

Colchester County High School for Girls

Year 8 Essential Information

2025-2026



Year 8 Information Booklet 2025-26

The Year 8 Tutor Team

8C – Mr Guille	aguille@cchsg.com
8O – Miss Sifford	lsifford@cchsg.com
8L – Mrs Steel	msteel@cchsg.com
8H – Miss Freeman	lfreeman@cchsg.com
8E – Mrs Watkins	swatkins@cchsg.com
8S – Mr Garland	jgarland@cchsg.com

The first point of contact is the Year 8 Tutor

Contacting us

Mr Snow, Year Leader – Year 8	ssnow@cchsg.com
Mr Kidby, Pastoral Lead Year 7 – 9, SENCO	kkidby@cchsg.com
Miss Patrick, Year 8 Pastoral Assistant:	jpatrick@cchsg.com
Mrs Frost, Associate Principal –Pastoral Lead	dfrost@cchsg.com

Safeguarding at CCHSG

CCHSG believes in supporting all aspects of children and young people's development and learning, including keeping children safe. We understand that children and young people can and do experience social, personal and emotional barriers to their learning, over differing periods of time and at different stages of their development, which can have an effect on their academic learning. We recognise that education staff play a crucial role in helping to identify welfare concerns and indicators of possible abuse or neglect at an early stage.

Safeguarding depends on staff being made aware of issues by students. Form Tutors have the role of "First Responders" and work closely with the Pastoral Team to help identify issues and support students. Students are aware of the Pastoral Team and Safeguarding Team with posters around the school to help them identify those members of staff and how to contact them.

The student planner also provides advice and gives details of support organisations and useful contacts; The Student Voice Teamwork with the Safeguarding Team to help ensure the content and advice is appropriate and updated annually.

We understand that some students may find reporting difficult, especially communicating worries and concerns to members of staff for a variety of reasons and as such CCHSG have introduced an online reporting system to enable students to report more freely; this can be accessed through the "Never Acceptable" link on the school website.

The Safeguarding Team

Designated Safeguarding Lead (DSL): Mrs K Daniels kdaniels@cchsg.com

Deputy DSLs:

Mrs Frost	dfrost@cchsg.com
Dr Parrott	sparrott@cchsg.com
Mrs Hughes	shughes@cchsg.com
Mr Snow	ssnow@cchsg.com
Mr Kidby	kkidby@cchsg.com
Mrs Sharp	ksharp@cchsg.com
Mrs Ashworth	sashworth@cchsg.com
Mr Maulkerson	dmaulkerson@cchsg.com
Mr Gordon	bgordon@cchsg.com

Dates for your diary:

4 November	Code-breaking Matrix Day COL P1/2 HES P4/5
7 November	PTFA Firework Event
29 January	COL Graphics Matrix Day
30 January	HES Graphics Matrix Day
23-27 February	Year 8 Examination Week
12 March	KS4 Information Evening (In person)
19 March	COL Parent Consultation Evening (In person)
20 March	Flatlands – Maths Day
23 March	Year 8 Examination results to parents
26 March	HES Parent Consultation Evening (In person)
5 June	Ypres History Trip
12 June	Electronics Matrix Day
1 July	Activities Day
14 July	Summer Show
16 July	End of Term and AWARDS assembly

Term Dates for Students 2025/2026

Autumn Term

Monday 1 September 2025

Friday 19 December 2025

Half Term

Monday 27 October 2025

Friday 31 November 2025

Spring Term

Monday 5 January 2026

Friday 27 March 2026

Half Term

Monday 16 February 2026

Friday 20 February 2026

Summer Term

Monday 13 April 2026

Monday 20 July 2026

Half Term

Monday 25 May 2026

Friday 29 May 2026

Bank Holidays

Monday 4 May 2026

Non-Pupil Days

Monday 1 September

Monday 22 September

Tuesday 30 September

Thursday 23 October

Friday 24 October

Friday 19 December

Friday 17 July

Monday 20 July

Student School Procedures

1. Students who arrive before 08.30 may purchase breakfast and eat this in the Dining Hall from 08.00. Students should wait outside the school building. If students are unsupervised in teaching rooms, they will be instructed to go outside.
2. School Reception is staffed from 08.00 until 16.00. This is the first point of contact for general school enquiries.
3. If students are late for either morning (08.45) or afternoon (13.25) Period 4 registration, they must sign-in via Inentry which is at Reception. Persistent lateness will result in school sanctions and a meeting with your parents. A register is taken in every lesson; students must not be out of lessons without a yellow lanyard pass given to them by a teacher. Visits to the toilet will be noted on SIMS for safeguarding reasons. These do not count as behaviour points.
4. If students are absent the school attendance line should be contacted by 08.45 by parents giving the student name, specific reason for absence and expected duration of absence. This should be followed up with a written note on their return. The school Attendance Officer will contact the parents of students who are absent if we have not heard from them by 09.45.
5. If students need to leave the premises during the school day a note must be given, in advance, to the Form Tutor. Before leaving students must sign out using INVENTORY at Reception.
6. If students feel ill or have an accident during the day students should ask their teacher if they may go to Reception. One of the office staff will take the student to the medical room and contact a First Aider and parents if necessary. **Students must not contact parents directly themselves before going to Reception.**
7. **Students must leave the building by 16.00 at the end of the day.** Students may only remain in school if they are in a supervised after school club or activity with a designated member of staff. Students must sign in for this activity using Inentry at reception. Students **must** leave school in their uniform. They must not use the school facilities to change out of their uniform.
8. All students' belongings should be clearly named. Valuable items should not be brought to school and if they are students do so at their own risk. Students who lose an item should retrace their steps, and then report the loss to Reception. If, for any reason, students have to bring a large sum of money to school, they must give it to the Finance Office for safe keeping. Lockers and padlocks should be used.
9. We operate a cashless catering system in the Dining Hall. Parents can top up their child's credit via ParentPay. All trips and visit payments should be made via ParentPay and accompanied by an electronic consent slip.
10. For safety reasons no student may bring an aerosol to school. Cigarettes, vapes and associated items, alcohol, illegal substances, pornographic materials, sharp items and offensive weapons are strictly forbidden and will incur a school sanction (including external suspension) if brought into school.
11. **Mobile phones.** Many students have long journeys to school that are made safer by the possession of a mobile phone. For this reason, only, mobile phones may be brought to school. **They must be switched off and out of sight during the school day** i.e. in a locked locker. If phones are used in school they will be confiscated until the end of the day when they may be

collected from the School Reception. Parents will be contacted if phones have to be confiscated for a second time. Additional school sanctions may also be applied. Mobile phones are brought into school at students' own risk.

12. In an emergency, a brief telephone call may be made from Reception. All emergency calls from a parent to a student during the school day must go via Reception.

School Uniform September 2025

The only supplier of some items of uniform is Coes of Ipswich, 20-28 Norwich Road, Ipswich IP1 2NH, telephone number 01473 256061, www.coes.co.uk, open 09.00-18.00 (closed on Mondays.) Coes can supply uniform via an online ordering service but recommend a personal visit for the first school uniform purchase. **The CCHSG PTFA also run a nearly new uniform service and this is available during agreed calendared times and published in the Weekly Bulletin.**

- **BLAZER** is a navy blue jacket with school logo on pocket, only available **from Coes**.
- **BLOUSES** are pale blue and of cotton or polyester/cotton; they are plain, V-necked, revere collar style with long or short sleeves. These are available from Coes **or they may be purchased from any appropriate retailer**.
- **TROUSERS** are plain dark navy and of classic, straight leg style. These are available **from Coes** or they may be purchased from any retailer but must be of the appropriate style. Fashion styles, for example, low-waisted trousers or tapered/skinny legs, are not acceptable.
- **SKIRTS** are kilt-style, navy, grey and white tartan and must be of a length that is worn **on the knee (i.e. to at least the middle of the knee)**. The skirt is only available **from Coes**.
- **CARDIGAN or V NECKED JUMPER**. The cardigan is navy blue with pale blue stripes at the cuff and only available from Coes, **however a plain navy V-necked cardigan with plain navy buttons or a plain V-necked jumper (with no logo) may be purchased from other retailers**. The cardigan or jumper is an optional item of uniform.
- **SHOES must be leather or leather look, flat heeled in plain black**. Fabric or canvas shoes, converse shoes, trainers or trainer style shoes, sling-back and backless/toeless shoes are not acceptable. Boots or ankle boots are not to be worn in school. If boots are worn on the way to school, a change of shoes must be brought to wear in school.
- **TIGHTS** should be plain navy, black or natural **not** patterned. Plain white, navy or black **ANKLE SOCKS** only may be worn. Bare legs without socks or knee high/over the knee socks are not acceptable.
- **OVERALLS** are worn for Science and Art. They are dark blue and long-sleeved, but it is optional whether parents wish to have their child's first name embroidered on the garment. If parents wish to name the overall, it should be with your child's first name (approximately 5-10cm high) on the left front and left back shoulder. From Year 10 a long-sleeved white overall may be worn for Science, which may be purchased from a range of suppliers. This item does not need to be embroidered.

- **HAIR** of shoulder length or longer should be tied back for safety in all practical subjects with navy, black or natural colour bands or slides. Hair which goes beyond natural colour tones in natural combinations or is extreme in style is not acceptable. This includes non-natural coloured braided or dip-dyed (balayage) hair. Head coverings worn for religious reasons e.g. headscarf, must be plain navy or black and of a short style.
- **JEWELLERY** – no jewellery (including religious iconography) or badges (except badges connected with school) may be worn with school uniform. Only small gold or silver plain studs may be worn in pierced ears; only one ear stud may be worn in each earlobe. No other piercings including ear stretchers or helix piercings/nasal piercings are acceptable. A simple analogue watch may be worn; Smart watches, iatches or similar that can be connected to the internet or phones are not permitted. This includes Fit-bits. Jewellery which is not permitted must be removed and will be confiscated.
- Make-up, false eyelashes (including eyelash extensions) nail varnish, henna hand patterns or false/gel nails, including French manicured or neutral nails must not be worn with school uniform.
- **COATS** and scarves may **not** be worn in the school building. A **CCHSG School Scarf** is available from **Coes** as an optional item of school uniform. Hoodies are not acceptable. A waterproof coat is essential, as students will be outside at break and lunchtime except in extreme weather conditions.

Kit for Physical Education

Advice on specific activities and kit requirements will be given by PE staff directly to students.

Basic PE Kit

- Plain navy blue shorts (available from high street retailers) **or** embroidered shorts with the school logo (**only available from Coes**)
- Sky blue polo shirt (**only available from Coes**)
- Navy long sleeved top with the school logo - **only available from Coes**
- Plain navy tracksuit trousers (available from high street retailers) **or** navy tracksuit trousers with the school logo – optional cuffed at the ankles in Year 7 and 8 (only available from Coes)
- White short socks
- Mainly white trainers (coloured stripe or logo is acceptable) for indoor PE and on netball courts

Items required for Specific PE Activities

- Netball/ tennis/ rounders (Autumn & Summer Term)
An optional plain navy skort (available from high street retailers) **or** a navy skort with the school logo is available from Coes (shorts as above are acceptable)
A white, navy or black base layer may be worn under PE kit in colder weather (white only for school team matches)
- Cross Country/ Football/ Rugby (Autumn & Spring Term for All Years)
Long navy blue football socks (available from high street retailers)
Outdoor trainers or astro boots for outdoor PE activities, shin pads for football.
- Swimming
A one piece plain black or navy swimsuit (not fashion or halter-neck, but with white strip is acceptable), plain swimming cap, towel and flip-flops

It is recommended that the basic kit and Autumn Term items are purchased initially.

PE bags and school bags should be of a style suitable for carrying to, from and around the school. A draw string PE bag will fit into a locker more easily. Students are expected to store their PE kit in their locker.

All clothing and property must be clearly named including socks and trainers

All property is brought into the school at the owner's risk and the school cannot be held responsible for theft, loss or damage. Expensive electronic items should not be brought into school. Students should use their locker and padlock for storage of possessions including their mobile phone during the day.

Parents should be aware that the school's contents and insurance cover does not extend to students' property. Parents should include their child's belongings in their domestic insurance cover if required.

Stationery check-list

Students are requested to bring with them to every lesson:

- A black ball point pen
- A green pen for self assessment
- A purple pen for progress
- A pencil, ruler, rubber and sharpener
- A glue stick
- A whiteboard marker
- A mathematical calculator
- A reading book
- A set of drawing pencils from B to 6B (Art)
- A compass and protractor (Mathematics)

Optional:

- Colouring pens/pencils
- Highlighters

Students should NOT bring their own scissors into school

Students should NOT bring any form of correction fluid (e.g. Tipp-Ex) into school

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 child's online activity to ensure they are safe. These websites are useful for more information or to report any negative experiences online. We run a parent e-Safety session in the spring term.

CEOP – <https://www.ceop.police.uk>

Common Sense Media - <https://www.common sense media.org/>

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

NSPCC - <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

e-safety advice is also given each week in the Parent Weekly Bulletin and is in the parent section of the school website under parents/carers and Pastoral Support.

Our e-Safety Lead is Mr Nachman, he can be contacted if you have a question or query about e-Safety - cnachman@cchsg.com

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.

Religion and World News

Students in Year 8 focus their studies on 'monotheistic worldviews'. Starting with Judaism, then the Persian traditions of Zoroastrianism and Bahaism, students find convergent links surrounding ideas of 'the one God'.

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.

Students will study courses in:

- Modelling data using spreadsheets
- Mobile App development
- Computational Logic
- Python Programming
- The Impact of ICT: Past, Present, Future and Beyond
- Robotics
- Animation

These courses are designed to create a strong skill set, alongside a love for learning about technology. Each course combined provides the ideal stepping-stone for those wishing to take their computing education further and choose GCSE Computer Science.

Almost all lessons will be delivered from a computing suite and will involve the use of the school platforms such as Microsoft Teams and Office 365. Any additional software required will be available across all computer suites in the school or instructions will be provided about how these can be accessed using a school BYOD laptop or personally owned device.

Chinese

In Year 8, students at CCHSG will study Mandarin Chinese on a fortnightly basis. By the end of Year 8, they will be able to use a vocabulary of 150 words and will take the internationally recognised Youth Chinese Test level 2 examination. This examination tests students' listening and reading skills. For any further questions, please contact Mr Page via spage@cchsg.com

Latin

In Year 8 students will study Latin for one hour a week. During this time they will study the basics of Latin grammar and become proficient at translating short passages at this level from Latin into English. Focus will also be given to Roman mythology and religion, the use of Latin in English and the derivation from Latin of many English words, thus increasing their English language skills. For further information please contact Miss Swettenham – mswettenham@cchsg.com

Year 8 Drama

Year 8 students are encouraged to attend drama club and get involved with school productions. This year we are delighted to be producing "The Sound of Music". After the autumn half term, we hope to offer Year 8 the opportunity of participating in a Year 8 drama club; 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 also involved with the school production. In addition, in the summer term the drama department produces our annual Summer show.

Recording Progress in Year 8 2025-26

In the autumn term each student will be issued with a School Target Measure for each subject. The School Target Measure for each subject is generated for each student using Key Stage 2 data (if available), CAT test results, Fischer Family Trust Aspire estimates from KS2 and teacher assessment. The School Target Measure provides an indication of the most likely Level or Step the student should achieve by the end of the current school year in that subject. The steps are based on the Reformed Curriculum Assessment requirements linking to GCSE grades (9-1).

There is an expectation that students will make a minimum of two steps of progress from entry at the end of KS2 to the end of KS3.

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

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. Latin is a non-National Curriculum subjects. Latin uses a Progress Measure of Below/At/Above. This ensures students reach the appropriate skills and language development for their group.

The Attitude to Learning descriptors are as follows:

The End of Year Report at the end of the year will contain a WAS, AtL, Target Step and specific targets for each subject. These targets aim to allow students to focus on particular areas in order to improve.

The End of Year Report also contains information from the Form Tutor regarding attendance, punctuality, uniform etc along with a Form Tutor comment.

<u>Outstanding</u> 1	The student shows very high levels of engagement, especially in focused verbal articulation during lessons, is courteous, collaborates and cooperates in all lessons. An excellent, enthusiastic attitude to learning is shown through an exemplary behaviour for learning; all classwork and homework are completed to the highest standard, often going above and beyond expectations. They meet all deadlines and always have the correct equipment, including books/folders and art/science overalls.
<u>Good</u> 2	The student is engaged in lessons, considerate, respectful and courteous to staff and other students. A good and positive attitude to learning is shown through good behaviour for learning; classwork and homework are completed to a good standard, most deadlines are met and the correct equipment, including books/folders and art/science overalls are regularly brought to lessons.
<u>Requires improvement</u> 3	The student can respond promptly to teachers' direction and work co-operatively with others. Any issues with behaviour for learning are low level; classwork and/or homework may not always be completed to the students' level of ability, deadlines may be missed and the correct equipment and books/folders and art/science overalls are sometimes not brought to lessons.
<u>Poor</u> 4	The student can lack engagement and their lack of self-discipline can, more than occasionally, reduce learning. Any issues with behaviour for learning are more noticeable; classwork and/or homework is often incomplete, deadlines are frequently missed and the correct equipment and books/folders and art/science overalls are not brought to lessons.

Year 8 Curriculum Outline 2025/26

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	TOPIC: WAR ART Key Skills: printing, painting, collage drawing/digital art • symbolism • war artists, (Henry Moore, Paul Nash, Christopher Nevison) • 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 war artist (Careers in Art challenge task)	TOPIC: INSECTS /PATTERN STRUCTURE DESIGN (Lower School Exam) Key Skills: creative design/ working to a brief/ fashion /media • generating ideas / exploring materials • mark making • creating thumbnail sketches • examination preparation and development • effective planning • examination final piece • fashion drawing/design • V&A Fashion Design (Design and Make upcycled challenge task)	TOPIC: FASHION ILLUSTRATION EXPLORED THROUGH DADA & SURREALISM Key Skills: working from imagination/design/illustration/marketing and branding • Social, political & economic demographics • fashion drawing • creating new relationships by unexpected juxtapositions • design development and branding • opportunities for making, using traditional & or found materials • Presenting and marketing (Challenge task - Exhibition leaflet, Poster Design/Graphic's marketing advertisement challenge task)
Biology	• Genetics • Natural and artificial selection • Microorganisms	• Microorganisms (continued) • Enzymes and nutrition	• Enzymes and nutrition (continued) • The digestive system
Chemistry	• The Three States of Matter • Elements and compounds	• The Reactivity Series • Rusting • Exam Revision	• Reactions and Energy Change • Rates of Reaction
Computing	• Spreadsheets (NCCE) • Mobile App Development (NCCE) • Computational Logic	• Python Programming Refresher (NCCE) • Year 8 Examination • Robot wars	• Vex Robotics • Animation (NCCE) • Half-day Codebreaking workshop* • Half-day AI workshop*

Subject	Autumn Term	Spring Term	Summer Term
English	• <i>Lord of the Flies</i> by William Golding or <i>The Deep Blue Between</i> by Ayesha Harruna Attah • <i>Much Ado About Nothing</i> by William Shakespeare	• Modern Poetry – 21st century poet – 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	• 19th century novel – for example, <i>The Time Machine</i> by H.G. Wells or <i>Wuthering Heights</i> by Emily Brontë, <i>Around the World in 80 days</i> by Jules Verne • Writing descriptions – Analysing the methods used in novel studied to influence own creative writing
French (Vif 1)	Revision, consolidation and extension of grammar from Year 7 Baseline Assessment Unit 4 – L'école pour tous! Vocabulary tests, Phonics Practice, Dictation, End of Topic Assessment Cultural Capital: • Musique Francophone • Littérature Francophone- Le Petit Nicolas • Cinéma Francophone • Tv5.org, Netflix and YouTube • Language, Culture and Diversity Week	Unit 5 – Moi et mon avenir Consolidation of Year 8 Course for End of Year Exam Vocabulary tests, Phonics Practice, Dictation, End of Topic Assessment Cultural Capital: • Musique Francophone • Littérature Francophone- Le Petit Nicolas • Cinéma Francophone • Tv5.org, Netflix and YouTube • Language, Culture and Diversity Week	Unit 6- Le monde francophone Vocabulary tests, Phonics Practice, Dictation, End of Topic Assessment Cultural Capital: • Musique Francophone • Littérature Francophone- Le Petit Nicolas • Cinéma Francophone • Tv5.org, Netflix and YouTube • Language, Culture and Diversity Week
Geography	Global Development Issues • Physical and Human Geography of Brazil • Urban Issues and Challenges • Development issues • Inequality	Rivers & The Coastal Zone • Hydrological Cycle and Drainage Basin • River processes and geomorphology • Coastal processes and geomorphology • Coastal management • Flood risk and management	Global Resource Issues & Africa Misconceptions (Madagascar) • Landscape and Climate • Ecosystems and Biomes (Tropical Rainforests) • Sustainability Issues (Deforestation) • Resource Exploitation School Based Fieldwork

Subject	Autumn Term	Spring Term	Summer Term
German (Echt 2)	Unit 1 Holidays - Talking about holiday activities - Past holiday experiences with perfect tense - Imperfect tense Unit 2 My home - Daily routines and separable verbs - Es gibt and accusative case - Dative case prepositions - Future tense with werden	Unit 3 - Everyday Life - Reflexive verbs - Modal verbs of wollen and sollen - Comparing - Subordinate clauses of ,weil and ,wenn Unit 4 - My clothing - Adjective endings in the accusative case - Revising future tense with werden - Revising perfect tense with haben and sein	Unit 5 – Virtual and Real World - Subordinate clauses ,weil and ,da - Time Manner Place word order - Using ,dass Unit 6 – Welcome to Berlin! - Revising future tense with werden - Using a range of tenses - East and West Berlin
Healthy Living	Healthy Living is delivered in lessons throughout the year. Students will continue to develop their basic food preparation skills and will prepare and make a range of dishes including: Macaroni Cheese, Red or Green Thai Curry and a freshly baked homemade pizza.		
History	How has the twentieth century shaped the lives of the people?		
	- The fight for rights: Extension of the Franchise - The fight for rights: Slavery	- The fight for rights: Civil Rights Movement - Britain in 1900. Causes of World War One	- Trench warfare and the Battle of the Somme - Persecution of the Jews: The Holocaust
Latin	Introduction to the Latin language: - usefulness of Latin in the modern society - acquisition of basic vocabulary - grammar - introduction to basic translating skills - work on Mythology, Gods and Goddesses - regular grammar and translation exercises	- increasing competence in translation skills and familiarisation with the language itself - increased vocabulary knowledge - new grammar - vocabulary tests - regular translation	- Summer term Percy Jackson Mythology project - Assessment of project

Subject	Autumn Term	Spring Term	Summer Term
Mathematics KS3	• Real-life graphs (Delta 2 Unit 4) • 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) • Probability (Delta 2 Unit 8)	• Scale drawings and measures (Delta 2 Unit 9) • Graphs (Delta 2 Unit 10) DELTA 3 topics Unit Powers and Roots - Reciprocal - Indices - Standard form - Calculating with standard form - Fractional Indices - Surds Unit 2 Quadratics - Sequences - Expanding - Factorising - Solving quadratic equations	Finishing unit 2 Unit 3 Inequalities, equations and formulae - Inequalities - Using index laws - Solving equations - Changing the subject - Algebraic fractions Unit 4 Collecting and Analysing Data - Data Collection - Presenting and comparing data - Estimating Statistics - Box Plots - Cumulative frequency graphs - Histograms Unit 5 Multiplicative reasoning - Direct proportion - Solving problems using direct proportion - Non-linear proportion - Arcs and sectors of circles

Music	Pop Through the Ages - Listening, analysing, performing and composing popular music from the 1950s to present day - Developing knowledge of chord sequences, drumming patterns, bass lines, and vocal technique - Sequencing an authentic EDM piece using a DAW Choral Competition	Film and Television - Listening and analysing film and television scores and their composers - Exploring and performing leitmotifs - Understanding the importance of music in films to heighten the drama and convey emotion - Composing to a moving picture whilst exploring 20th century minimalist techniques in film music	Rhythms of the World - Exploring and respecting different musical cultures, traditions, conventions, and history - Class Djembe drumming and singing - Musical fusions such as Bhangra and other world music such as Gamelan. - Understanding rhythmic features, improvisation, and notation
-------	--	---	--

Subject	Autumn Term	Spring Term	Summer Term
Physical Education (Core)	• Netball • Personal Survival (Swimming) • Gym/ Dance • Basketball • Football/ Rugby • Table Tennis • Cross Country Theory focus: • Recapping basic muscles and bones • Recapping Importance of the warm up • Axis of rotation (gymnastics)	• Table tennis • Personal Survival (Swimming) • Gym/ Dance • Basketball • Fitness • Football/ Rugby • OAA (Set 3) Theory focus: • Applying components of fitness to sports (fitness testing) • Revisit GOAL Setting • Revisit Motivation • Revisit Heart Rate and Training Zones	• Athletics • Cricket • Rounders Theory focus: • Revisit basic muscles and bones and importance of the warm up and cool down
Physics	• light • sound	• sound • heat and temperature	• electromagnetic spectrum

PSHCE	• What does success mean to you? • Friendship/understanding others • MHST – introduction to team and confidence and self-esteem • Self-awareness – Emotional Literacy • Talk from BROOK Introduction to RSE-Hall • SRE 1 Communication, Relationships and Sex – discussing the issues • SRE 2 Consent • SRE 3 A question of new relationships and diversity in sexual orientation • Contraception Check • Sexting and the Law • Forced Marriage • Body Image 1 • Body Image 2 • Mindfulness	• Risks – E-safety 1 • Risks – E-safety 2 • Personal Safety and First Aid • GCSEs - Choices, Choices • The Real Game in ICT rooms • Careers Talk from our Independent Careers Adviser and Career terminology • Curriculum Talk • MHST presentation on Exam Stress and anxiety • Organisation and Revision • Exam Week • Mindfulness	• Stereotypes Religious prejudice • Talk from JUST LIKE US LGBTQ+ • Careers library treasure hunt 2 • Drugs 1 • Drugs 2 • Smoking and Alcohol 1 • Smoking and Alcohol 2 • British Values 1 • British Values 2 • Activities and competencies bingo • Year 9 Tutor groups • End of Year activities
-------	--	---	---

Subject	Autumn Term	Spring Term	Summer Term
Religion & Worldviews	Science and Religion 1. Creation 2. Afterlife 3. Miracles 4. Religious Experiences 5. Near Death Experiences Prejudice Project	Evil and Suffering 1. Problem of Evil 2. The Fall 3. Story of Job 4. Karma 5. Four Noble Truths Heroines 1. Katherine Johnson 2. Suffragettes/Suffragists 3. Irena Sendler 4. Malala Yousafzai 5. Joan of Arc	Ethics 1. Moral dilemma 2. Euthanasia 3. Capital punishment 4. War 5. Animal Testing Ultimate Questions 1. Is social control necessary for society? 2. Where does morality come from? 3. Should we be able to manipulate genetics? 4. What (if anything) can we know for certain? 5. Do humans really have freewill?
Spanish (Claro 1 and 2)	Further development of the 4 skills of listening, speaking, reading and writing. Revision, consolidation and extension of grammar from Year 7. Claro 1 Unit 6 – Mi insti (finish) Claro 2 Unit 1- Dieta y salud Unit 2- Por fin de vacaciones (Regular vocabulary tests and translation practice throughout)	Unit 3 – Aquí mando yo Unit 4 – Adict@s a la moda (Regular vocabulary tests and translation practice throughout)	Unit 5 – Yo y mi mundo Unit 6 – De paseo por el mundo hispano (Regular vocabulary tests and translation practice throughout)

8C Homework Timetable 2025/26

Week A			
Monday	Maths	Latin	Languages
Tuesday	Art		
Wednesday	English (reading)		
Thursday	Maths	English (writing)	Chemistry
Friday	Maths	History	Geography

Week B			
Monday	English (reading)	Biology	Music
Tuesday	Computing	Physics	
Wednesday	English (writing)	Maths	
Thursday	Languages	Chinese	
Friday	Religious Studies		

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

Mathematics – 2 x 25 mins homework per week

French, German, Spanish (Languages) – 1 homework per week; 25 mins written one week and 15 mins vocab the other

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

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

80 Homework Timetable 2025/26

Week A			
Monday	Maths	Languages	Latin
Tuesday	History	Physics	
Wednesday	Maths	English (reading)	
Thursday	Geography	Biology	
Friday	Maths	English (writing)	

Week B			
Monday	English (reading)	Computing	
Tuesday	Art		
Wednesday	Maths	English (writing)	Chinese
Thursday	Languages	Religious Studies	
Friday	Chemistry	History	

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

Mathematics – 2 x 25 mins homework per week

French, German, Spanish (Languages) – 1 homework per week; 25 mins written one week and 15 mins vocab the other

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

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

8L Homework Timetable 2025/26

Week A			
Monday	Maths	Languages	Chinese
Tuesday	Computing	Physics	
Wednesday	Maths	English (writing)	
Thursday	English (reading)	Biology	
Friday	Maths	History	

Week B			
Monday	English (writing)	Art	
Tuesday	Music	Latin	
Wednesday	Maths	English (writing)	Geography
Thursday	Languages	Religious Studies	
Friday	Chemistry		

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

Mathematics – 2 x 25 mins homework per week

French, German, Spanish (Languages) – 1 homework per week; 25 mins written one week and 15 mins vocab the other

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

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

8H Homework Timetable 2025/26

Week A			
Monday	English (reading)	History	
Tuesday	Latin	Religious Studies	Languages
Wednesday	English (writing)	Physics	
Thursday	Maths		
Friday	Maths	Computing	

Week B			
Monday	Maths	Music	
Tuesday	English (reading)	Geography	Chemistry
Wednesday	English (writing)	Art	
Thursday	Languages	Chinese	Biology
Friday	Maths		

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

Mathematics – 2 x 25 mins homework per week

French, German, Spanish (Languages) – 1 homework per week; 25 mins written one week and 15 mins vocab the other

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

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

8E Homework Timetable 2025/26

Week A			
Monday	English (writing)	Chemistry	
Tuesday	Biology	Languages	Religious Studies
Wednesday	Chinese		
Thursday	Maths	English (Reading)	Latin
Friday	Maths		

Week B			
Monday	Computing	Art	
Tuesday	Maths	English (writing)	
Wednesday	English (reading)	Geography	
Thursday	Languages	History	
Friday	Maths	Physics	Music

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

Mathematics – 2 x 25 mins homework per week

French, German, Spanish (Languages) – 1 homework per week; 25 mins written one week and 15 mins vocab the other

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

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

8S Homework Timetable 2025/26

Week A			
Monday	English (Reading)	Art	Physics
Tuesday	Chemistry	Languages	
Wednesday	Religious Studies		
Thursday	English (Writing)	Maths	Computing
Friday	History		

Week B			
Monday	Maths	Chinese	Biology
Tuesday	English (Reading)		
Wednesday	English (Writing)	Latin	Music
Thursday	Maths	Languages	Geography
Friday	Maths		

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

Mathematics – 2 x 25 mins homework per week

French, German, Spanish (Languages) – 1 homework per week; 25 mins written one week and 15 mins vocab the other

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

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

Please contact the Head of Department for subject specific queries

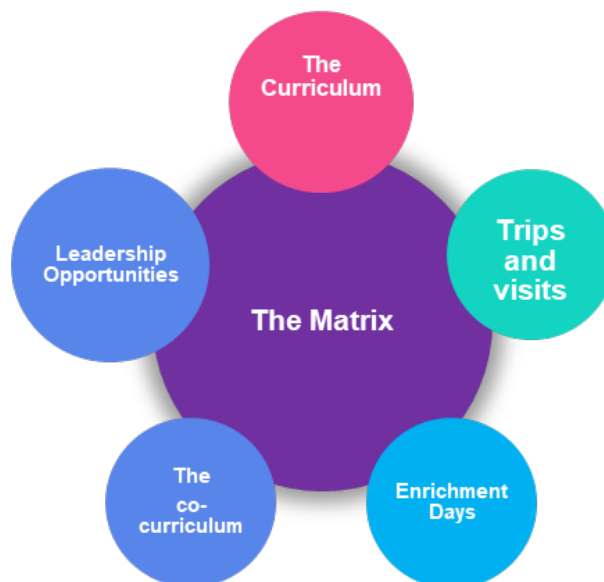
Department	Head of Department	Email address
Art	Mrs Saunders	msaunders@cchsg.com
Biology	Mrs Clayton (Head of Science)	aclayton@cchsg.com
Chemistry	Mr Garland	jgarland@cchsg.com
Computer Science	Mr Nachman	cnachman@cchsg.com
Drama	Mrs Cudmore-Rice	mcudmore@cchsg.com
English	Miss Simcock	asimcock@cchsg.com
French	Mme Ollite	kollite@cchsg.com
Geography	Mr King	jking@cchsg.com
German	Mr Page (Head of Languages)	spage@cchsg.com
History	Mrs Sanderson	ssanderson@cchsg.com
Latin	Miss Swettenham	mswettenham@cchsg.com
Mathematics	Mrs Roshen	broshen@cchsg.com
Music	Mrs Jefferies	fjefferies@cchsg.com
Physical Education	Miss Freeman	lfreeman@cchsg.com
Physics	Mrs Swannell	aswannell@cchsg.com
Religious Studies	Miss Clark	pclark@cchsg.com
Spanish	Miss Picciau	spicciau@cchsg.com

Looking ahead to the Y9 Curriculum

The Matrix

The Year 9 Matrix blends the transition between the accelerated two year Key Stage 3 programme and the three year Key Stage 4 programme. The Key Stage 3 programme has been designed to provide students with a broad base of knowledge and skills on which to build. The curriculum in Year 9 is “fluid” with the opportunity to explore a different GCSE option if required. The three year Key Stage 4 curriculum enables students time to develop subject mastery, commit knowledge to long term memory, develop connections to new knowledge in order to use this knowledge fluently.

The Matrix consists of a flexible and balanced curriculum, the co-curriculum, STEM opportunities, trips and visits, optional instrument lessons and a programme of enrichment days. The Matrix provides opportunities for students to access subject areas they may no longer be formally studying as part of their GCSE preferences. The enrichment days will focus on Computer Science, Creative Arts, Geography, History, the environment, well-being and Enterprise Education. Selected students will also complete the AQA Level 2 Project Qualification. Some elements of The Matrix may lead to opportunities to take additional qualifications, for example the Level 1 Young Learners Chinese Test.



Attendance and Punctuality

Expectations

- ▶ It is the responsibility of everyone to ensure good attendance.
- ▶ We expect students to attend every day that the school is open.
- ▶ Attendance for most students is 97%.
- ▶ We monitor and review the attendance of all students constantly and will involve parents when attendance falls below expectations.

Supporting Good Attendance

- ▶ **Email** studentabsence@cchsg.com by 08:45 to tell us why your child is absent, and when you expect them to return.
- ▶ The school will only grant days at home for **genuine** illness (please see the guide on the next page).
- ▶ If you notice a problem, contact us so that we can work together to resolve the issue. Pursuing the reason for poor attendance is important.
- ▶ If your child is ill, work will not be set by the school. Your child needs to recover from their illness. Parents should help your child to catch up with missed work.

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

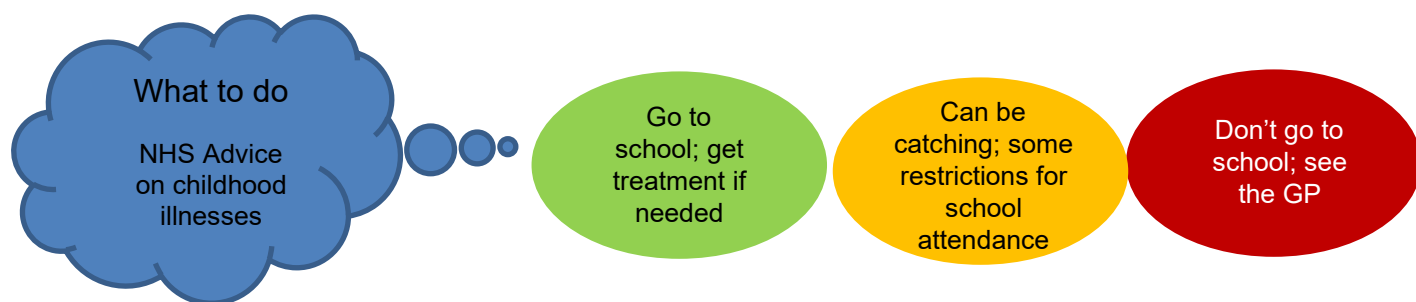
Punctuality

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 timetabled activities. In addition, students might also miss any announcements of



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		Pharmacy	Back to school 5 days after onset of rash
Common Cold	Runny nose, sneezing, sore throat		Pharmacy	Ensure good hand hygiene
Conjunctivitis	Teary, red, itchy, painful eye(s)		Pharmacy	Try not to touch eye to avoid spreading
Flu	Fever, cough, sneezing, runny nose, headache, body aches & pain, exhaustion, sore throat		Pharmacy	Ensure good hand hygiene
German Measles	Fever, tiredness. Raised, red, rash that starts on the face and spreads downwards		GP	Back to school 6 days from onset of rash
Glandular Fever	High temperature, sore throat; usually more painful than any before, swollen glands		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)		GP	Only need to stay off school if feeling too ill
Head Lice	Itchy scalp (may be worse at night)		Pharmacy	No need to be off school, but please tell the school
Impetigo	Clusters of red bumps or blisters surrounded by area of redness.		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.		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.		GP	Back to school once treatment started
Scabies	Intense itching; pimple-like rash – all over body or, more commonly, between the fingers, wrists, elbows and arms.		GP	Back to school after first treatment
Shingles	Pain, itching or tingling along the affected nerve pathway. Blister-type rash		GP	Only stay off school if rash is weeping and cannot be covered
Sickness Bug/Diarrhoea	Stomach cramps, nausea, vomiting and diarrhoea.		Pharmacy	See GP if symptoms persist after 48 hours.
Threadworms	Intense itchiness around anus.		Pharmacy	Ensure good hand hygiene.
Tonsillitis	Intense sore throat		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.		GP	Back to school after 5 days of antibiotics or 21 days from onset of illness.

Practical Advice for Teenagers

NUTRITION	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!
WATER	Keep hydrated; drinking plenty of fluid keeps your digestion healthy and moving. Carry a small bottle of water with you and refill when empty.
SLEEP	Your body needs rest. Have a good bedtime routine: • 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	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.
BAD HABITS/PROPS	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.
SHARE	Talk. Talk to someone about your problems - don't bottle up your feelings.
TAKE ACTION	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: • 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.

