

Ousedale School
Aspire | Believe | Achieve



Year 8 Guide – 2016/17

Welcome to Year 8 at Ousedale School

In this booklet you will find details of our Year 8 curriculum; each subject will outline the topics that they will be covering throughout the year along with any other information you need to know about the subject.

Measuring progress in Key Stage 3

As you may be aware, there have been significant changes to the Key Stage 3 curriculum and there is no longer a national set of levels in each subject. In order to measure progress of our students, we have developed Ousedale School Key Stage 3 levels. Levels are 3.1 to 3.9, with no sub-levels. The 3 denotes Key Stage 3, the second digit is the level that the student is working at. Our expected minimum level for the end of Year 9 would be 3.5.

When your son/daughter completes an assessed piece of work, it will be judged against the level criteria that each subject area has produced and they will be given feedback on how to move to the next level. As part of the each progress review, we will send home information regarding your child's progress towards their end of Key Stage 3 level.

Grouping arrangements for Year8

Students will continue to be taught in ability sets in Maths, English, Science and French.

Groups will be reviewed regularly and students will be moved to a more appropriate group if necessary.

Homework

At the back of this booklet you will find a copy of the homework timetable for Year 8.

The weekly time allocation is as follows:

English, Maths, Science, French 60 minutes per week

Technology, Geography, History, RS 30 minutes per week

Art, Drama, Music and ICT will set extended tasks over the course of the year; these will be broken down into weekly tasks and progress monitored.

ENGLISH

All students in Years 7, 8 and 9 are exposed to literature, media and non-fiction writing from different times, from our heritage and from cultures different to our own. Students will be taught how to write in different styles and analyse writing in a way that engages them to discuss, comment on and question the ways in which a writer has manipulated language, constructed characters and sculpted sentences to provoke a particular reaction from the reader or audience.

All three year groups have a maximum of four lessons a week: in Year 8 and Year 9, the fourth lesson has a Media and Communications focus (with the exception of students studying two Modern Foreign Languages). In the hour-long lessons, students study a main text (either drama, a poetry collection or novel) as well as exploring additional texts which address the need for understanding a wider variety of genres and styles from different times and places. The use of current media (documentary, articles, news clips, film-media) is encouraged to broaden our students' understanding, not only of literature and writing composition, but of the author's intentions and the moral message, which are often globally acknowledged, transcending age, gender and culture. We want our students to see how the text we are studying fits in to the world we know; understanding our history, culture and current affairs is crucial to this approach.

Each term in English is influenced by three overarching themes: Relationships, Identity and Society. The exploration of these themes increases in depth and complexity as students move through Key Stage 3.

Autumn Term – Relationships:

- 'Much Ado About Nothing' by William Shakespeare as a drama study, complemented by a variety of fiction and non-fiction extracts

Spring Term – Identity:

- A study of literature focused on the theme of 'Conflict,' with a collection of poetry followed by a short story, 'Superman and Paula Brown's New Snowsuit.'

Summer Term – Society:

- 'The Hound of the Baskervilles' by Arthur Conan Doyle, a Sherlock Holmes novel, supported by a range of other modern and heritage extracts

Students will be grouped – in line with Years 7 and 9 – with other students of similar ability. Student achievement will be monitored closely throughout the year and it may be appropriate to move some students to a different group where they can work alongside other students who have the same strengths and weaknesses. Students will continue to be monitored for their Literacy skills (spelling, punctuation and grammar).

In addition to the formal curriculum, the English Department also offers Enrichment programmes and Aspire sessions and we actively encourage all of our students to enter school-run and external competitions. For the past four years we have organised the Carnegie Shadowing group, in conjunction with the librarians at both Newport and Olney campuses. Alongside this, we have had many writers visit the school, including Robert Muchamore, Rob Badcock, Sonia Leong and Mark Niel, who have given talks and performances and run workshops for individual students.

Below are some texts that we recommend for students to enjoy at home:

Year 8

GREYHOUND OF A GIRL - Roddy Doyle

WONDER - R J Palacio

MIDWINTER BLOOD - Marcus Sedgwick

ROOFTOPPERS - Katherine Rundell

LIAR AND SPY - Rebecca Stead

THE WALL - William Sutcliffe

MATHS

The curriculum in Maths aims to ensure that students:

- develop **fluency** in the fundamental skills of maths through practice in different contexts and in problem solving.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

These skills will help prepare students for the new Maths GCSE courses which will be taught to Year 10 from September 2015.

Students continue to be taught in sets in Year 8. Pupils are assessed once per half term through testing of their accumulated knowledge. Assessment results are used to inform set movements.

Students are set homework twice a week. A maximum of one homework per week may be set to be completed online using www.mymaths.co.uk. All students should have their own scientific calculator and geometry set for use in lessons and for homework.

Autumn Term

1. Properties of Number – *students will develop strategies for finding highest common factors and lowest common multiples and find powers and roots of numbers*
2. Angles and Shape – *students will learn about bearings and construct and use representations of 3 D shapes.*
3. Algebraic notation and manipulation - *students will expand, simplify and factorise algebraic expressions.*
4. Fractions – *students will add and subtract fractions with different denominators and convert between mixed numbers and improper fractions.*
5. Measures and Accuracy – *Students will discover and use the formulae for the circumference and areas of circles.*

Spring Term

6. Number Confidence - *students will develop their skills of calculation with and without a calculator including negative numbers, rounding, powers and roots of numbers.*
7. Equations – *students will set up more complex equations to solve problems and use techniques to solve these*
8. Organising data and Probability- *students will calculate probabilities*
9. Sequences and graphs – *students will spot patterns and use these to begin to plot straight line graphs.*
10. Percentages – *students will find percentages change and start to use multipliers for percentage change.*
11. Displaying data– *students will learn various techniques for displaying data, including pictograms, bar charts, pie charts, stem and leaf diagrams and scatter graphs.*

Summer Term

12. Ratio and Proportion –*students will develop strategies to solve more complex problems involving ratio and proportion*
13. Transformations –*students will explore rotation, reflection and translation and enlargement*
14. Interpreting data – *Students will learn methods of interpreting statistical data in order to draw effective conclusions.*
15. Mathematical Reasoning and Investigational Skills – *students will apply their knowledge and skills to solve problems, communicate mathematically and develop their mathematical reasoning.*

Some useful websites for help with maths at home:

- www.mymaths.co.uk
- <http://www.mrreddy.com/ks3.htm>
- www.bbc.co.uk/schools/ks3bitesize/maths

SCIENCE

As well as preparing our students for GCSEs and further study, we strive to engender a long-term interest in Science and provide them with the critical and analytical skills that are essential in a highly technical and media-driven world.

The order of study is shown below. Although they are arranged as Biology, Chemistry and Physics topics, there is naturally some cross-over within them and in all of them there is a strong emphasis on developing good practical and investigation skills. Students are set according to their ability in Science and movement up or down is informed by regular assessments and progress tracking.

Year 8	Topic Title	Brief Outline
Autumn	All Mixed Up	Learn about mixtures and a range of chemist's tricks for separating them.
	Waves	The nature of sound and light: vibrations, reflection, lenses and how we see and hear.
	Earth	The structure of the Earth, Rock types and weathering.
	The Periodic Table	Introduction to the periodic table and what it tells us.
Spring	Static, Electricity + Magnets	Find out about magnets, static electricity, then build and investigate electrical circuits.
	Keeping Healthy	Balanced diets, experiments to find out what is in food and how we digest it. How humans breathe and how drugs affect our health.
	Materials	The chemistry of some of the materials we use and how we extract them from the ground.
Summer	Photosynthesis & Respiration	How plants use sunlight to make glucose and how our cells take energy from glucose and oxygen.
	Organ Systems	Find out how key organs of our body work.
	Optional topic	Students to choose a topic offered by one of the Science teachers

COMPUTING AND DIGITAL APPLICATIONS

This year will be split into four blocks of approximately ten weeks of lessons, one hour a week. The four blocks are listed below.

Block 1 - Using OPUS – multimedia programming: Business Project

- We will be creating a multimedia advert to advertise a product. We will be using a wide range of software to create resources for the advert. Then we will create it using OPUS.
- There are a series of video tutorials to get you started and then you create your own projects using the skills that you have learnt.
- You will then present your adverts to the class and your teacher.

Block 2(A) - Animation Project

We will be using Adobe Flash / Serif Draw to produce a fun animation to a target audience. Students will also design, plan, produce and evaluate their animation. Students will learn about techniques used in industry such as tweening and onion skinning.

Block 2(B) – Computer Science Theory

In the unit of work we will be looking into the legal issues involved in today's world of computing.

Block 2(A) – Algorithmic Planning

Algorithmic Planning to discover how to create basic algorithms that can be used in creating a Space Invader game.

Block 3 – Database

In this unit we will be looking into what databases are and the different parts that make up a flat and relational database.

Block 4(A) – Algorithmic Planning

- Algorithmic Planning to discover how to create basic algorithms that can be used in the planning and creation of programs.

Block 4(B) - GameMaker Programming Project

We will be using video tutorials to build the basic Space Invader game using programming and logic skills.

Students will then, using the skills learnt, extend the game's features or develop their own game using Internet support. **GameMaker** is a free download and can be installed and used at home to support the work in school.

ART

The Creative Process is fundamental to how we teach Art and Design here at Ousedale School. All projects are designed to ensure that students learn key skills, experiment and then create a highly personal outcome.

THE CREATIVE PROCESS

Artist Inspiration

Experimentation and Development

Quality of Recording

Personal Outcome

Art and Design deliver vertical schemes of work to Year 7 and Year 8, this means that students study the same project at the same time on a 2 year rotation. This approach provides greater opportunity to mix ideas across year groups to aid more rapid progress and gives wider access to a variety of media and techniques allowing for a more personal response to the projects.

Term 1: Natural Forms: Accurate recording using a variety of materials and inspiration responding to the theme of Natural Forms.

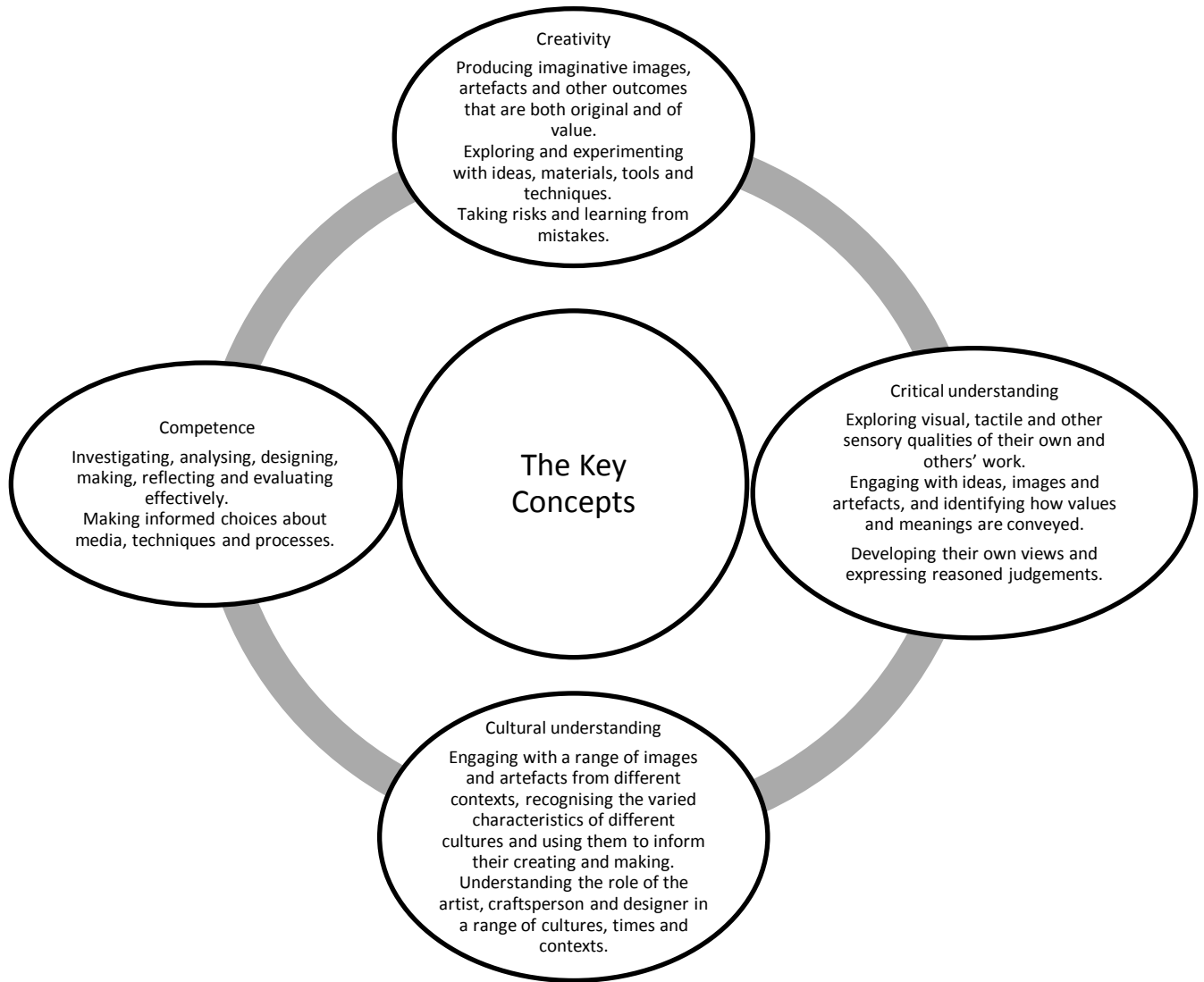
Term 2: Key Skills: Colour & Sculpture

Term 3: Cultures: Alternative methods of recording responding to theme of Cultures.

Homework

All KS3 students complete 3 homework projects throughout the academic year; 1 per term. Two are based on literacy and the final project is practical using photography. Our homework projects provide the opportunity to develop independent research skills and compliment the learning that is taking place within the classroom.

Key concepts and aims of the Art experience in KS3



DESIGN TECHNOLOGY

In Year 8 students study one hour of Design and Technology a week, the areas they focus on are Food Technology, Graphics, Textiles and Resistant Materials on a nine week rotation system, so they spend an equal amount of time in each area taught by specialised staff.

At the end of Year 8 students will get an opportunity to decide if they wish to pursue Design and Technology further by selecting to study it from a list of other subjects such as Music, Art and Drama.

Food Technology – Getting the balance right

During Year 8 students will be completing a project entitled Getting the Balance Right. They will be investigating the 'eat well' plate, healthy eating, and making a selection of dishes to develop their practical skills. During this year your child will be doing various practical lessons, there will be an ingredients list so that your child can be organised and prepared for the lessons.

Graphics – Chocolate Packaging

This is a project designed to develop graphics skills and introduce students to the importance packaging plays in ensuring products sell successfully. Students will work in both soft and hard media, primarily card, MDF and PVC; learning how to develop a 2D net from scratch that will form a 3D shape.

Resistant Materials – Memo Holder

Students will be designing and making a memo holder. They will learn lots of traditional woodwork skills and be able to finish the front off themselves to personalise it. They will be assessed on the practical work they have completed as well as the planning for manufacture which will take them through a step-by-step plan of how the memo holder is produced.

Textiles – Surface Design

Students will be making samples based on a range of traditional and modern textiles techniques including silk painting, batik, tie-dye embroidery and embellishment. The materials will be provided for the pupils to make the samples. They will be encouraged to complete homework tasks which support their practical work. They will also be introduced to a range of tools and processes and gain an understanding of materials and where they come from.

DRAMA

“Enriching student’s lives, helping them to empathise with others”

In today’s modern workforce employers are looking for fully rounded individuals who can communicate effectively and relate well to others. This is exactly what Drama can provide for a student. They are always learning essential life skills such as the ability to work with others, team leadership roles and it helps to build up their confidence and presentation skills. It is never easy when you have to stand in front of a crowd of people and talk on your own; however, Drama can help here as you have to perform as part of a group to an audience every lesson. During the rehearsal process you are also discovering how to be more tolerant and patient towards others and listen to their ideas. Listening is an essential skill for life and students are doing this every time they participate in a drama activity. Finally, let us not forget that Drama can also be a lot of fun and a very creative subject.

In Year 8, students will have one hour of Drama a week.

Autumn Term:

In this first term, students will be **exploring** and **developing** their knowledge of some essential techniques: **Explorative Strategies and Drama Elements and Mediums**. They will also be learning about how they can interpret a script and how to create a character. They will explore the pressures and dilemmas of being a modern day teenager.

- 1. Freeze frames and Thought tracking**
- 2. Scripted Loop Dialogues**
- 3. Box Scripts**
- 4. Physical Theatre including Drink Driving**
- 5. Status**
- 6. Characterisation**
- 7. Peer Pressure**
- 8. Split Scenes**
- 9. Space**

Spring Term

In this second term, students will discover how to create Mood and Atmosphere and how they can find true love through creating their own character Monologues. They will also learn how to create dramatic tension and the importance of that famous drama pause.... They will also have fun with changing some traditional fairy tales and discover what a Given Circumstance is.

- 1. Mood and Atmosphere**
- 2. Monologues**
- 3. Tension**
- 4. Alter Egos**
- 5. Fairy Tales**
- 6. Given Circumstances**
- 7. Theatre Styles**

Summer Term

In the summer term, students will be introduced to the Italian comedy style called Commedia Dell' Arte and get the opportunity to play Heroes and Villains with some good old fashioned Victorian Melodrama. They also will be given the opportunity to explore modern day teenage dilemmas through creating their own Drama Documentaries. They complete the year by creating their own Breakfast style Radio Shows that would give Chris Evans a run for his money and try to solve some Murder Mysteries in a big old mansion and discover the joys of Mystery Scripts and cliff hangers.

- 1. Commedia Dell' Arte**
- 2. Melodrama**
- 3. Documentaries**
- 4. Radio Shows**
- 5. Mystery scripts**
- 6. Dial M for murder**

FRENCH

Autumn Term

In French students will have the opportunity to express their opinions on TV programmes, films and books using a variety of vocabulary. They will also learn how to talk about the Internet and describe what they did using the past tense.

Following on from this, students will further their knowledge of French culture and study Paris in detail. During this topic they will develop their use of regular and irregular verbs in the perfect tense and study how to ask questions using the perfect tense.

Spring Term

During the Spring term, students will learn to discuss their characters and talk about their own personalities. They will learn to discuss their relationships, preference of music and clothes. When studying these topics, they will learn to agree, disagree and give reasons to back up their opinions. They will use the past, present and near future tenses to create more complex sentences.

Following on from this topic, students will learn to talk about where they live including describing their home and events in their town or village. They will use comparative adjectives, prepositions and learn to simultaneously use three tenses.

Summer Term

In the final term students will learn to discuss about their talents and ambitions and give their opinion using the superlative. They will also learn to encourage and persuade someone using a variety of structures and tenses.

Finally students will further their knowledge of French history and culture by learning about the French revolution and discussing French speaking countries.

GEOGRAPHY

In Geography this year, the theme that will underpin learning is Challenging World. Students will build upon their geographic foundations by considering challenges faced by human and physical interactions, and how these are changing. In each topic students will complete an issues analysis; applying their knowledge and understanding taken from a range of resources to answer questions about some of world's greatest global issues.

Over the course of the Key Stage 3 students will establish and develop a range of geographical skills, including map work, atlas skills and enquiry skills. The development of these skills will be integrated within lessons and will progress throughout the year.

Term 1a – Challenging World

During Year 7 students will have developed a global understanding and should be confident in the idea of continents, countries, and be able to identify a range of places around the world. This unit will build upon those ideals by introducing challenges faced all across the globe. It will continue to develop students understanding of interactions between human and physical environments, and consider the impacts of these on different groups of people.

Term 1b – Poverty

One of the greatest challenges faced worldwide, and by a significant number of people. This topic will teach students what poverty is and set the context of poverty as a global challenge. Students will look at the poverty cycle, the impacts on different groups of people, and the strategies in place to try and reduce it.

Term 2a – Middle East

The topic will focus on the Middle East as an area which despite facing a number of physical challenges has developed as a region which now contains some of the richest areas in the world. Students will explore the importance of resources within the region and how the challenges they face are changing as a result of this.

Term 2b – Weather and Climate

In this topic students will explore the challenges faced by weather climate. There will be a focus on the UK, looking at both recent and past events, and how we are working to reduce their impact in the future. The topic will end by considering how climate may change in the future, and what the impacts could be for different parts of the world.

Term 3 – Geographic Investigations

During the summer term Year 8 will develop their geographic investigation skills. Each student will complete their own geographic investigation, including setting an appropriate geographic question, collecting individual data, presenting their results and concluding their findings.

HISTORY

In History this year, the theme for Year 8 will be Empire and the consequences of Imperialism, ranging from the development and abolition of the Transatlantic slave trade, the fight for Civil Rights, the rise and fall of the British Empire throughout history and the impact of the changing nature of conflict and revolutions.

Autumn Term

Students will look at the British Empire's rise to become the biggest empire the world has ever seen, controlling over a quarter of the world, and then how it declined throughout the twentieth century. Key events will include: the Indian Mutiny, the scramble for Africa, and a debate on whether we should be proud of the achievements of the British Empire.

Students will then look at immigration and how that has developed over time. Key topics that will be covered include: the Windrush generation and how that changed the face of Britain and how the government tried to deal with racial tensions during the 1970s and 1980s.

Spring Term

Students will look at the Transatlantic slave trade, taking it from the birth to abolition. Key events will include: How triangular trade worked, what life was like for slaves during the middle passage, and how slavery was eventually abolished.

Students will then look at Civil Rights in America and how Black people campaigned for their rights in America. Key topics will include: the work of individuals like Harriet Tubman, Martin Luther King and Malcolm X, life in the inter-war years and how far equality was achieved.

Summer Term

Students will study 1920s and 1930s America which will focus on the United States post-war and look at boom and bust. Students will complete the year by studying a range of revolutions including the revolution in warfare and the French Revolution.

Key skills that students will develop this year are explanation, evaluation and analysis of events and sources. Cross-referencing sources will feature in a number of assessments.

MUSIC

Students will cover all musical elements in a variety of projects that encompass the 3 strands of musical learning; Performing, Composing and Listening and appraising. The projects cover a wide range of musical genres to give students a varied musical understanding.

Throughout the year students will complete units on:

Classical performance

- Learning and advancing understanding of music notation reading.
- Developing performance through solo keyboard performance.
- Expanding musical knowledge through major and minor chords.
- Widening students listening appraisal skills via the music of the Classical period.

Cycles, Minimalism and Gamelan

- Learning and acquiring knowledge of the musical cycles through minimalism and the music of Indonesia.
- Expanding musical knowledge through rhythmic augmentation and diminution.
- Widening students' appreciation of music with an introduction of numerous musical cultures.

Samba

- Learning and acquiring knowledge of the music of Brazil.
- Developing compositional techniques through group composition.
- Expanding musical knowledge through syncopation and Call and Response.
- Widening students' appreciation of music with an introduction of numerous musical cultures.

Programme Music

- Learning and understanding the creation of mood and character through Music.
- Developing performance skills through the music of the Romantic period.
- Expanding musical knowledge through chromaticism and whole tone scales.

Reggae

- Learning and acquiring knowledge of the music of Jamaica.
- Developing performance skills within an ensemble.
- Expanding musical knowledge through primary chords and syncopation.
- Widening students' appreciation of music with an introduction of numerous musical cultures.

Popular Music Ensemble

- Learning and understanding popular music, how it is created and performed.
- Developing performance skills within an ensemble.
- Expanding musical knowledge through chord sequences and word setting.

P.E.

Our key aims are to develop students' capabilities, knowledge and understanding within our subject so they can lead a healthy active lifestyle, actively take part and build confidence across a range of activity areas and develop skills such as resilience, team work, co-operation and communication. This is not an exhaustive list and we intend to tailor our delivery to be inclusive of all pupils. It is our aim to have every student involved in physical activity during their time at school but also beyond this into adult life.

Over the course of the year students will cover a variety of activity areas based on the resources and expertise we can offer within school. We hope that our activity choices will offer students the variety but also the depth and content to allow them to improve their all-round competence and performance across the range of activities. We also have a strong focus on knowledge of fitness and health and their ability to analyse and adapt to the changing situations with regards to leadership and ideas/ tactics within sport.

An example of the activities students will be involved in through KS3 are:

Multi-skills (Yr 7), Fitness, Rugby/Football (Boys), Netball (Girls), Gymnastics, Dance (Girls), Badminton, Basketball, Handball, Hockey, Athletics and Striking and Fielding.

Our assessments will be teacher based and will reflect where students are at that moment in time, we will take into account their performance in the activities we offer and look at the holistic profile of each child as best we can.

Within lessons we expect every student to attend school with their PE kit (even when injured) so they are prepared to join in, in a suitable manner. We encourage all students to give every element a try to the best of their capabilities and take a positive approach. The nature of our subject does mean there is an element of risk so we do all in our power to keep our students as safe as possible whilst still allowing them to be challenged and pushed to their limits. Please keep us up to date with any medical conditions or injuries so we can cater for your child.

Supporting and Challenging students:

We regularly differentiate the tasks and activities students are involved in so that we can provide the appropriate learning opportunity. We believe in our subject and its importance, with many future pathways available we include content of KS4 level work and beyond to develop students.

We have carefully structured our extra-curricular programme to support the lesson activities; we would encourage you to support your child's learning by ensuring they are involved in a variety of practical activities outside of school hours and/or through encouraging them to be a part of our extra-curricular programme. It is recommended that children take part in a minimum of 5 hours of moderate physical activity per week to maintain a healthy active lifestyle, alongside eating a healthy balanced diet.

PHILOSOPHY, ETHICS & RELIGION

Over the course of the three years at Key Stage 3, students will be asked to think critically about a wide range of philosophical, religious and ethical issues. They will consider a variety of religious responses to those issues in order to develop thoughtful, well-argued views of their own.

Autumn Term

Evil and Suffering

A philosophical investigation into the concept of evil and the problem of suffering.

Life After Death

A philosophical and religious investigation into the possibility of life after death and the impact of such beliefs on people's lives.

Spring Term

Humanism

A positive attitude to the world centred on human experience, thought, and hopes. Investigation in to how Humanists make moral decisions.

Animal rights

An investigation in to the value and status of animals, contemporary use and abuse of animals and religious views on animal rights and the means of protecting those rights.

Summer Term

An Introduction to ethics

Pupils will look at two ethical theories and apply these to a modern issue/ animal rights.

Religious Expression

Pupils will have the opportunity to create a piece of art work that will be entered in to a nationwide competition. (NATRE)

SPANISH

Students will have vocabulary to learn every week throughout the year and will be tested to ensure that they are learning the new words, this will give them more confidence when tackling texts and when listening to extracts of spoken Spanish. We recommend spending 5-10 minutes on this every day rather than trying to learn all the words the day before the test. There are some apps that can be downloaded for free which can help students with this, such as Quizlet, but the traditional methods of 'look, cover, write, check' or making small revision cards can be just as effective.

Autumn Term

Students learn to greet people, introduce and describe themselves and give personal information; they will learn school subjects and how to describe their school and their teachers as well as what they eat during a school day. They will learn basic school equipment and classroom language. They will start to learn the language required for describing pictures and having conversations with people in role play situations.

As well as learning spelling and pronunciation students will cover basic grammar concepts such as gender, accents, agreement of adjectives, how to form commands and questions, use of the negative and how to conjugate common verbs in the present tense. They will add some detail and opinions to their work. Students will review basic skills, such as using a bilingual dictionary and use the target language for classroom commands.

Spring Term

Students will learn to present their family and their pets, as well as describing their home (rooms and furniture) and its location as well as activities that they do at home. They will learn to explain their daily routine and will learn to describe the town they live in. They will develop the skills needed to describe pictures.

They will understand how to form the present tense of –AR/IR/ER verbs, in particular reflexive verbs. They will learn to use different prepositions. They will also start to use the immediate future tense. They will start to learn the skills of translation both into English and into Spanish.

Summer Term

Students will learn to describe what they do in their free time and will learn a variety of leisure activities in order to describe what they do after school. They will learn to use the immediate future tense to express what they are going to do. They will practise this language in role play situations and in conversations.

They will extend their work by adding detail, connectives, opinions, reasons for their opinions and time phrases. They will re-enforce the use of the future tense. Towards the end of the year they will touch on the past tense too, to enable them to attain level 6+. They will work on strategies to use longer texts as a model for creative writing. They will develop further their skills in translation so that this includes using different tenses.

PSHE

Year 8 will be taught in form groups for PSHE and the course will be delivered by their form tutor.

Topics covered this year include:

Confidence and self- esteem

Family Relationships and dealing with Conflict – How to deal with conflict in the most effective ways; strategies of avoiding conflict; appreciation of roles and responsibilities.

Life skills – the physical and emotional changes during puberty and how it can affect students in different ways.

Alcohol and Smoking –basic factual information.

Democracy and Justice - includes a mock trial where students develop an understanding and awareness of the democratic system

Homework Timetable Yr 8 (Olney Campus)

	Monday	Tuesday	Wednesday	Thursday	Friday
8HG	Maths Science	Spanish Geography Technology	English French	Maths Science PER	English History
8FC	Maths Science	Spanish History Technology	English French PER	Maths Science	English Geography
8MA	Maths Science PER	Spanish	English Geography	Maths Science French	English Technology History
8STC	Maths Science	Spanish History	English PER	Maths Science French	English Technology Geography

Art, CDA, Drama and PER will set 1 project-style homework per half term.

Important Dates

27 th September	ACE Day
18 th - 20 th October	School Production – Miss Saigon
31 st October	Staff Training Day
17 th November	Autumn Music Concert
15 th December	Christmas Carol Service
8 th February	ACE Day
10 th February	Staff Training Day
27 th March	ACE Day
28 th March	Spring Gala Concert
29 th March	Y8 Parents' Evening
8 th -12 th May	Y8 End of Year exams & Literacy re-testing
28 th June	KS3 Achievement Awards
6 th July	Staff Training Day
12 th – 14 th July	ACE Days

Useful Contacts

If you have any queries, in the first instance please contact your child's Form Tutor. Other useful contacts include:

Jeremy Stormer

Year 8 & 9 PAL

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Paul McFadden

Deputy Headteacher

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