

## MEET THE TEAM

				
Miss R Wyatt Head of Year 7	Miss K Levesley Head of Year 8	Miss F Neilan Head of Year 9	Miss H Plumb Head of Year 10	Miss J Elms Head of Year 11
				
Mrs J Rogers Year 7 Pastoral Manager	Mrs M Quinn Year 8 Pastoral Manager	Mrs J Martin Year 9 Pastoral Manager	Mrs H Williams Year 10 Pastoral Manager	Miss A Jarman Year 11 Pastoral Manager

Term Dates	All dates are Provisional
Wed 22 December 2021	Term Ends
Wed 5 January 2022	Term starts
Mon 14 - Fri 18 February 2022	Half term
Fri 01 April 2022	Term Ends
Tues 19 April 2022	INSET Day
Wed 20 April 2022	Term starts
Mon 30 - Fri 03 June 2022	Half term
Thu 21 July 2022	INSET Day
Fri 22 July 2022	INSET Day
Fri 22 July 2022	Term Ends

## MEET THE FORM TUTOR TEAM



8DV1

Miss Rabjohn



8DV2

Mr Mosima



8F1

Mrs Harris



8F2

Mrs Unvois



8G1

Mr Oliver-Singleton



8G2

Mrs Kingham



8P1

Mrs Panchal



8P2

Mrs McEvoy



# YEAR 8 SPRING NEWSLETTER

## CURRICULUM INFORMATION - What are our Students studying this term?

MATHS	Real life graphs Decimals and ratio Lines and angles Calculating with fractions
ENGLISH	<b>Year 8</b> will begin a study of a Shakespearean play— <i>Romeo and Juliet</i> —so that they understand the rigour necessary to successfully understand and write about a play written by Shakespeare. We do this so that we can begin to introduce the skills necessary to be honed at GCSE when all students begin their GCSE Literature studies. They will learn to engage critically with Shakespeare’s play and explore the concerns and anxieties that were prevalent at the time of the play’s production as well as being able to recognise that these same concerns and anxieties are just as relevant in the modern age. To support their learning, we will encourage students to engage with the world around them and try to make links between the society they know and the texts that they study in order to further develop their literary skills. We will also further develop students’ understanding about how context can help the reader to shape meaning, a skill that will be fully utilised in their GCSE years.
SCIENCE	Please click the link below to see curriculum information: <a href="#">Year 8 Science Curriculum</a>
HISTORY	The Great War; Origins; Battles; Treaty of Versailles The Inter War Years; Democracy v Dictatorship Rise of Hitler Life in Nazi Germany
COMPUTING	Year 8 will further develop the Python skills learned in year 7. They will recap print , input and if statements. After that they will look at loops and lists and move on to create a magic 8 ball program.
RELIGION & PHILOSOPHY	Students will be investigating the question of what it means to be a Muslim. They will consider how Islam began and the teachings about God. They will also look at the life of Muhammad (pbuh), the five pillars of Islam, the mosque and the festivals of Eid ul-Adha and Eid ul-Fitr.

## CURRICULUM INFORMATION - What are our Students studying this term?

<p>GEOGRAPHY</p>	<p>Students will be starting a unit called 'What is Development?'</p> <p>They will learn:</p> <ul style="list-style-type: none"> <li>• To define the term development</li> <li>• To compare levels of development around the world</li> <li>• To understand how development can be measured</li> <li>• To identify the differences between developing, emerging and developed countries</li> <li>• How we can help developing countries?</li> </ul> <p>Questions to ask:</p> <p>What is development? (Process of change, whereby the standard of living in a country improves)</p> <p>Is the UK a developing, emerging or developed country?</p> <p>Is Ghana a developing, emerging or developed country?</p> <p>Is China a developing, emerging or developed country?</p> <p>What is the difference between top-down and bottom-up aid? (top-down, government in charge, bottom-up, communities/ charities in charge)</p>
<p>PE</p>	<p>Year 8 Girls: Gymnastics, Fitness, Dance, Table Tennis, Badminton, Handball, Orienteering</p> <p>Year 8 Boys: Football, Gymnastics, Fitness, Badminton, Table tennis, Handball, Orienteering</p>
<p>ART</p>	<p>Bedomase Ghana Link school project - pattern and design</p> <p>Kente patterns and Adinkra symbols as well as contemporary African art.</p> <p>Islamic art and Design—pattern, symmetry, tessellation and understanding</p>
<p>DESIGN AND TECHNOLOGY</p>	<p><b>Engineering:</b> Students will be designing and making a Windchime using MDF and Mild Steel. They will design and communicate their ideas through hand drawn sketches and technical drawings. This will then lead to practical activities in the D&amp;T workshop and the manufacturing of their final design. Alongside practicals, students will study material properties and types of manufacturing.</p> <p><b>Electronic Systems:</b> Students will be designing and making a Nightlight Project. They will use computer aided design tool Circuit Wizard to establish understanding of circuits simulation and systems. They will design and communicate their ideas through hand drawn sketches and 2D Design software. This will then lead to practical activities and the manufacturing of their final design using CAM-computer aided manufacture. While practicals, students will study design journey and systems and control.</p> <p><b>Product Design:</b> Students will be looking to into how designer form ideas but researching design era's, learning how these can influence their design process and increase their visual communication through hand drawn sketches and technical drawings. Using 3D modelling techniques to create a physical and CAD prototypes.</p>

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PERFORMING ARTS	<p>Music: Continuing with developed Keyboard &amp; Ukulele skills; reading tab; playing as an ensemble; strumming patterns and studying music from different genres (including rock, pop, film and classical)</p> <p>Drama: Physical Theatre – The Living House: Students explore how to use their bodies to communicate a story. Teamwork, synchronised and cannon movement, creative shapes, timing to music, creative transitions and use of facial expressions, effective use of stage positions are the skills students use when creating their performance of the living house.</p> <p>Pathway—Showtime! Preparation for an Easter Production, specialising in different disciplines.</p>
MFL - Spanish	<p>Will be studying <b>the module– ¡A comer! (Food)</b>; learning to talk about what food they like, describing mealtimes, ordering a meal or discussing what to buy for a party...</p> <p>As well as <b>Module – ¿Qué hacemos? (Going out)</b>; arranging to go out, making excuses, discussing getting ready to go out, talking about clothes or sporting events.</p> <p>In both modules they will be consolidating their use of the 3 core tenses – present, past and future.</p> <p>Parents could help their child revise <b>on a regular basis</b> the vocabulary for the module they are learning (double page vocab)- The question they could ask is “have you spent 10 minutes revising the vocabulary?” or “if I say the English, can you translate it in French/ Spanish?”. Students could listen to music or watch films in the target language as well as using free language apps to learn or revise key phrases and grammar whilst having fun.</p> <p>Linguascope- Students have all be given a username and password to access this great language website.</p>
MFL - French	<p>Will be studying the <b>module: Mon identité</b>; learning to talk about personalities, relationships, music, clothes as well as using the past, the future and the present tenses.</p> <p>As well as <b>module – Chez moi, chez toi (My house)</b> talking about where we live, our home, food and shopping for food. Learning about comparative adjectives &amp; using 2 or 3 tenses.</p> <p>Parents could help their child revise <b>on a regular basis</b> the vocabulary for the module they are learning (double page vocab)- The question they could ask is “have you spent 10 minutes revising the vocabulary?” or “if I say the English, can you translate it in French/ Spanish?”. Students could listen to music or watch films in the target language as well as using free language apps to learn or revise key phrases and grammar whilst having fun.</p> <p>Linguascope- Students have all be given a username and password to access this great language website.</p>
Food Technology	<p>This term the focus for students will be on nutrition, healthy eating and how to have a balanced diet. They will also carry out further research into social, moral &amp; environmental issues surrounding food. Practical lessons will be based around incorporating fruit &amp; vegetables into a variety of sweet and savoury dishes.</p>
PSHE	<p>In PSHCE, students will complete a careers unit in the Spring term. This will introduce them to the ‘world of work’ and they will complete some initial research into future careers options, to support them with their subject option choices. They will also have the opportunity to enter the ‘Step into the NHS’ competition, which enables students to explore career opportunities within the NHS.</p>



# YEAR 8 SPRING NEWSLETTER

## KEY DATES FOR YEAR 8 STUDENTS

Wednesday 19 January 2022—Year 7 & 8 Young voices

Thursday 03 February 2022—Parents Evening

## Reporting Absences from School - Contact Numbers

If, for any reason, your child is absent from school, please contact one of the following numbers **each morning** that your child is absent.

Any messages will be picked up at the beginning of the school day.

**Year 7** **01442 205758**

**Year 8** **01442 205706**

**Year 9** **01442 205760**

**Year 10** **01442 205703**

**Year 11** **01442 205707**