculum Booklet (students) Careers talk - LWA and Kudos C - T7, O-T17, L-T4 	<ul style="list-style-type: none"> Exam self-appraisal/Careers - Kudos H - T4, E - T7 SRE 1 SRE 2 SRE 3 SRE 4 SRE 5 Report reading SRE 6 FGM Tbc Review of the year: PSHCE themes

Subject	Autumn Term	Spring Term	Summer Term
Religious Studies	What different ways are there of making ethical decisions? How should we punish crimes?	Begin study for OCR Religious Studies GCSE J625 Christianity Beliefs and Teachings: The Nature of God The Trinity The Creation Evil & Suffering	Christianity Beliefs and Teachings continued: Jesus Christ Incarnation, Crucifixion, Resurrection & Ascension Concept of Salvation Eschatological Beliefs & Teachings

PE

	8COL SET 1 KDA	8COL SET 2 NWI	8COL SET 3 SBA	8HE SET 1 NWI	8HE SET 2 PCA
4 Weeks	Netball	Dance	Table Tennis	Netball	Gymnastics
3 Weeks	Basketball	Netball	Dance	Basketball	Netball
<i>Half Term</i>					
4 Weeks	Table Tennis	Basketball	Netball	Table Tennis	Basketball
3 Weeks	Gymnastics	Table Tennis	Badminton	Tag Rugby	Table Tennis
<i>Christmas Break</i>					
3 Weeks	Tag Rugby	Gymnastics	Personal Survival	Gymnastics/ Dance	Dance
3 Weeks	Personal Survival	Badminton	Basketball	Personal Survival	Badminton
<i>Half Term</i>					
3 Weeks	X-Country	X-Country	X-Country	X-Country	X-Country
1 Week	Year 8 Examinations	Year 8 Examinations	Year 8 Examinations	Year 8 Examinations	Year 8 Examinations
2 Weeks	Badminton	Personal Survival	Gymnastics	Badminton	Personal Survival
<i>Easter</i>					
5 Weeks	Athletics/Rounders	Athletics/Rounders	Cricket (3 weeks) Athletics/ Rounders (2 weeks)	Athletics/Rounders	Athletics/Rounders
<i>Half Term</i>					
3 Weeks	Athletics/Rounders	Cricket	Athletics/Rounders	Athletics/Rounders	Cricket
3 Weeks	Cricket	Athletics/Rounders	Athletics/Rounders	Cricket	Athletics/Rounders

ATTENDANCE & PUNCTUALITY

Expectations

- ▶ It is the responsibility of everyone to ensure good attendance.
- ▶ The school benchmark is 97%
- ▶ Attendance for most students is actually between 98% -100%
- ▶ We monitor and review the attendance of all students constantly and will involve parents when attendance falls below expectations.

Supporting Good Attendance

- ▶ **Phone** us as soon as possible to tell us why your daughter is absent, and when you expect her to return.
- ▶ Only grant days at home for **genuine** illness (please see the guide overleaf)
- ▶ If you notice a problem, contact us so that we can work together to resolve the issue. Pursuing the reason for non-attendance is important.
- ▶ Help your daughter to catch up with missed work

Please note that holidays taken in term time cannot be authorised.

Punctuality

Daily lateness adds up:

- ▶ 5 minutes late 3 days lost per school year
- ▶ 10 minutes late 6.5 days lost per school year
- ▶ 15 minutes late 10 days lost per school year
- ▶ 20 minutes late 13 days lost per school year
- ▶ 30 minutes late 19 days lost per school year

Good punctuality is as important as good attendance.

A student who is late disrupts the tutor group at an important part of the day; morning tutor time is filled with activities. Your daughter might also miss any announcements which affect her.

What to do

NHS Advice on childhood illnesses

Go to school; get treatment if needed

Can be catching; some restrictions for school attendance

Don't go to school; see the GP

What it's called	What it's like	Going to school	Getting treatment	More advice
Chicken Pox	Rash begins as small, red, flat spots; develop into itchy fluid-filled blisters	Yellow	Pharmacy	Back to school 5 days after onset of rash
Common Cold	Runny nose, sneezing, sore throat	Green	Pharmacy	Ensure good hand hygiene
Conjunctivitis	Teary, red, itchy, painful eye(s)	Green	Pharmacy	Try not to touch eye to avoid spreading
Flu	Fever, cough, sneezing, runny nose, headache, body aches & pain, exhaustion, sore throat	Yellow	Pharmacy	Ensure good hand hygiene
German Measles	Fever, tiredness. Raised, red, rash that starts on the face and spreads downwards	Red	GP	Back to school 6 days from onset of rash
Glandular Fever	High temperature, sore throat; usually more painful than any before, swollen glands	Green	GP	Child needs to be able to concentrate
Hand, Foot & Mouth Disease	Fever, sore throat, headache, small painful blisters inside the mouth on the tongue and gums (may appear on hands and feet)	Green	GP	Only need to stay off school if feeling too ill
Head Lice	Itchy scalp (may be worse at night)	Green	Pharmacy	
Impetigo	Clusters of red bumps or blisters surrounded by area of redness.	Red	GP	Back to school when lesions crust or 48 hours after start of antibiotics
Measles	Fever, cough, runny nose and watery, inflamed eyes. Small red spots with white or bluish white centres in the mouth. Red, blotchy rash.	Red	GP	Back to school 4 days from onset of rash.
Ringworm	Red ring-shaped rash; may be itchy. May be dry and scaly or wet and crusty.	Green	GP	
Scabies	Intense itching; pimple-like rash – all over body or, more commonly, between the fingers, wrists, elbows and arms.	Green	GP	Back to school after first treatment
Shingles	Pain, itching or tingling along the affected nerve pathway. Blister-type rash	Yellow	GP	Only stay off school if rash is weeping and cannot be covered
Sickness Bud/Diarrhoea	Stomach cramps, nausea, vomiting and diarrhoea.	Yellow	Pharmacy	See GP if symptoms persist after 48 hours.
Threadworms	Intense itchiness around anus.	Green	Pharmacy	Ensure good hand hygiene.
Tonsillitis	Intense sore throat	Green	Pharmacy	See GP if temperature lasts more than 48 hours or cannot swallow.
Whooping Cough	Violent cough, over and over, until child inhales with 'whooping' sound to get air into lungs.	Red	GP	Back to school after 5 days of antibiotics or 21 days from onset of illness.

See www.patient.co.uk for further information on each of these conditions.



This information is a guide and has been checked by health professionals, however, if you are unsure about your child's wellbeing we recommend you contact your Pharmacy or GP.

PRACTICAL STRESS BUSTERS FOR TEENAGERS

DIET	<p>Eat healthily – make sure you have a balanced diet. Remember your 5 a day (full of antioxidants which can help reduce stress-driven unstable free radicals). Complex carbohydrates sustain long term energy levels and brain power. Eat breakfast. If you eat late, then eat light – no heavy meals before bed. You get out of your body what you put into it – junk in/junk out!</p>
WATER	<p>Keep hydrated; drinking plenty of fluid keeps your digestion healthy and moving. Carry a small bottle of water with you and refill when empty.</p>
SLEEP	<p>Your body needs rest. Have a good bedtime routine:</p> <ul style="list-style-type: none"> • Avoid TV, games, Facebook, Instagram, phones, tablets etc., half an hour before bed as they are too stimulating. • TURN OFF PHONES – don't get distracted just before trying to get to sleep. • Read a book for 10 minutes or listen to quiet music. • Keep bedroom dark and quiet • Don't go to bed too late; you won't sleep if you are overtired.
EXERCISE	<p>Do what you enjoy – running, cycling, aerobics, football, walking, swimming, yoga, pilates, playing drums(!) – use physical exercise to work off pent up feelings of irritation, annoyance, anger, frustration, aggression, etc.</p>
BAD HABITS/PROPS	<p>Recognise when you are tempted to use bad coping strategies, such as controlling your eating; they are not answers for dealing with stress – they just cause more anxiety: Your body is your best friend, treat it well – treat it with respect.</p>
SHARE	<p>Talk. Talk to someone about your problems - don't bottle up your feelings.</p>
PRACTICAL	<p>Use small exercises to ease physical tension – for instance stretch your shoulders front and back to loosen tense neck muscles. Take time for yourself – reading, seeing friends, hobbies, etc. Watch a funny show or crack a joke with a friend and notice how a little laughter can improve your entire mood. Sit or lie quietly with eyes closed:</p> <ul style="list-style-type: none"> • Concentrate on your breathing • Breathe deeply but without force • Visualise yourself somewhere peaceful/safe/happy • Allow positive feelings to fill you from within • Use positive affirmation: 'I can' 'I am' • Open your eyes slowly, listening to external sounds, and get up gently. • YOU CAN USE THIS ANYWHERE, ANYTIME.

VALUE YOURSELF AND DON'T BE A VICTIM OF STRESS

Sources of Support

- EWMHS: <https://www.nelft.nhs.uk/services-ewmhs>
- Young Minds also have a parent helpline:
<https://youngminds.org.uk/>
- Parent advice:
<http://www.theministryofparenting.com/>
- Self- help CBT approaches www.getselfhelp.co.uk
- Websites for young people:
Kooth: <https://kooth.com/>
Childline: www.childline.org.uk
Samaritans: www.samaritans.org

What to do?

- Talk to the young person and let them talk – they need you to listen and to understand
- Refer to your GP who may make a referral to EWMHS
- Let the school know – we can offer pastoral support when they are in school
- Young people can also self-refer to EWMHS or Y.E.S. if 14 or over

8C – Homework Timetable (Sept 2019)

WEEK A			
Monday	French	Chemistry	
Tuesday	English	German	Geography
Wednesday	Maths	Physics	
Thursday	CCT	RE	
Friday	Maths	English	

WEEK B			
Monday	German	Art	
Tuesday	Maths	French	Biology
Wednesday	English	Latin	History
Thursday	Maths	Music	
Friday	English	Computing	

English – 1 reading homework per week (20 mins), 1 writing homework per week (30 mins)

Mathematics – 2 x 25mins homework per week

French, German – 1 homework per week; 25 mins written one week and 15 mins vocab the next

Latin, Art, Biology, Chemistry, Physics, Geography, History, Religious Studies, Music, Computing – 1 homework per fortnight (25 mins)

Creative and Critical Thinking – 1 homework per fortnight (20 mins)

(Timings are only a guideline as students may work at different rates)

8O – Homework Timetable (Sept 2019)

WEEK A			
Monday	Music	Art	
Tuesday	English	German	Chemistry
Wednesday	Maths	French	
Thursday	Physics	Geography	
Friday	Maths	English	CCT

WEEK B			
Monday	Latin	Biology	
Tuesday	Maths	Computing	
Wednesday	English	History	RE
Thursday	Maths	French	
Friday	English	German	

English – 1 reading homework per week (20 mins), 1 writing homework per week (30 mins)

Mathematics – 2 x 25mins homework per week

French, German – 1 homework per week; 25 mins written one week and 15 mins vocab the next

Latin, Art, Biology, Chemistry, Physics, Geography, History, Religious Studies, Music, Computing – 1 homework per fortnight (25 mins)

Creative and Critical Thinking – 1 homework per fortnight (20 mins)

(Timings are only a guideline as students may work at different rates)

8L – Homework Timetable (Sept 2019)

WEEK A			
Monday	German	Biology	
Tuesday	English	Computing	Art
Wednesday	Maths	CCT	
Thursday	Geography	French	
Friday	Maths	English	Physics

WEEK B			
Monday	Music	RE	
Tuesday	Maths	Latin	
Wednesday	English	History	Chemistry
Thursday	Maths	German	
Friday	English	French	

English – 1 reading homework per week (20 mins), 1 writing homework per week (30 mins)

Mathematics – 2 x 25mins homework per week

French, German – 1 homework per week; 25 mins written one week and 15 mins vocab the next

Latin, Art, Biology, Chemistry, Physics, Geography, History, Religious Studies, Music, Computing – 1 homework per fortnight (25 mins)

Creative and Critical Thinking – 1 homework per fortnight (20 mins)

(Timings are only a guideline as students may work at different rates)

8H – Homework Timetable (Sept 2019)

WEEK A			
Monday	Maths	Computing	
Tuesday	English	French	
Wednesday	Maths	German	
Thursday	Geography	Chemistry	
Friday	English	Physics	Latin

WEEK B			
Monday	Maths	French	
Tuesday	German	RE	
Wednesday	Maths	English	Art
Thursday	History	CCT	
Friday	English	Biology	Music

English – 1 reading homework per week (20 mins), 1 writing homework per week (30 mins)

Mathematics – 2 x 25mins homework per week

French, German – 1 homework per week; 25 mins written one week and 15 mins vocab the next

Latin, Art, Biology, Chemistry, Physics, Geography, History, Religious Studies, Music, Computing – 1 homework per fortnight (25 mins)

Creative and Critical Thinking – 1 homework per fortnight (20 mins)

(Timings are only a guideline as students may work at different rates)

8E – Homework Timetable (Sept 2019)

WEEK A			
Monday	Maths	RE	
Tuesday	English	Music	Physics
Wednesday	Maths	German	
Thursday	Computing	History	
Friday	English	French	Chemistry

WEEK B			
Monday	Maths	Art	
Tuesday	Latin	Geography	
Wednesday	Maths	English	CCT
Thursday	German	French	
Friday	English	Biology	

English – 1 reading homework per week (20 mins), 1 writing homework per week (30 mins)

Mathematics – 2 x 25mins homework per week

French, German – 1 homework per week; 25 mins written one week and 15 mins vocab the next

Latin, Art, Biology, Chemistry, Physics, Geography, History, Religious Studies, Music, Computing – 1 homework per fortnight (25 mins)

Creative and Critical Thinking – 1 homework per fortnight (20 mins)

(Timings are only a guideline as students may work at different rates)

