HEDINGHAM
SCHOOL

AND SIXTH FORM

ACHIEVEMENT & EXCELLENCE

YEAR 8

INFORMATION FOR PARENTS

2019-2020

HOMEWORK

Homework forms an essential part of students' learning. It has a number of purposes which consolidate and develop work completed in the classroom:

- *It can re-enforce topics which are studied or serve as preparation for work which will follow.*
- *Students have the opportunities to practise skills, concepts and techniques or complete specific projects.*
- *They are also occasionally given the opportunity for research to broaden and extend their horizons.*
- *Above all, students have the responsibility to learn independently.*

Deadlines are important as they help students manage their time and keep up-to-date with their work. It is the student's responsibility to ensure that homework is accurately recorded, completed and presented on time. Work should be of the highest possible quality.

Study/Homework rooms are available in lunchtime and after school.

If your child does not understand their homework, please write a note in the planner to show their teacher.

It is a good idea for your child to have a 'study buddy' - someone they can phone if they do not understand the work.

YEAR 8 CURRICULUM

These pages outline the work your son or daughter will be undertaking in this, their second year of the National Curriculum Key Stage 3. Most subjects organise their teaching in half-termly units. Homework is an essential ingredient of every course.

ART & DESIGN

Students follow a course that provides a broad experience of Art & Design as a means of recording, describing, investigating and analysing things seen and expressing things felt. They will be involved in the practices of drawing, painting and printmaking with emphasis on observational drawing. A reasonable amount of work will be related to both historical and contemporary studies in Art & Design.
Ms Crawley, Leader of Art

COMPUTER SCIENCE

In Year 8, students will continue to build on their understanding of how computer systems work by developing their knowledge of both Hardware and Software. They will concentrate on developing their logical reasoning and programming skills and will look at how computers are able to communicate with one another.

The students will start the year by building upon the programming skills from Year 7. They will develop an application for a given scenario and will begin to look at some advanced techniques that can be used to create functioning software using the Python programming language. Students will recap their knowledge of the Binary number system and then learn about other forms of data representation including Hexadecimal. This will naturally lead on to character coding schemes (the fundamentals of data entry into a computer), where students will develop the skills to be able to translate from machine code (binary) into character code (ASCII and Unicode).

Students will then develop their understanding of Hardware & Software, looking at the different types of devices available to use on these devices. They will learn about network topologies and how computers are able to communicate with one another to share resources and data. Students will also have another go at this years "Bebras" challenge, a computational thinking and problem-solving challenge which students will have completed in Year 7.

The units in Year 8 are as follows:

Unit 1 – Python Programming

Unit 2 – Data Representation: Hexadecimal

Unit 3 – Hardware & Software

Unit 4 – Networking

If you would like any more information, please free to get in touch with *Mr Daniels, Leader of Computer Science & ICT*

DANCE

Students follow a curriculum through Years 7 – 9 which lays the foundations for BTEC Level 2 Dance. In Year 8 students start to study professional dance works, improvise with ideas and start to understand the ways to work with stimulus in their choreography. *Mrs Cook, Leader of Performing Arts*

DESIGN & TECHNOLOGY

During Year 8 students will develop their problem solving, design and practical skills using a whole range of media, materials, tools and equipment within the following design and make topics.

Food and Nutrition – Healthy Eating

Textile Design – Sock Monkeys

Systems and Control – Gears and Mechanisms

Graphic Design – Photo frame and packaging

Three Dimensional Desgin – Barbeque Utensils – design and make project

Mr Gamble, Leader of Design & Technology

DRAMA

Students follow a curriculum through Years 7 – 9 which lays the foundations for the extended study of Drama at GCSE and beyond and encourages the students to embrace the diversity of the world of theatre. In Year 8 students are introduced to stylised theatre and abstract techniques in Drama. They then apply these techniques to their own work when creating a performance based on a poetry stimulus. There is also an opportunity to watch, learn from, and evaluate live theatre performances from both professional and GCSE student performances. This is followed by a change to develop their own performance skills through the exploration of a script 'Ernie's Incredible illucinations' - performed in an exaggerated style.

Miss Challis, Leader of KS3 Drama

ENGLISH

Our students will build on the knowledge and skills established in year 7 by undertaking a series of termly and half-termly studies. These include a 19th century novel, pre 20th century poetry, an exploration of literary non-fiction, a gothic literature unit with project work to extend students' independence and a Shakespeare play. Students' abilities to speak and listen in a variety of contexts will be extended. Reading, including private reading for pleasure, will be monitored and encouraged. Throughout the year, students will revise how to explore and evaluate the way in which writers employ language and structure for a range of effects as well as how to adapt their own use of language for a variety of purposes and audiences in order to ensure accurate writing in a variety of styles. *Ms Barker, Leader of English*

GEOGRAPHY

Units extend the geographical and study skills introduced in Year 7 and apply these to investigations into the physical environment and will include the study of natural hazards, water issues including river hydrology and flooding and coastal processes. The course aims to broaden the context of the work to the international and global scale and focuses on the relationship between people and the natural environment. It also aims to develop research skills to investigate and analyse current issues and to support progression onto GCSE Geography in Year 10. *Miss Salmon, Leader of Geography*

HISTORY

Year 8 History focuses on expanding the students analytical skills by using a range of sources and research techniques. Students will investigate why there are different interpretations of events and the differing opinions of past cultures and societies. Topics will include: the Growth of the British Empire, the Slave Trade, Civil Rights in America and Britain. *Mrs Reed, Leader of History*

MATHEMATICS

Students will continue working on topics in number, algebra, geometry and statistics extending the work introduced in Year 7. The year's work will be organised as a series of modules. Practical work and other investigations will be integrated into the modules as will the use of Information Technology. Students' work will be regularly assessed by a combination of tests, homework and other classwork exercises. *Mrs Woodley, Leader of Mathematics*

MODERN LANGUAGES

Students will build on their communicative skills in French or German, developing speaking and listening predominantly, and they will be encouraged to read short stories for pleasure. They will sharpen their knowledge of grammatical structures and vocabulary and explore both areas on the Internet. Continuous assessment will take place throughout the year in all four skills including writing, and the topics under study will be sports and injuries, daily routines, holidays and going abroad, media and technology. *Miss Dulais, Leader of Modern Foreign Languages*

MUSIC

Students develop the skills acquired in Year 7 but drawing on singing, working as a band, and composing music using different musical textures and timbres. Students are expected to widen their music knowledge and understanding, exploring music on a national stage but also from around the world in greater detail. Topics include Blues and Film Music, which will help to give students a broad understanding of the inner workings of music that is both familiar and unfamiliar to them. There will be opportunities to learn a wide range of instruments in lesson, such as keyboard, guitar, bass guitar and drums. *Mr Cull, Leader of Music*

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION

Students spiritual, moral, social and cultural (SMSC) values are central to Hedingham being an inclusive school. At Hedingham School, we uphold and teach students about fundamental British Values which are defined as:

Democracy
The Rule of Law
Individual Liberty
Mutual respect for and tolerance of those with different faiths and beliefs.

The school aims at reflecting issues which arise in our ever changing world to support students in the 21st Century world. Many of these issues are explored through their vertical tutor groups. Other 'age specific' topics are explored through the Curriculum or through 'Drop Down' days.

Personal, Social, Health and Economic Education Programme

Hedingham School delivers PSHE through Tutor Time sessions under our Ready, Respect, Safe Beyond the Classroom Programme. In addition to this, PSHE is taught through 'Drop Down Days' where aspects of Personal, Social, Health and Economic Education are delivered to students through outside speakers.

Furthermore, PSHE is delivered discreetly across the wider curriculum in all Key Stages as part of a broad and balanced curriculu. The PSHE programme includes the following components:

Ready
Develop responsibility and independence within school by being prepared for learning which they will take forward into society and their working lives.
Economic wellbeing and financial capability.
Careers education.
Work related learning.

Respect
Developing positive values an a moral framework that will guide their decisions, judgements and behaviour.

Understand the value and importance of family life as a social institution.
Understand what constitutes 'socially acceptable' behaviour within school and in society.
Celebrate their own personal identity.

Explore British Values including:

- An understanding of how citizens can influence decision-making through the democratic process.
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.

Safe
Develop self-confidence, self esteem and self-worth.
Identify and manage risks both in real life and on-line.
Manage their personal well-being and know where to seek support.
Understand the social and emotional aspects of learning.
Know the importance and benefits of a healthy lifestyle.
Mr Nash, Leader of Personal, Social, Health and Economic Education

PHYSICAL EDUCATION

Students have the opportunity to participate in a number of the following activity areas: Invasion games, Striking games, Net games, Gymnastics and Athletics. Students are involved in a continuous process of planning, performing and evaluating each activity area. Students are encouraged to appreciate the strengths and limitations in performance and use the information in co-operative teamwork. Students will also gain an understanding of short term and long term effects of exercise on the body system. Students should also recognise the importance of rules and apply them appropriately. *Mr Sergeant, Leader* of *P.E.*

SCIENCE

Progression from Year 7 will include greater use of scientific language to explain ideas and develop critical thinking, analytical and experimental skills. Year 8 Science students study the 'Exploring Science 8' course which follows the national curriculum for science. They continue to develop the key soft skills required in science which includes: Scientific arguments, pie charts, structure and paragraphs and fair tests.

Students are taught these skills and content through units entitled: Food and Nutrition, Plants and their reproduction, Breathing and Respiration, Unicellular organisms, Combustion, The periodic table, Metals and their uses, Rocks, Fluids, Light, Energy Transfers, Earth and Space. Students' work is regularly assessed, throughout the whole of Key Stage 3, by a combination of end of unit tests; assessment tasks, homework and class work exercises; this provides an individual profile of the skills, processes and knowledge required by the National Curriculum. Students are encouraged to use the internet wisely for research and to develop their independent study skills. *Dr Finn, Leader of Science*

STAFF INFORMATION 2019-2020