

Colchester County High School for Girls

Year 8 Essential Information

2022-2023



Year 8 Information Booklet 2022-23

Contacting us:

The Year 8 Tutor Team

8C – Miss Simcock	asimcock@cchsg.com
8O - Miss Cass	pcass@cchsg.com
8L – Miss Grandi	vgrandi@cchsg.com
8H - Mr Walsh	iwalsh@cchsg.com
8E - Mr Adamson	tadamson@cchsg.com
8S - Miss Dyer	ldyer@cchsg.com
Miss Seager, Year 8 Leader:	mseager@cchsg.com
Mrs Tarrier, Year 8 Pastoral Assistant:	ltarrier@cchsg.com
Mrs Frost, Associate Principal	dfrost@cchsg.com
Dr Parrott, Associate Principal	sparrott@cchsg.com
Mrs Daniels, Designated Safeguarding Lead	kdaniels@cchsg.com

Dates for your diary:

17 October	Y8 Biology trip to Colchester Zoo
28 November	Progress Check 1 issued
6 December	Y8 CCT Matrix Day
11 January	Y8 MADE Training
20 February	Y8 Graphics Matrix Day
6 March	Progress Check 2 issued
16 March	Y8 KS4 Information Evening
20 - 24 March	Y8 Examination Week
20 April	Y8 Parent Consultation Evening (COL)
26 April	Y8 Examination results issued
27 April	Y8 Parent Consultation Evening (HES)
2 May	KS4 Preferences Deadline
12 June	Y8 Reports issued
11 July	Y8 CCT Matrix Day
12 July	Sports Day
17 July	Activities Day

Term Dates for Students 2022/2023

Autumn Term

Thursday 1 September 2022
Tuesday 20 December 2022

Half Term

Monday 24 October 2022
Friday 28 October 2022

Spring Term

Thursday 5 January 2023
Friday 31 March 2023

Half Term

Monday 13 February 2023
Friday 17 February 2023

Summer Term

Monday 17 April 2023
Friday 21 July 2023

Half Term

Monday 29 May 2023
Friday 2 June 2023

Bank Holidays

Monday 1 May 2023

Non-Pupil Days

Thursday 1 September 2022
Friday 2 September 2022
Thursday 20 October 2022
Friday 21 October 2022 (Academy Day)
Monday 19 December 2022
Tuesday 20 December 2022 (Academy Day)

Wednesday 19 July 2023 (Academy Day)
Thursday 20 July 2023 (Academy Day)
Friday 21 July 2023 (Academy Day)

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 intend to run parent e-Safety sessions 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

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 influence 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 Team work 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 Daniels kdaniels@cchsg.com

Deputy DSLs:

Mrs Frost dfrost@cchsg.com

Dr Parrott sparrott@cchsg.com

Miss Seager mseager@cchsg.com

Mr Muldoon mmuldoon@cchsg.com

Mrs Hughes shughes@cchsg.com

Miss Torr storr@cchsg.com

Mrs Sharp ksharp@cchsg.com

Mr Holdsworth mholdsworth@cchsg.com

Mr Kidby kkidby@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

Students are on three-week block of activities. Their curriculum outline can be found next to the PE office, near the PE noticeboard. This will show what sports the groups are on throughout the academic year.

Club timetables are updated every half term and fixtures are updated weekly on school bulletins.

Extra-curricular clubs are for all students to attend, not just team players (unless specified). Clubs are run on a "turn up and play" basis. There is no need to sign up for clubs.

Religion and World News

Students in Year 8 focus their studies on 'monotheistic worldviews'. Starting with Judaism, then the Persian traditions of Zoroastrianism and Bahaim, students find convergent links surrounding ideas of 'the one God'. This provides a platform to understand Islamic Beliefs & Teachings, where students will then be introduced to their GCSE studies. 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. The first two modules focus on Islamic Teaching and Practices (GCSE Paper 2 of 3). All resources, including the specification, Sources of Wisdom Booklets, Key terminology, can be found on Microsoft SharePoint and Microsoft Teams.

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 Hodgkinson via bhodgkinson@cchsg.com

Year 8 Drama

Year eight students are encouraged to attend drama club and get involved with school productions. This year we are delighted to be producing "Les Misérables". 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 Fundraising 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.

Recording Progress in Year 8 2022-23

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. 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 their group.

Year 8 Curriculum Outline 2022/23

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</p> <p>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 war artist • (Careers in Art challenge task) 	<p>TOPIC: INSECTS /PATTERN STRUCTURE DESIGN</p> <p>(LOWER SCHOOL EXAM)</p> <p>Key Skills: creative design/ working to a brief/ fashion /media</p> <ul style="list-style-type: none"> • 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 Making challenge task) 	<p>TOPIC: DADA & SURREALISM</p> <p>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 • (Exhibition leaflet, Poster Design/Graphic's marketing advertisement challenge task)

Subject	Autumn Term	Spring Term	Summer Term
Biology	<ul style="list-style-type: none"> • Variation and genetics • Selective breeding and cloning • Microorganisms 	<ul style="list-style-type: none"> • Microorganisms (cont'd) • Enzymes and digestion 	<ul style="list-style-type: none"> • Food and the digestive system • Ecological relationships
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
Computing	<ul style="list-style-type: none"> • Microsoft Office Specialist: Excel – (10/12 lessons) • Python Programming – Project – (4/5 lessons) • Robot wars – (1 lesson) 	<ul style="list-style-type: none"> • Computational Logic – (3 lessons) • The Impact of ICT – (4 lessons) • Year 8 Examination process – (2 lessons) • Escape room – (1 lesson) 	<ul style="list-style-type: none"> • Microsoft Office Specialist: Word– (10/12 lessons) • Computer Systems – build a paper computer – 2/4 lessons) • One day visit to Bletchley Park Museum
Critical Thinking	<ul style="list-style-type: none"> • argument elements and structure • 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"> • problem solving • exploring who was responsible for the sinking of Titanic • argument writing • weaknesses in arguments: flaws and false appeals • evaluating evidence and weaknesses of evidence 	<ul style="list-style-type: none"> • British criminal justice system • re-enacting a magistrates court case

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"> • 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 	<ul style="list-style-type: none"> • 19th century novel – for example, <i>The Time Machine</i> by H.G. Wells or <i>Wuthering Heights</i> by Emily Brontë • Writing descriptions – Analysing the methods used in novel studied to influence own creative writing
French (Allez 1) New Course	<ul style="list-style-type: none"> • Revision of basic tenses and grammar points • Baseline Assessment • Introduction to La Francophonie • Introduction to French Literature: Le Petit Nicolas • Unit 4 – A table <p>Vocabulary tests, translation and speaking practice for each unit</p>	<ul style="list-style-type: none"> • Unit 5- Mon quartier • French Literature: Le Petit Nicolas • La Francophonie • Consolidation of Year 8 Course for End of Year Exam <p>Vocabulary tests, translation and speaking practice for each unit</p>	<ul style="list-style-type: none"> • Unit 7- Destination vacances • Consolidate the present tense (regular and irregular verbs) and the near future tense. • End of Year Activities (Film, Quizzes, Cultural studies etc...) <p>Vocabulary tests, translation and speaking practice for each unit</p>
Geography	<p>Brazil</p> <ul style="list-style-type: none"> • Physical and Human Geography of Brazil • Urban Issues and Challenges • Development issues • Inequality 	<p>Rivers & The Coastal Zone</p> <ul style="list-style-type: none"> • Hydrological Cycle and Drainage Basin • River processes and geomorphology • Coastal processes and geomorphology <ul style="list-style-type: none"> • Coastal management • Flood risk and management 	<p>Africa Misconceptions</p> <ul style="list-style-type: none"> • Landscape and Climate • Ecosystems and Biomes (Tropical Rainforests) • Sustainability Issues (Deforestation) <p>School Based Fieldwork</p>

Subject	Autumn Term	Spring Term	Summer Term
German (Zoom Deutsch 1)	<p>Further development of the 4 skills of listening, speaking, reading and writing</p> <p>Revision, consolidation and extension of grammar from Year 7.</p> <ul style="list-style-type: none"> • Unit 2B Home • Unit 3A Food and drink <p>(Regular vocabulary tests and translation practice throughout)</p>	<ul style="list-style-type: none"> • 3B Local area • Year 8 exam • 4A Fashion and shopping <p>(Regular vocabulary tests and translation practice throughout)</p>	<ul style="list-style-type: none"> • 4A Finish fashion and shopping • 4B Going on a trip <p>(Regular vocabulary tests and translation practice throughout)</p>
Healthy Living	<p>Healthy Living will be delivered through breakout sessions which will take place across the school year.</p>		
History	<p>How has the twentieth century shaped the lives of the people?</p>		
	<ul style="list-style-type: none"> • Britain in 1900. Causes of World War One • Trench warfare and the Battle of the Somme 	<ul style="list-style-type: none"> • Persecution of the Jews: The Holocaust • The fight for rights: Extension of the Franchise 	<ul style="list-style-type: none"> • The fight for rights: Slavery • The fight for rights: Civil Rights Movement

Subject	Autumn Term	Spring Term	Summer Term
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 • regular grammar and translation exercises 	<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
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 (if time):Unit : 1.1, 1.3, 1.4 Unit 2: 2.1, 2.2, 2.3</p>
Music	<p>Pop Through the Ages</p> <ul style="list-style-type: none"> • Listening and analysing popular music from the 1950s to present day • Exploring popular song structure (Verse/Chorus, Pre-Chorus, Middle 8) • Performing a chord sequence using ukulele and/or guitar • Understanding drumming notation and patterns including four on the floor • Developing individual singing technique 	<p>Film and Television</p> <ul style="list-style-type: none"> • Listening and analysing film, video games and television scores and their composers • Exploring leitmotifs and performing <i>Hedwig's Theme</i> from Harry Potter on the keyboard • Understanding the importance of music in films to heighten the drama and convey emotion • Composing to a moving picture • Exploring 20th century minimalist techniques in film music 	<p>Rhythms of the World</p> <p>Exploring and respecting different musical cultures, traditions, conventions and history Performing together as a class music from Africa through singing and drumming</p> <ul style="list-style-type: none"> • Understanding rhythmic features, notation and dictation • Whole class Samba • Listening and appraising the musical fusion, Bhangra <p>Class Concert</p>

Subject	Autumn Term	Spring Term	Summer Term
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"> • What kind of person am I? • Friendship/understanding others • Confidence and Self-esteem • Fire Safety Talk • RSE 1 – Communication, Relationships and Sex – discussing the issues • RSE 2 – Consent • RSE 3 – A question of new relationships and diversity in sexual orientation • RSE 4 – Contraception Check • RSE 5 – Sexting and the Law • RSE 6 - Pornography • RSE 7 – Forced Marriage • PC1 • Drugs • Mindfulness 	<ul style="list-style-type: none"> • Risks – E-safety 1 • Risks – E-safety 2 • Body Image • Careers Talk • Kudos in ICT rooms • The Real Game in ICT rooms • PC2 • Organisation and Revision • Exam Week • Mindfulness 	<ul style="list-style-type: none"> • Coaching for Success • Smoking and Alcohol • British Values • Year 9 Tutor Groups • PC3 and of term review

Subject	Autumn Term	Spring Term	Summer Term
Religion & Worldviews	<p>Abrahamic Religion</p> <p>Jewish Beliefs, Teachings & Practices</p> <ul style="list-style-type: none"> • Covenants • Prophets • Mitzvot • Jewish Rites of Passage • Jewish Festivals <p>Inquiry:</p> <p>Importance of Laws.</p> <p>Middle-Eastern Religion</p> <ul style="list-style-type: none"> • Zoroastrianism • Bahaim <p>Inquiry:</p> <p>Importance of Prophets</p>	<p><i>Begin study for OCR Religious Studies GCSE J625</i></p> <p>Paper 2</p> <p>Islam Beliefs and Teachings</p> <ul style="list-style-type: none"> • Core beliefs • Nature of Allah • Prophethood • Books • Angels • Eschatological Beliefs & Teachings • Life After Death 	<p>Paper 2</p> <p>Islam Practices</p> <p>The importance of practices</p> <p>Public & private acts of worship</p> <ul style="list-style-type: none"> • Hajj • Zakah • Sawm • Festivals • Jihad

Year 8 Core PE Programme of Study 2021-2022

	8COL SET 1	8COL SET 2	8COL SET 3	8HE SET 1	8HE SET 2
2 Weeks	<u>Rounders</u>	<u>Rounders</u>	<u>Rounders</u>	<u>Rounders</u>	<u>Rounders</u>
4 Weeks	Netball	Table Tennis	Badminton	Netball	Table Tennis
Half Term					
3 Weeks	Tag Rugby/ Football	Netball	Personal Survival	Tag Rugby/ Football	Netball
4 Weeks	Personal Survival	Gymnastics/ Dance	Netball	Personal Survival	Gymnastics/ Dance
Christmas Break					
3 Weeks	Gymnastics/ Dance	Football/ Tag Rugby	OAA	Gymnastics/ Dance	Football/ Tag Rugby
3 Weeks	Badminton/ Basketball	Personal Survival	Table Tennis	Badminton/ Basketball	Personal Survival
Half Term					
3 Weeks	X-Country	X-Country	X-Country	X-Country	X-Country
1 Week	Fitness	Fitness	Fitness	Fitness	Fitness
1 Week	Year 8 Examinations				
1 Week	Fitness	Fitness	Fitness	Fitness	Fitness
Easter					
4 Weeks	Cricket	<u>Athletics/ Rounders</u>	<u>Athletics/ Rounders</u>	Cricket	<u>Athletics/ Rounders</u>
2 Weeks	<u>Athletics/ Rounders</u>	Cricket	<u>Athletics/ Rounders</u>	<u>Athletics/ Rounders</u>	Cricket
Half Term					
2 Weeks	<u>Athletics/ Rounders</u>	Cricket	<u>Athletics/ Rounders</u>	<u>Athletics/ Rounders</u>	Cricket
4 Week	<u>Athletics/ Rounders</u>	<u>Athletics/ Rounders</u>	Cricket	<u>Athletics/ Rounders</u>	<u>Athletics/ Rounders</u>

8C Homework Timetable 2022

Week A			
Monday	German	Religious Studies	
Tuesday	Mathematics	Chemistry	Art & Design
Wednesday	English	Computing	History
Thursday	Mathematics	French	
Friday	English	Geography	

Week B			
Monday	English	Biology	
Tuesday	Chinese	Mathematics	
Wednesday	French	Latin	Music
Thursday	Mathematics	Physics	
Friday	English	German	

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 – 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 2022

Week A			
Monday	History	Music	Religious Studies
Tuesday	Mathematics	Art & Design	
Wednesday	English	French	
Thursday	Mathematics	Chemistry	
Friday	English	German	Geography

Week B			
Monday	Chinese	English	
Tuesday	Mathematics	French	
Wednesday	German	Biology	
Thursday	Mathematics	Latin	
Friday	English	Physics	Computing

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 – 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 2022

Week A			
Monday	German	Geography	
Tuesday	Mathematics	Latin	
Wednesday	English	French	Art & Design
Thursday	Mathematics	Biology	
Friday	English	Music	

Week B			
Monday	English	German	
Tuesday	Mathematics	French	Physics
Wednesday	Religious Studies	Chemistry	History
Thursday	Mathematics	Computing	
Friday	Chinese	English	

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 – 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 2022

Week A			
Monday	Mathematics	Biology	
Tuesday	English	German	
Wednesday	Mathematics	Music	
Thursday	French	History	
Friday	Chinese	English	Latin

Week B			
Monday	Geography	Chemistry	
Tuesday	Mathematics	German	
Wednesday	French	Computing	
Thursday	English	Mathematics	Physics
Friday	Religious Studies	English	Art & Design

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 – 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 2022

Week A			
Monday	Mathematics	Music	
Tuesday	English	Biology	
Wednesday	Mathematics	German	
Thursday	French	Art & Design	
Friday	Chinese	English	Computing

Week B			
Monday	Physics	Religious Studies	
Tuesday	Mathematics	German	Geography
Wednesday	Latin	History	
Thursday	English	Maths	
Friday	French	Chemistry	English

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 – 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 2022

Week A			
Monday	Mathematics	French	
Tuesday	English	German	
Wednesday	Mathematics	Physics	
Thursday	Chinese	Music	History
Friday	English	Art & Design	

Week B			
Monday	French	Chemistry	
Tuesday	Mathematics	Religious Studies	
Wednesday	Biology	Latin	
Thursday	English	Mathematics	Computing
Friday	German	Geography	English

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 – 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)

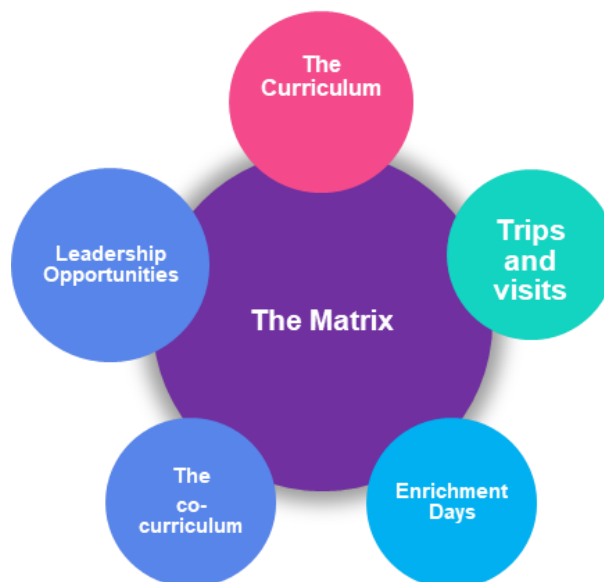
(Timings are only a guideline as students may work at different rates)

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 2 Youth Chinese Test.



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

Emotional wellbeing and Mental Health: 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/CAMHS
- Let the school know – we can offer pastoral support when they are in school e.g. Designated Safeguarding Lead, Form tutor, Year Leader or Pastoral Assistant. We can also refer them to the Wellbeing and Resilience Service (WARMS) who are based at CCHSG.
- Young people can also self-refer to EWMHS or Y.E.S. if 14 or over