



**HEDINGHAM
SCHOOL**
AND SIXTH FORM
ACHIEVEMENT & EXCELLENCE

YEAR 8

INFORMATION FOR PARENTS
2018-2019

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 finish the year by starting a new project in Python that continues to develop their programming skills.

The units in Year 8 are as follows:

Unit 1 – Python Programming – Part 1

Unit 2 – Data Representation: Hexadecimal

Unit 3 – Hardware & Software

Unit 4 – Networking

Unit 5 – Python Programming - Part 2

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 GCSE Dance, BTEC Dance and A Level 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 – Healthy Eating – 5 a day – eat well

Textiles – Sock Monkeys

Systems and Control – Gears and Mechanisms

Computer Aided Design – CAD/CAM Techsoft – packaging and 3D acrylic products

Resistant Materials – 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 A Level, 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 chance to develop their own performance skills through the exploration of a script 'Ernie's Incredible illusions' - 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 half-termly programmes of study. These include a novel, pre 20th century poetry, a study of Dickens, 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 such as the geography of tourism. We hope to support classwork with a day of fieldwork in the summer term. *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 include: The English Civil War and the growth of Parliament, the Slave Trade, the Growth of Women's Rights and the Industrial Revolution. The enquiry will also include a local study of the sixteenth century witchcraze. *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. There will be opportunities to visit either Cologne in December or Le Touquet in April. *Miss Malaval, 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 DEVELOPMENT

Students are members of a vertical tutor group and discuss a range of social and moral issues through the Tutor Time activities in which they complete tasks and discussion topics individually, in pairs and in 'families'. As part of Year 8 PSHE students explore the value of all work and the importance of education. During PSHE Curriculum Days and elsewhere in the curriculum there are opportunities to explore more deeply a range of issues including achievement, bullying, health issues. All subjects work to develop in students a variety of skills such as organisation and time management, self-discipline, care and concern for others, understanding emotions, establishing proper balanced relationships and making good judgements. *Mr Nash, Assistant Headteacher*

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*