

Year 8
Curriculum Guide
2019/20

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Introduction

Welcome to Year 8! This is a very important year for your child's learning, providing the opportunity to really develop their knowledge, skills and understanding across all their subjects. They will also develop a deeper understanding of their interests and strengths, preparing them for their choices they will be making at the end of Year 9.

We have put together this booklet to enable you to support your son or daughter through this year. Take your time to read the information and should you have any comments or feedback about this information please let us know.

Your son or daughter has a student planner containing useful information to support them through their studies. The student planner is an invaluable source of communication between school and home and we would encourage you to check and sign the planner on a weekly basis, partly to confirm that homework is completed and marked, and partly so that you can add any feedback you feel necessary.

What is the aim of this booklet?

The aim of this booklet is to provide you with details about the curriculum which your child will follow during Year 8. It includes details of:

- the subjects which your child will be taught
- the topics which your child will cover
- how your child's progress will be assessed in each subject
- how you can support your child's progress and enjoyment both in and outside school
- how to contact the Subject Leader/ Teacher in charge of each subject

How is the Year 8 curriculum structured?

The Year 8 curriculum is based on the National Curriculum programmes of study. Students follow a common curriculum comprising:

Subject	Timetable Allocation
Art and Design	2 hours per fortnight
Carousel (CT and Drama)	4 hours per fortnight
English	7 hours per fortnight
French	6 hours per fortnight
Geography	3 hours per fortnight
History	3 hours per fortnight
Mathematics	7 hours per fortnight
Music	3 hours per fortnight
Physical Education and Dance	4 hours per fortnight
Religious Studies	3 hours per fortnight
Science	6 hours per fortnight

In addition, our PSHE programme is taught as five discrete days (two full days and three half days) when the normal school timetable is suspended.

Please note that at the end of Year 7 the school used a range of information on students' progress in French to identify the students (around two thirds of the cohort) who will study a second language (either German or Spanish) in Years 8 and 9. The decision about which of these languages students will study rests with the MFL Subject Leader.

How much homework will be set in Year 8?

Homework is set according to a homework timetable and is recorded in the Student Planner. The details which your child should record include:

- description of the task
- date the task was set
- date when it is due
- initials of the teacher who has set the homework

It is an absolute requirement that homework is completed and submitted on the deadline set. The expectation is that students spend around 1 ½ hours per evening on homework in Year 8.

The table below shows the number of times homework should be set in each subject per fortnight and the approximate time it should take:

Subject	Frequency	Time (Approximate)
English	Weekly	45 mins per week
Maths	2 x Weekly	45 mins per week
Science	Weekly	45 mins per week
Art and Design	Fortnightly	30 mins per fortnight
Carousel (CT and Drama)	Weekly	30 mins per week
French	Weekly	45 mins per week
Humanities (Geography, History, RS)	Fortnightly	30 mins per fortnight
Music	Weekly	30 mins per homework

How will your child's progress be assessed in each subject?

We consider feedback and marking to be one of the cornerstones of how we support students to make excellent progress at Gillotts School. It is our fundamental belief (supported by international research) that students are far more likely to make outstanding progress when they are clear about what they need to do to improve and how to make these improvements.

What is Triple Impact Marking (TIM)?

We use an assessment model called Triple Impact Marking (TIM). Before work is submitted for assessment students will be asked to reflect on their work or take action to improve it (stage one). The teacher will then mark the work and set targets (stage two). Students will be expected to respond to any targets set by their teacher (stage three). As responding to targets is so important for learning they will be accompanied by the Gillotts stamp so that it is obvious where action is needed (see image below). Marking with comments is more time consuming than simply ticking or grading so it will be common to see only specific pieces of work marked in detail by the teacher.



How does self and peer assessment support your child's progress?

In lessons teachers will use self-assessment and peer-assessment. We do this because it is important that students can assess their own work and that of their peers as it demonstrates good understanding of the assessment criteria. You will see comments from other students in exercise books where these techniques are being implemented. Students are expected to improve the work in the ways indicated in the same way they would if targets had been set by a teacher.

How do we track your child's progress?

While the key to making progress is for students to act upon these comments, we also believe it is important to provide them with a clear indication of the level of achievement which they have reached. As a school we have moved to a system of using the new number-based system of GCSE grades (9-1, with 9 being the highest grade) across all year groups. This is used to track student progress and provide information to parents via our reporting system.

The grades which your child will receive on their report are underpinned by what we term the 'framework of progression' for each subject. This framework provides a structure for assessing how well your child is progressing and for supporting further progress.

While ongoing assessment of students' progress is integral to teaching and learning at Gillotts School, all students are also assessed formally across the year group, in each subject, at set times during the school year. These periodic assessments will be marked and graded using a % based system and the results will be recorded centrally. This information will help to inform the tracking of student progress and the adaptation of teaching and learning to meet the needs of individuals.

How will you know how well your child is progressing?

We would like to encourage you to take time to look through your child's exercise books and discuss their progress with them. The comments written by your child's teachers (and fellow students) and the way in which your child is responding to them will provide you with an insight into the progress he or she is making over time in a subject. These comments are particularly powerful as they will indicate what your child needs to do to improve. If you are unsure about any aspect of your child's progress in a subject please contact his or her teacher in the first instance.

You will also receive a report twice a year. These reports will include an end of Year Target Grade, a Current Grade and a Progress Towards Target (PTT) indicator for each subject.

What does the Current Grade show?

The Current Grade for each subject is based on the 'framework of progression' in each subject. This grade will be assessed using all the work which your child has completed up to that point (including classwork, homework and the formal periodic assessments) and is a 'best-fit' indication of the grade at which they have been working.

What is the Target Grade based upon?

The end of Year 9 Target Grade is based on Key Stage 2 English and Maths assessment information that we receive from the primary schools. This includes Standard Assessment Tests (SATS), Teacher Assessments, Cognitive Ability Tests (CATS) scores and other information such as key stage levels, reading and writing scores and attendance. This level will be reviewed following each reporting cycle and may change on subsequent reports (usually upwards).

What does the Progress Towards Target (PTT) indicator show?

The PTT indicator will help you to establish whether your child is making good academic progress in each subject. It is based on whether your child is on track to match/exceed his or her end of Year 9 target or not.

PTT Indicator	Level of Progress	Definition
+	Making better than expected progress	The student is expected to exceed the current end of Year 9 target. A new target is likely to be set.
=	Making expected progress	The student is working towards meeting the current end of Year 9 target.
-	Making less than expected progress	The student is underachieving and will not meet the current end of Year 9 target.

How much progress should you expect your child to make?

The table below gives an indication of the expected progress which a child could be expected to make by the end of Year 9 based on their average Key Stage 2 SATs results (English and maths). It also provides an indication of the expected GCSE which should be achieved by students with different starting points (average KS2 SAT score). The final column shows the realistic but challenging 'aspirational' GCSE grade which is likely to be set for them as an end of Year 11 target when they start their GCSE courses based on their KS2 performance.

Please note that all the grades in this table apart from the average KS2 SATs score are on the new 9-1 GCSE scale.

Average KS2 SATs Score	Start of Y7	End of Y7	End of Y8	End of Y9 Target	Expected GCSE final grade	Aspirational GCSE final grade
80-86	1c	1c	1b	1a	2	3
87-89	1c	1b	1a	2c	3	3/4
90-92	1b	1a	2c	2b	3	4
93-94	1a	2c	2b	2a	4	4/5
95-99	1a	2c	2a	3c	4	5
101-101	2c	2b	2a	3b	5	6
102-105	2c	2a	3c	3a	6	6/7
106-111	2b	3c	3b	4c	6	7
112-113	2b	3b	3a	4b	7	8
114-117	2a	3a	4c	4a	8	9
118-120	3b	4c	4b	5	9	9

The sub-grades (“a, b or c”) are used to show how secure the student is within the whole grade:

Sub-grade	Description
a	Near the top of the grade but not quite ready to move to the next one.
b	In the middle of the grade.
c	Moved up from the previous grade but not yet secure.

It should be noted that these grades are only an indication as:

- some children will make more/less progress than others
- progress is not always constant and children may make more progress in some terms (and years) than others
- children tend to enter Year 7 with higher levels in English and maths as primary schools tend to concentrate more on these subjects – they will then catch-up in the other subjects over the three years of Key Stage 3.

How does the new (9-1) GCSE grade scale compare with the old (A*-G) one?

It is also important to note that the GCSE grading scale for you child will be on the new, numerical scale rather than the existing scale which is based on letters.

The new scale will range from 9-1, with 9 being the highest grade possible.

There is an equivalence between the old and new scale which is shown below:

Current GCSE grades	New GCSE grades
A*	9
A	8
	7
B	6
	5
C	4
D	3
E	2
F	
G	1

The government's benchmark for achievement for students in English and maths is going to move upwards. While the current 'pass' grade is seen to be a C grade, the new 'pass' grade will be a 5. This is equivalent to a high C/ low B on the existing grading scale

How can you help your child's learning?

There is a range of ways in which you can support your child's learning and progress. These include:

- Encourage your son/daughter to work in a quiet, comfortable place at a regular time each day.
- Encourage your son/daughter to see homework as an extension of the lesson and leave doing it until the night before it is due in.
- Check that your son/daughter has recorded the work in his/her planner.
- Discuss the work with your child; does (s)he understand the task? Can (s)he extend and improve his/her answers?
- Encourage your son/daughter to work to the time allocation set for each subject.
- Refer your son/daughter to other resource materials such as the Gillotts School website, school library or your local library.
- Remember to write a note in the planner if your child has a genuine reason for not completing the homework.
- When you sign your child's planner, check that (s)he is completing homework and meeting deadlines.
- Contact the tutor if you have any concerns about homework.
- Your son/daughter may receive additional work from the Learning Support department.

Try to agree a regular time to help your son/daughter with these tasks.

How is this the rest of this booklet structured?

The rest of this booklet is divided into three main sections:

- Details about the topics which your child will study in each subject in Year 8, and ways in which you can support learning at home.
- A schedule of the periodic assessments which your child will complete in each subject in Year 8.
- The framework of progression for each subject in Year 8. The Assessment Objectives (AOs) outline the key knowledge, skills and understanding which underpin progress in each subject.

Year 8 Key Academic Dates

Term	Date	Event
1	Wednesday 2nd October 2020	PSHE Day
2	Thursday 14th November 2020	PSHE Day
3	27 – 31st January 2020 Monday 10th February 2020	Exams PSHE Day
4	Tuesday 3rd March 2020 Thursday 12th March 2020	PSHE Day Parent Consultation Evening to include reports
5	Wednesday 25th March 2020	PSHE Day
6	Thursday 16th July 2020	Reports sent out via school comms

Subject: Art and Design

Subject Leader: Mrs Ashman - rashman@gillotts.org.uk

Topics that will be taught	How can parents help
<p>The Year 8 curriculum develops on from the skills and processes explored in Year 7. More complex techniques are taught alongside the practise and extension of the formal elements. Students work towards producing more independent and personalised work</p> <p>Themes include Shells and the Sea: Exploring observational drawing techniques, painting and sketching process, pattern development and printing processes</p> <p>Portraiture: Developing key portrait drawing techniques and experimenting with 3D processes. Developing and extending artist analysis techniques.</p> <p>Assessment process Initial bench mark drawing at start of year End of project levels Verbal and written feedback throughout projects</p>	<p>Ensuring your child has the correct equipment for lessons. (Pencils, rubbers, rulers, colouring pencils.) Wooden pencils are much better than the mechanical ones. A simple set of sketching pencils at home can also be beneficial for homework</p> <p>Encouraging your child to draw and create as much as possible, particularly drawing directly from real objects to develop observational skills.</p> <p>Make a suitable space available for making art work, a table or drawing board.</p> <p>Visit museums, galleries, sculpture parks and exhibitions</p> <p>Encourage your child to record images with photographs, collect images in a scrap book.</p> <p>Showing an interest in the skills and themes covered. Engage with your child by working alongside and produce artefacts with them.</p>

Reference Material: ART**Literature**

There are too many to mention but a good start would be with The Art Book, Phaidon.

Good Galleries to visit

- Tate (Britain and Modern)
- Saatchi
- National Portrait Gallery
- Modern Art Oxford
- Ashmolean
- The National Gallery
- The Photographers Gallery
- Royal Academy of Arts
- The Old Fire Station Gallery

Websites**Excellent art websites**

<http://www.artcyclopedia.com/>

<https://www.studentartguide.com/>

<https://www.bbc.com/bitesize/subjects/z8tnvcw>

Any gallery website

BBC Iplayer- Arts

Subject: Creative Technology – Computing

Subject Leader: Mrs Wakefield - fwakefield@gillotts.org.uk

The Creative Technologies subjects include computing, food technology and design technology. Drama is also taught within this carousel. These subjects are taught in pairs (computing and drama and food technology and design technology) with students moving between pairs of subjects in February each year.

Topics that will be taught	How can parents help
<p>Introduction to Computing</p> <ul style="list-style-type: none">• Passwords, usernames, housekeeping• Google docs• E-Safety <p>Binary Numbers</p> <ul style="list-style-type: none">• Converting binary to denary and denary to binary <p>Scratch</p> <ul style="list-style-type: none">• Using If, else, repeat etc to create games <p>HTML</p> <ul style="list-style-type: none">• Creating a webpage using HTML• Introduction to CSS <p>How to program using Python</p> <ul style="list-style-type: none">• Basic programming constructs• Variables• Iteration• Conditionals and Randomisation• Data Structures• Concurrency	<ul style="list-style-type: none">• Discuss how your child is using computers, tablets and smart phones etc.• Discuss the impact of digital technology in the home and our everyday lives.• Ask your child about their social network security sessions such as on 'Facebook' and Twitter etc.• Help with learning the spellings of key words for each topic• Encourage students to ask for help with any topics that they do not fully understand• Please allow them to download the key free software for programming;• MITScratch• Python V3• Codecademy• HTMLKit

Reference Material: COMPUTING

USEFUL WEBSITES

Scratch

Scratch can be downloaded from the official site which is also packed with learning resources.

http://scratch.mit.edu/scratch_1.4/

Python

A superb site for downloading Python can be found at

<http://codingclub.co.uk/downloads.php>

Code Academy is a great way for young people to learn Python and other languages. It is online and completely free of charge:

<http://www.codecademy.com/>

For students who are really keen on Python the Invent With Python site is very exciting

<http://inventwithpython.com/chapters/>

USEFUL Books

'Python Basics – Coding Club' – Chris Rofey – Cambridge University Press - ISBN-13: 978-1107658554

Subject: Creative Technology – Food Technology

Subject Leader: Mrs Wakefield - fwakefield@gillotts.org.uk

The Creative Technologies subjects include computing, food technology and design technology. Drama is also within this carousel. These subjects are taught in pairs (computing and drama and food technology and design technology) with students moving between pairs of subjects in February each year.

Topics that will be taught	How can parents help
<p>The course is based on the skills developed in year 7 with progressively more challenging outcomes.</p> <p>Specifically students will cover subjects such as:</p> <ul style="list-style-type: none">● Nutrition - macronutrients and micronutrients● Healthy Eating● Food choice - vegetarian and vegan● Food waste and seasonality● Practical skills and cooking: focaccia bread, toad in the hole, spaghetti bolognese, tagliatelle pasta making, pizza, chocolate brownies, pineapple upside down cake, chicken fajitas● Kitchen equipment - developing skills in the use of a range of utensils and equipment.● Health, Safety and Hygiene in the Food Room - 4C's, critical food temperatures● The science of food - raising agents, aeration, coagulation and caramelisation	<p>Ensure students come to Food lessons fully equipped and with ingredients for practical sessions and with containers to carry food home in at the end of the day.</p> <p>High risk ingredients should be separated from Low risk ingredients. They should be labelled so they can be put in the fridge before school starts.</p> <p>All containers need to be labelled.</p> <p>Ensure they know when practical sessions are coming up and check the recipe so that ingredients can be obtained for them.</p> <p>Check Google classroom for recipes, step by step instructions and up dates for all practical lessons.</p> <p>Practical dates and ingredients lists can also be found on the school website under parents updates.</p> <p>Homework will be a practical based task.</p>

Reference Material: FOOD

BBC Bitesize <https://www.bbc.com/bitesize/subjects/zb8jmp3>

Seneca <https://www.senecalearning.com/blog/gcse-food-preparation-nutrition-revision/>

Subject: Creative Technology– Design Technology

Subject Leader: Mrs Wakefield - fwakefield@gillotts.org.uk

The Creative Technologies subjects include computing, food technology and design technology. Drama is also taught within this carousel. These subjects are taught in pairs (computing and drama and food technology and design technology) with students moving between pairs of subjects in February each year.

Topics that will be taught	How can parents help
<p>The course centres on developing skills introduced in year 7 and the application of new skills and industrial practice to bring relevant context to student work.</p> <p>Students will design and make a range of products along with the development of subject knowledge and focussed practical tasks.</p> <p>Specifically students will cover:</p> <ul style="list-style-type: none">• Exploring metals, woods, plastics and tools/equipment• Evolution and the future - biomimicry, mechanism project (levers), developing ideas.• Analyse that: learning how to analyse Alessi products• Alessi Lantern: manufacturing techniques in wood & card, CAD/CAM, batch production, electronics• Microbit pet: using geometric shapes (maths),• DT Maths: calculating areas, draw geometric shapes, draw graphs collected from data• DT Control: switches, electronic circuits	<p>Ensure students come to Design and Technology lessons fully equipped for lessons (pencil, ruler, pens, coloured pencils, sharpener, eraser)</p> <p>Check their planners for homework.</p> <p>Share websites such as BBC Bitesize, Technology Student, micro:bit www.technologystudent.com https://www.bbc.com/bitesize/subjects/zfr9wmn https://microbit.org/</p> <p>.</p>

Reference Material: DESIGN TECHNOLOGY

Useful websites:

Technology Student www.technologystudent.com

BBC Bitesize <https://www.bbc.com/bitesize/subjects/zfr9wmn>

Micro:bit <https://microbit.org/>

Subject: Drama

Subject Leader: Mr Bull - gbull@gillotts.org.uk

Teacher in charge: Miss Weaver – cweaver@gillotts.org.uk

Topics that will be taught	How can parents help
Term 1 and 4 Commedia dell'arte Study of the Italian form of Commedia dell'arte. Masks. Physical Theatre The 7 tension states.	Discuss Drama lessons with your child. Ask them to show you, or explain to you, a new strategy they have learnt and to explain when and why they might use it. Encourage your child to take part in school theatre trips whenever possible.
Term 2 and 5 The Mystery Teacher in role Thought-tracking Still Image Monologue	Discuss with your child what they have been doing in drama and encourage them to use the correct terminology. Help your child learn any given lines at home by reading in the extra parts.
Term 3 and 6 A Scripted Topic The Terrible Fate of Humpty Dumpty Performing Script Improvisation Using Stage Directions Power and Stage Dynamics	Help your child get into character by helping them find an appropriate costume. Read through any scenes that your child has written and give them some suggestions for improvement. Ask your child to eat breakfast in the style of a stock character from Commedia dell'arte.

Reference Material: DRAMA

The Terrible Fate of Humpty Dumpty, David Calcutt
 You Tube - National Theatre Commedia videos

Subject: EnglishSubject Leader: Ms Flett - aflett@gillotts.sch.uk

Topics that will be taught	How can parents help
<p>Term 1 and 2</p> <p>Gothic Fiction Students will study a range of gothic texts, developing their ability to analyse language and structure. They will also be given the opportunity to make use of their improved understanding of good writing through producing their own pieces of creative work.</p> <p>Arctic Adventure Students will learn to write in a range of forms to a variety of audiences.</p>	<p>Reading</p> <ul style="list-style-type: none">• Talk to your son or daughter about what they like to read.• Encourage them to read as widely as possible: magazines, newspapers, novels, short stories, biographies, internet articles.• Set an example. Read in front of them and discuss what you have learnt or enjoyed from this activity.• Encourage your son or daughter to read a little every day, even ten minutes before going to bed would help them to improve their skills.• Listen to your son or daughter reading.• Ask your son or daughter questions about what they are reading. For example: ask them about a main character, an interesting fact, what effect using a statistic in a piece of work has on the reader.• Read with your son or daughter. Take turns in reading paragraphs out loud.• Visit your local library together.
<p>Term 3 and 4</p> <p>Novel Students will develop their analytical and critical skills by focussing on context, plot, setting, characterisation and themes within a novel.</p> <p>Animation: Reading film Students will gain a deeper understanding of the writer's craft by looking more closely at decisions made during the film making process.</p>	<p>Writing</p> <ul style="list-style-type: none">• Regularly look in exercise books to see the quality of presentation and spelling. Discuss the strengths and weaknesses from what you see.• Encourage planning, proofreading and re-drafting important written work.• Use a highlighter to help your son or daughter see errors in spelling or punctuation. Ask them to try to correct the work without your help. Discuss why they made the mistake in the first place.• Encourage your son or daughter to put common spelling errors in their Student Planner dictionary and to learn the correct version.• Encourage the use of a dictionary and a thesaurus whilst they are writing.
<p>Term 5 and 6</p> <p>Modern play Students will learn to appreciate the rich language and dramatic power of a modern piece of writing. They will use this to enhance their own imaginative and creative writing skills.</p> <p>Shakespeare play Students will develop their appreciation of the rich language and dramatic power of the most famous English playwright.</p>	<ul style="list-style-type: none">• Use a highlighter to help your son or daughter see errors in spelling or punctuation. Ask them to try to correct the work without your help. Discuss why they made the mistake in the first place.• Encourage your son or daughter to put common spelling errors in their Student Planner dictionary and to learn the correct version.• Encourage the use of a dictionary and a thesaurus whilst they are writing. <p>Spoken Language</p> <ul style="list-style-type: none">• Discuss how standard and nonstandard English can be used in different settings and circumstances.• Encourage your son or daughter to share their opinions on current affairs or issues that interest them. Ask them questions. Get them to elaborate on points made.• Make your son or daughter feel that their oral contribution is valued during discussions. <p>General</p> <ul style="list-style-type: none">• Regularly praise what they do well in this area.

	Throughout Key Stage three English, students will develop their reading, writing and spoken language skills.
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Reference Material: ENGLISH

Useful books: The Terrible Fate of Humpty Dumpty (ISBN 9780174325543)

<http://www.bbc.co.uk/schools/ks3bitesize/english/>

<http://www.bbc.co.uk/skillswise/words/grammar/>

<http://www.grammar-monster.com/>

Subject: French

Subject Leader: Mrs Steele -lsteale@gillotts.org.uk/ Miss Orlando – korlando@gillotts.org.uk

Topics that will be taught	How can parents help
<p>Term 1 Talk about television programmes Write down a regular er verb in the present tense Talking about films Present tense of “avoir” and “être” Talking about reading -ir and -re verbs in the present tense using “aller” and “faire” Talking about what you did yesterday evening Using the perfect tense Using si and quand</p>	<p>In Year 8, all students continue to study French, building upon progress made at primary school and Year 7.</p> <p>The Year 8 French course is built around the “Studio 2” material, published by Pearson.</p> <p>In class, we exploit a wide range of resources but the Studio 2 textbook is the principle textbook used. We do not have time in class to cover the extension material at the end of each unit of work. We do, however, encourage students – especially the more able, talented or enthusiastic, to explore these exercises in their own time. The textbook is available to loan out from the OLC at Gillotts. Some parents choose to purchase a copy of the book and the following ISBN number may be of use:</p> <p>French: Studio 2 <u>rouge</u> 9780435026974 Studio 2 <u>vert</u> 9780435026936</p> <p>Copies are available from amazon.co.uk for around £15 depending upon the supplier.</p> <p>There are many useful online resources available for use outside of lessons. One particularly popular and useful website is www.linguascope.com. The username is “Gillotts” and the password is “School”. It helps support and extend learning in many different languages all the way through to GCSE.</p>
<p>Term 2 Saying what you did in Paris The perfect tense of regular verbs Saying when you did things The perfect tense of irregular verbs Understanding information about a tourist attraction</p>	
<p>Term 3 Using C’était and J’ai trouvé ça Saying where you went and how using the perfect tense with être Asking questions in the perfect tense</p>	
<p>Term 4 Talking about personality Adjectival agreement Talking about relationships Using reflexive verbs Talking about music Agreeing, disagreeing and giving reasons Talking about clothes Using the near future tense Talking about your passion Using the different tenses together</p>	
<p>Term 5 Describing where you live Using comparative adjectives Describing your home Using prepositions Talking about meals Using “boire” and “prendre” Discussing what food to buy Using “Il faut + infinitive” Talking about an event Using different tenses</p>	

<p>Term 6 Talking about talent and ambition Infinitives and the verb “vouloir” Encouraging or persuading someone Using “pouvoir” and “devoir” Using the imperative Saying who or what is the best, the most and the least Using superlative adjectives Using a range of different structures and tenses The French Revolution - key facts / what was life like</p>	
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<p>Reference Material: FRENCH</p>	
<p>"It is useful if students have access to a bi-lingual dictionary at home. Online dictionaries (for example www.wordreference.com) can also be useful as can Google Translate when used appropriately. However, teachers can easily spot when such online tools have been used to produce written homework and students will be asked to repeat homework if this is the case. Many other online resources are available such as www.linguscope.com (username: gillotts, password: school), www.hellomylo.com or www.languagesonline.org.uk and students will be encouraged to use these to develop their language skills. A site which offers guidance regarding language learning, motivation and careers using languages is www.whystudylanguages.ac.uk. Clearly any opportunity to visit a country where the language being studied is spoken is invaluable and when this is possible opportunities to practice the spoken language should be encouraged."</p>	

Subject: Geography

Subject Leader: Dr Newbold –enewbold@gillotts.org.uk

Topics that will be taught	How can parents help
<p>Term 1 and 2</p> <ul style="list-style-type: none">● Weather and Climate● How is the weather measured?● What factors influence the weather within the school grounds?● How do we draw and interpret climate graphs and meteorological symbols?● What impact does 'wet' and 'windy' weather have on countries across the world?● What impact does extreme weather have on people and the environment?	<ul style="list-style-type: none">● Encourage students to use OS maps by planning a journey using grid references, map symbols etc.● Watch weather reports● Check their class work and homework and ensure they are making improvements by responding to targets set by the teacher● Test your son/daughter on where different continents and countries are in the world● Watch documentaries and news programmes about issues around the world e.g. Newsround● Discuss issues which occur at a local, national and global scale
<p>Term 2, 3, 4 and 5</p> <p>Tribes</p> <ul style="list-style-type: none">● Where do they live?● How do they adapt to the environment?● How do they live in a sustainable way?● What are the problems they are facing?● Will they survive an ever changing world? <p>Deserts and Jungles</p> <ul style="list-style-type: none">● Where are deserts and tropical rainforests located?● What is the climate like in these environments?● How do animals and plant adapt to the climate?● How do people live and use these environments?	<ul style="list-style-type: none">● Go to places such as the Living Rainforest● Encourage students to use a dictionary and practise spellings of geographical terms
<p>Term 5 and 6</p> <p>Coasts</p> <ul style="list-style-type: none">● What are the different types of waves?● What are the different types of erosion and weathering which take place on a coastline?● How are different coastal landforms created?● Case study: Holbeck Hall● How is the coastline managed?● <p>Fieldtrip: All Year 8 students will be able to participate in a fieldtrip to Lulworth Cove in Dorset.</p>	

Reference Material: GEOGRAPHY

USEFUL RESOURCES

- Atlas
- Dictionary
- Planet Earth DVD
- Wild Weather DVD
- Tribes DVD

<http://news.bbc.co.uk/cbbcnews/default.stm>

<http://mapzone.ordnancesurvey.co.uk/mapzone/>

<http://geography-site.co.uk/>

PLACES TO VISIT

Coastal locations such as the Jurassic Coastline, Dorset

The Eden Project

The Living Rainforest, Newbury

EXTENSION

Newsround <http://www.bbc.co.uk/newsround/>

iPad apps suggestions <http://seanhamptoncole.wordpress.com/2013/03/04/48-ipad-apps-for-teaching-and-learning-geography-earth-science/>

National Geographic <http://ngm.nationalgeographic.com/>

Wide World Magazine

<http://www.bbc.co.uk/bitesize/ks3/geography/>

Subject: German

Subject Leader: Mrs Steele -lstele@gillotts.org.uk/ Miss Orlando – korlando@gillotts.org.uk

At the end of Year 7, the school uses a range of information on students' progress in French to identify the students (around two thirds of the cohort) who will go on to study a second language (either German or Spanish) in Years 8 and 9. The decision about which of these languages students will study rests with the MFL Subject Leader.

Topics that will be taught	How can parents help
Term 1 Describing character Gender of nouns Using Boot word connectives Using Ich würde Expressing opinions and giving reasons Talking about animals Using "kann+infinitive" Talking about family members Physical description Using adjectives in the accusative case	The Year 8 German course is built around the "Stimmt" material published by Pearson. In class, we exploit a wide range of resources but the Stimmt 1 and 2 textbooks are the principle textbooks used. We do not have time in class to cover the extension material at the end of each unit of work. We do, however, encourage students – especially the more able, talented or enthusiastic, to explore these exercises in their own time. The textbook is available to loan out from the OLC at Gillotts. Some parents choose to purchase a copy of the book and the following ISBN number may be of use:
Term 2 Talking about which sports you play Using gern with the verb spielen Talking about leisure activities Giving your opinions Talking about how often you do something Talking about mobile phones and computers Using correct word order	German: Stimmt 1. 9781447935216 Stimmt 2 9781447935223 Copies are available from amazon.co.uk for around £15 depending upon the supplier.
Term 3 Saying what there is and isn't in a town Using Es gibt + ein/kein Using prepositions to describe your home Using Ich möchte to say what you would like Buying snacks and drinks Talking about holiday plans Using "werden" to form the future tense Speaking skills	There are many useful online resources available for use outside of lessons. One particularly popular and useful website is www.linguascope.com . The username is "Gillotts" and the password is "School". It helps support and extend learning in many different languages all the way through to GCSE.
Term 4 Using imperfect verbs and present tense verbs to describe then and now Talking about what you did on holiday Using the perfect tense with haben Talking about how you travelled Using the perfect tense with sein Talking about the weather Asking and answering questions	
Term 5 Talking about film preferences Asking questions in the perfect tense Talking about programmes you watch Using modal verb "wollen"	

Talking about reading preferences Using prepositions with the dative case Discussing screen time Using modal verbs “sollen”, “dürfen” and “können” Understanding opinions and media reviews	
Term 6 Discussing clothes and style Using “wenn” clauses Talking about plans for a date Using the future tense Talking about getting ready to go out Asking questions Using past, present and future tenses Talking about uniform	

Reference Material: GERMAN
<p>"It is useful if students have access to a bi-lingual dictionary at home. Online dictionaries (for example www.wordreference.com) can also be useful as can Google Translate when used appropriately. However, teachers can easily spot when such online tools have been used to produce written homework and students will be asked to repeat homework if this is the case.</p> <p>Many other online resources are available such as www.linguscope.com (username: gillotts, password: school), www.hellomylo.com or www.languagesonline.org.uk and students will be encouraged to use these to develop their language skills. A site which offers guidance regarding language learning, motivation and careers using languages is www.whystudylanguages.ac.uk.</p> <p>Clearly any opportunity to visit a country where the language being studied is spoken is invaluable and when this is possible opportunities to practice the spoken language should be encouraged."</p>

Subject: History

Subject Leader: Mr Yeatman - pyeatman@gillotts.org.uk

Topics that will be taught	How can parents help their child's learning?
Term 1: Rule Makers and Breakers Part 2: When did we bring the Monarch under Control? <ul style="list-style-type: none">• The Gunpowder Plot• Causes, events and consequences of the English Civil War	<ul style="list-style-type: none">• Talk to your child about what they are learning – your interest means a lot, even if it doesn't seem like it.• Encourage your child to 'have a go', especially when they are uncertain. Praise and reward effort as much as you would performance or results.• Read the comments on your child's work and talk to him/her about how they can use their comments to improve their work.• Encourage your child to keep improving.• When your child gets stuck, don't give him/ her the answer; instead, encourage them to try different ways to become 'unstuck'.• Encourage your child to ask questions.
Term 2: Industrial Revolution: Does change lead to progress? <ul style="list-style-type: none">• Agricultural revolution• The growth of the factory system• Living conditions in the towns	
Terms 3 and 4: Did the Empire make Britain Great? The Slave Trade <ul style="list-style-type: none">• West African society• The triangular trade• Conditions on the middle passage• Life on a slave plantation• Abolition	
Term 5: Did the suffragettes help or hinder equality for women? <ul style="list-style-type: none">• Position of women before World War One.• Were the suffragettes right to use violence?• Emily Davison• The impact of World War one on women's rights.	
Term 6: The war to end all wars? <ul style="list-style-type: none">• Causes of World War One• Life in the trenches• The Somme• Why did the allies win?• The Treaty of Versailles	

Reference material: History

Useful websites:

<http://www.bbc.co.uk/education/subjects/zk26n39>

Subject: Mathematics

Subject Leader: Ms Kershaw -jkershaw@gillotts.org.uk

Below are the topics covered for students meeting expected standards for Year 8. We adapt this for students attaining above and below the expected levels at KS2 as appropriate.

Numbers and the Number System
Solve problems involving prime numbers
Use highest common factors to solve problems
Use lowest common multiples to solve problems
Explore powers and roots
Investigate number patterns
Counting and Comparing
order positive and negative integers, decimals and fractions;
use the symbols =, \neq , <, >, \leq , \geq
Calculating
understand and use place value (e.g. when working with very large or very small numbers, and when calculating with decimals)
apply the four operations, including formal written methods, to integers and decimals
use conventional notation for priority of operations, including brackets
recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions)
Visualising and Constructing
use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries
use the standard conventions for labelling and referring to the sides and angles of triangles
draw diagrams from written description
Investigating Properties of Shapes
identify properties of the faces, surfaces, edges and vertices of: cubes, cuboids, prisms, cylinders, pyramids, cones and spheres
identify properties of the faces, surfaces, edges and vertices of: cubes, cuboids, prisms, cylinders, pyramids, cones and spheres
Algebraic Proficiency: tinkering
understand and use the concepts and vocabulary of expressions, equations, formulae and terms
use and interpret algebraic notation, including: ab in place of $a \times b$, $3y$ in place of $y + y + y$ and $3 \times y$, a^2 in place of $a \times a$, a^3 in place of $a \times a \times a$, a/b in place of $a \div b$, brackets
simplify and manipulate algebraic expressions by collecting like terms and multiplying a single term over a bracket
where appropriate, interpret simple expressions as functions with inputs and outputs
substitute numerical values into formulae and expressions
use conventional notation for priority of operations, including brackets
Exploring FDP
express one quantity as a fraction of another, where the fraction is less than 1 or greater than 1
define percentage as 'number of parts per hundred'
express one quantity as a percentage of another
Proportional Reasoning
use ratio notation, including reduction to simplest form
divide a given quantity into two parts in a given part:part or part:whole ratio
Pattern Sniffing
generate terms of a sequence from a term-to-term rule

Measuring Space
use standard units of measure and related concepts (length, area, volume/capacity, mass, time, money, etc.)
use standard units of mass, length, time, money and other measures (including standard compound measures) using decimal quantities where appropriate
change freely between related standard units (e.g. time, length, area, volume/capacity, mass) in numerical contexts
measure line segments and angles in geometric figures
Investigating Angles
apply the properties of angles at a point, angles at a point on a straight line, vertically opposite angles
Calculating FDP
apply the four operations, including formal written methods, to simple fractions (proper and improper), and mixed numbers
interpret percentages and percentage changes as a fraction or a decimal, and interpret these multiplicatively
compare two quantities using percentages
solve problems involving percentage change, including percentage increase/decrease
Solving Equations and Inequalities
recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions)
solve linear equations in one unknown algebraically
Calculating Space
use standard units of measure and related concepts (length, area, volume/capacity)
calculate perimeters of 2D shapes
know and apply formulae to calculate area of triangles, parallelograms, trapezia
calculate surface area of cuboids
know and apply formulae to calculate volume of cuboids
understand and use standard mathematical formulae
Checking/Approximating and Estimating
round numbers and measures to an appropriate degree of accuracy (e.g. to a specified number of decimal places or significant figures)
estimate answers; check calculations using approximation and estimation, including answers obtained using technology
recognise and use relationships between operations, including inverse operations (e.g. cancellation to simplify calculations and expressions)
Mathematical Movement
work with coordinates in all four quadrants
understand and use lines parallel to the axes, $y = x$ and $y = -x$
solve geometrical problems on coordinate axes
identify, describe and construct congruent shapes including on coordinate axes, by considering rotation, reflection and translation
describe translations as 2D vectors
Presentation of Data
interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data and know their appropriate use
Measuring Data
interpret, analyse and compare the distributions of data sets from univariate empirical distributions through appropriate measures of central tendency (median, mean and mode) and spread (range)

Subject: Music

Subject Leader: Mr Bull – gbull@gillotts.org.uk

Topics that will be taught	How can parents help
Term 1 <ul style="list-style-type: none">• Pitch - Swing Low• Performance Skills	<ul style="list-style-type: none">• Encourage your child to attend the choir / orchestra at lunchtime – information in the extra-curricular clubs booklet or on the tutor group notice board• Encourage the development of keyboard skills at home if you have access to a keyboard or piano. Use the virtual keyboard online (type “virtual keyboard” into Google) to become familiar with position of notes in the keyboard• Encourage an awareness of the use of music in media• Listen to a wide range of related music (You Tube is a great source)
Term 2 <ul style="list-style-type: none">• Blues• Improvisation and Ensemble Skills	
Term 3 <ul style="list-style-type: none">• Samba• Composition Skills	
Term 4 <ul style="list-style-type: none">• Wonderwall• Ensemble Skills	
Term 5 <ul style="list-style-type: none">• Ukuleles• Performance Skills	
Term 6 <ul style="list-style-type: none">• Ukuleles Continued	

Reference Material: MUSIC

Useful websites:

<https://www.musictheory.net/exercises>www.youtube.com

Subject: PE and Dance

Subject Leader: Miss Rogers - hrogers@gillotts.org.uk

Topics that will be taught	How can parents help
Term 1 and 2 <ul style="list-style-type: none">● Hockey● Rugby● Gym● Health related fitness● Badminton● Handball● Dance	<ul style="list-style-type: none">● Encourage your child to attend lunch time practices – information for which is on their tutor notice board● Check your child's PE timetable in their planner to ensure they have the correct kit for the different lessons● Encourage your child to watch high level sport on TV and ask them to give some feedback on the game – especially if it is specific to the sport they are currently participating in
Term 3 and 4 <ul style="list-style-type: none">● Netball● Football● Gym● Health related fitness● Badminton● Handball● Dance	<ul style="list-style-type: none">● Discuss with your child the basic rules of the sport they are taking part in● Encourage your child to take part in regular exercise● Encourage your child to eat a healthy and well balanced diet● Regularly ask your child what they did in the lesson and ask them to give you a rule that they learnt or a skill they can show you● Encourage your child to get involved in the inter-house competitions
Term 5 and 6 <ul style="list-style-type: none">● Cricket● Athletics● Rounders● Dance	<ul style="list-style-type: none">● Encourage your child to get involved in the Gym and Dance Display● Ensure you child checks the fixtures team sheets● Come and watch the games after school● Ensure your child uses the valuables bag in PE lessons● Ensure all kit is named● Ensure all excuse notes are written in planners and signed● Ask your child if they know what level they are on and what they need to do to reach the next● Encourage your child to read the user friendly levels descriptors that are displayed in the gym for all sports

Subject: Religious Studies

Subject Leader: Mrs Silk - gemma.silk@gillotts.org.uk

Topics that will be taught	How can parents help
Term 1 Judaism Students explore different Jewish beliefs and practices	<ul style="list-style-type: none">● Monitor your child's homework using homework sheets that are in the front of exercise books.● Monitor your child's exercise book and check that they have made the corrections identified by the teacher.● Regularly ask your child what they learnt in their lessons and encourage discussion of key concepts.● Encourage your child to use a dictionary when completing homework.● Encourage your child to be aware of events in the news, that link to religion and the issues that are raised.
Term 2 Christianity Students explore key Christian beliefs and practices.	
Term 3 Ultimate Questions Students explore a range of philosophical questions.	
Term 4 Hinduism: Beliefs and Expressions of God Students explore key beliefs within Hinduism.	
Term 5 Sikhism Students explore key Sikh beliefs and practices	
Term 6 Religious attitudes to drugs Students discuss different types of legal and illegal drugs and understand the dangers, whilst having an understanding of religious views on drug use.	

Reference Material: RELIGIOUS STUDIES

Useful websites:

Websites: Explore BBC news website to identify religious issues in the news.

Subject: ScienceSubject Leader: Mr West - swest@gillotts.org.uk

Topics that will be taught	How can parents help
<p>Food science Balanced diet Food groups Digestive system Conduction, convection and radiation</p> <p>Electricity and Magnetism Current, voltage Series and parallel circuits Resistance Electromagnetism Motors and Generators National grid</p> <p>Forces Mass vs weight Speed Friction Air resistance Pressure Moments and levers</p> <p>Periodic table Compounds Elements Mixtures Alloys Ceramics and Polymers Properties of group 1 and 7 elements</p> <p>Cellular reactions Photosynthesis Respiration Fermentation</p> <p>Waves Hearing-the ear Sound waves Light waves Seeing-the eye Mirrors Reflection/refraction Colour</p> <p>Human body Skeletal system Muscular system Drug, smoking and alcohol and health Circulatory system Endocrine system</p>	<p>Science is all around us – there are many opportunities to engage with your child and explore how the world works during days out at theme parks, reading a book or watching a film!</p> <p>Things you can do include:</p> <ul style="list-style-type: none"> • joining the local library and obtaining books on relevant topics • researching a topic using ICT • watching and discussing any relevant television programme or film – action films are a great starting point for talking about ‘how/why does that happen’ • visiting local museums or exhibits, check out websites such as www.wherecanwego.com for ideas and information of upcoming events in your area • helping with learning the spellings of key words for each topic. Topic guides are handed out and stuck in books at the beginning of each topic • looking through a student’s book to see what standard is being achieved and the targets that have been set • encouraging students to ask for help with any topics that they do not fully understand. • Use revision apps on mobile devices to go over key constructs (just search KS3 science in app store) • Remember – even the best scientists don’t know everything, the point of science is to find out and discover the answers.

Reference Material: SCIENCE

Recommended revision guides

CGP KS3 Science <https://www.amazon.co.uk/KS3-Science-Complete-Study-Practice/dp/184146385X>

Collins KS3 Science workbook <https://www.amazon.co.uk/Science-All-Revision-Practice-Collins/dp/0007562837>

BYOD Applications (search android store for equivalent)

Quizlet flash card app <https://itunes.apple.com/us/app/quizlet-learn-flashcards-study/id546473125?mt=8>

I am Learning Science <https://itunes.apple.com/gb/app/i-am-learning-ks3-science/id569923445?mt=8>

KS3 Dynamite Learning <https://itunes.apple.com/us/app/science-ks3-dynamite-learning/id964308378?ls=1&mt=8>

Websites

BBC KS3 Bitesize <http://www.bbc.co.uk/bitesize/ks3/science/>

Doc Brown <http://www.docbrown.info/ks3science.htm>

Bill Nye Youtube Channel <https://www.youtube.com/user/TheRealBillNye>

Twitter- follow @Gillotts_Sci

Subject: Spanish

Subject Leader: Mrs Steele -lsteale@gillotts.org.uk / Miss Orlando – korlando@gillotts.org.uk

At the end of Year 7, the school uses a range of information on students' progress in French to identify the students (around two thirds of the cohort) who will go on to study a second language (either German or Spanish) in Years 8 and 9. The decision about which of these languages students will study rests with the MFL Subject Leader.

Topics that will be taught	How can parents help
<p>Term 1 Describing character Talking about your passion Talking about pets Using adjectival agreement Talking about brothers and sisters Describing your family Describing hair and eye colour Using possessive adjectives Using “ser” and “tener” Saying what other people look like Describing where you live Using “estar”</p>	<p>The Year 8 Spanish course is built around the “Viva” material published by Pearson.</p> <p>In class, we exploit a wide range of resources but the Viva 1 and 2 textbooks are the principle textbooks used. We do not have time in class to cover the extension material at the end of each unit of work. We do however encourage students – especially the more able, talented or enthusiastic, to explore these exercises in their own time. The textbooks are available to loan out from the OLC at Gillotts. Some parents choose to purchase a copy of the book and the following ISBN number may be of use:</p> <p>Spanish: Viva 1 9781447935254 Viva 2 9781447935261</p> <p>Copies are available from amazon.co.uk for around £15 depending upon the supplier.</p> <p>There are many useful online resources available for use outside of lessons. One particularly popular and useful website is www.linguascope.com. The username is “Gillotts” and the password is “School”. It helps support and extend learning in many different languages all the way through to GCSE.</p>
<p>Term 2 Saying what you like to do Giving opinions Saying what you do in your free time Using -ar verbs in the present tense Talking about the weather Using “cuando” Saying what sports you do Using “hacer” and “jugar” Talking about favorite things</p>	
<p>Term 3 Describing your town or village Using a, some and many Telling the time Using the verb “ir” Ordering in a café Using the verb “querer” Saying what you are going to do at the weekend Using the near future tense Understanding longer texts</p>	
<p>Term 4 Saying what you use your phone for Revising the present tense Saying what type of music you like Giving a range of opinions Talking about TV Using the comparative Saying what you did yesterday Using the present and the preterite</p>	

<p>Term 5 Talking about a past holiday Using the preterite of “ir” Saying what you did on holiday Using the preterite tense of regular -ar verbs Describing the last day on holiday Using the preterite of -er and -ir verbs Saying what your holiday was like Using the preterite of ser Developing sentences</p>	
<p>Term 6 Describing a holiday home Discovering more about the comparative Describing holiday activities Using the superlative Asking for and giving directions using 3 tenses</p>	

Reference Material: SPANISH

"It is useful if students have access to a bi-lingual dictionary at home. Online dictionaries (for example www.wordreference.com) can also be useful as can Google Translate when used appropriately. However, teachers can easily spot when such online tools have been used to produce written homework and students will be asked to repeat homework if this is the case. Many other online resources are available such as www.linguscope.com (username: gillotts, password: school), www.hellomylo.com or www.languagesonline.org.uk and students will be encouraged to use these to develop their language skills. A site which offers guidance regarding language learning, motivation and careers using languages is www.whystudylanguages.ac.uk.
Clearly any opportunity to visit a country where the language being studied is spoken is invaluable and when this is possible opportunities to practice the spoken language should be encouraged."

Subject PSHESubject Leader: Mrs Silk – gsilk@gillotts.org.uk

Topics that will be taught	How students' progress is assessed from term to term
Term 1: Law and Governance The main topics covered on this day include: <ul style="list-style-type: none">● Immigration● Emigration● Government Spending	Students should be able to: <ul style="list-style-type: none">● have an understanding that there are different types of immigration.● be able to define the different forms of emigration into the UK.● evaluate the different opinions about Immigration.● explore different kinds of rights and obligations and how these affect both individuals and communities.● investigate ways in which rights can compete and conflict, and understanding that hard decisions have to be made to try to balance these
Term 2: Healthy Lifestyles The main topics covered on the day include: <ul style="list-style-type: none">● Body Image● Body growth and change● Puberty● Diet and exercise● HPV Vaccine	Students should be able to: <ul style="list-style-type: none">● deal with growth and change as normal parts of growing up.● understand that physical, mental, sexual and emotional health affect our ability to lead fulfilling lives, and that there is help and support available when they are threatened.● understand physical and emotional change and puberty.● explain how a balanced diet and making choices for being healthy contribute to personal wellbeing, and the importance of balance between work, leisure and exercise.● recognise risk and benefit of vaccines (in particular the HPV vaccine) and understand how to make safer choices
Term 3: Relationships The main topics covered on this day include: <ul style="list-style-type: none">● Family relationships● Cultural Changes in society● Developing positive relationships with peers and adults● How to seek help	Students should be able to: <ul style="list-style-type: none">● recognise some of the cultural norms in society, including the range of lifestyles and relationship.● understand the changing nature of, and pressure on, relationships with friends and family, and when and how to seek help● explain the role and importance of marriage in family relationships● explain the role and feelings of parents and carers and the value of family life.● recognise that goodwill is essential to positive and constructive relationships.● negotiate within relationships, recognising that actions have consequences, and when and how to make compromises.● communicate confidently with their peers and adults
Term 4: Careers <ul style="list-style-type: none">● The main topics covered on this day include:● Enterprise Challenge● Focus on employability skills.● Teamwork	Students should be able to: <ul style="list-style-type: none">● work in teams to develop a business idea.● take an active role● use presentation skills● develop creative skills● negotiate and debate issues● problem solve

	<ul style="list-style-type: none"> • use ICT to develop marketing resources • resolve conflict • communicate effectively with peers and adults • develop key employability skills essential for life and school
<p>Term 5: Globalisation</p> <p>The main topics covered on this day include:</p> <ul style="list-style-type: none"> • Child labour • Women's rights • Forced marriage • Gay rights 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • engage with and reflect on different ideas, opinions, beliefs and values when exploring topical and controversial issues and problems such as gay rights, forced marriage, women's rights and child labour • explore real life scenarios affecting each of the issues via news articles and assess their impact on society • write a persuasive letter to the government to appeal for support on an issue of their choice

How can parents support their child in PSHE?

It is essential that parents support the development of the PSHE curriculum at Gillotts School. This can be done in a number of ways:

- Find out when the PSHE days are (we have 5 over the year).
- Ensure your child attends all PSHE days.
- Encourage your student to discuss the structure of the day with their tutor if they are unclear.
- Look at the website for up to date information on PSHE days.
- Encourage a discussion about the learning that has taken place on the PSHE day.
- Discuss recent events in the news that link into the themes expressed on the PSHE days.

Relate to the real life experience provided by PSHE day and outline their importance for life beyond Gillotts.

Reference/Extension Material: PSHE

http://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=461

<http://www.bbc.co.uk/schools/parents/>

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/b00223087/pshe>

The Open Learning Centre

The Open Learning Centre is open at 8am and is open for an hour after school EVERY day. Students can come in and complete their homework with all the resources available to them in their classes. The Librarians are there to help.

The OLC has nearly 7000 stories and magazines to encourage reading and a love of stories, supplemented by a collection of audio books on CD and a DVD collection. Any student or parent can borrow items.

Many parents ask for recommendations. On the school website are now reading lists of new books for each year that are updated each term. That is not to say students should not read outside their age, but the lists are a good starting point for suggestions.

If more suggestions are needed, the school's librarian will be very pleased to help and is always happy to discuss books and receive suggestions for the OLC. She can be reached during term time on 01491 636827.