

Year 8

Curriculum Guide

2021-22

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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. Please 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 access to an online planner containing useful information to support them through their studies. In terms of setting homework this is all done online using Google Classroom. You can check what homework your child has been set by asking them to show you the calendar in Google Classroom (on PCs and laptops) or by looking at their 'to do' list on other mobile devices. You will also receive a weekly summary of homework which has been by e-mail.

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
Modern Foreign Languages	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 during 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.

Key Dates

You will find all our Key Academic dates on our website [here](#)

For all PSHE dates and activities please visit our website [here](#).

How much homework will be set in Year 8?

Homework is set according to a homework timetable and is set using Google Classroom. This will include details of what the homework task is and also when it is due to be completed/ handed in.

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 use the 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. These assessments include a week of internal exams in Years 8 and 9.

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 in each subject which is set towards the end of Year 7 is based on Key Stage 2 English and Maths assessment information that we receive from the primary schools. This usually includes their Standard Assessment Tests (SATS) results. However, owing to the global pandemic we have, instead, used the results of the Cognitive Ability Tests (CATS) which they took when they joined us along with Teacher Assessment grades provided by their primary schools. The students' target grades are 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 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.
- Make sure that your child is able to access their homework via Google Classroom
- 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.
- Contact the tutor if you have any concerns about homework.
- Try to agree a regular time to help your son/daughter with these tasks.

Subject: Art and Design

Subject Leader: Mrs Hodges - whodges@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 grades 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 10 week blocks and students will rotate through the four subject areas throughout the year.

Topics that will be taught	How can parents help
<p>Data representation</p> <ul style="list-style-type: none">Text and communication: how computers store textConverting binary to denary and denary to binary <p>Scratch</p> <ul style="list-style-type: none">Using procedures (create own block), iteration (repeat), events (when x is pressed), selection (if) to create programs <p>Computer systems</p> <ul style="list-style-type: none">Explore how computers work, from ancient to modern.	<ul style="list-style-type: none">Install the google apps: ...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 topicEncourage students to ask for help with any topics that they do not fully understandPlease allow them to use the key free software for programming: MIT Scratch

Reference Material: COMPUTING

USEFUL WEBSITES

Scratch

Scratch can be used on the official site which is also packed with learning resources. <http://scratch.mit.edu/>

Python

A superb site for downloading Python can be found at:

- Google colabs (harder to get it to work on tables. They contain extra code to stop it working).
- <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 taught within this carousel. These subjects are taught in 10 week blocks and students will rotate through the four subject areas throughout the year.

Topics that will be taught	How can parents help
<p>The course is based on the practical skills developed in year 7 with progressively more challenging outcomes. Students will also have the chance to develop their food styling through a mini task at the start of the module involving the presentation of a burger.</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• Food styling• Practical skills and cooking: Burgers, 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, caramelisation and the function of ingredients	<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 10 week blocks and students will rotate through the four subject areas throughout the 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• Analyse that: learning how to analyse Alessi products• Salad servers: making skills• Alessi Lantern: manufacturing techniques in wood & card, CAD/CAM, batch production, electronics• Sonic product -microbit technical knowledge• 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</p> <p>www.technologystudent.com</p> <p>https://www.bbc.com/bitesize/subjects/zfr9wmn</p> <p>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 Leaders: Mrs David - fdavid@gillotts.org.uk / Mrs Alder - calder@gillotts.org.uk

Topics that will be taught	How can parents help
Topic 1 World Theatre Chinese Theatre French Mime African Storytelling Indonesian Shadow Puppets	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.
Topic 2 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.
Topic 3 A Scripted Topic 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.
Topic 4 Live Theatre Review Appreciating and understanding live theatre.	

Reference Material: DRAMA

Topics that will be taught	How can parents help
<p>Term 1 Storytelling</p> <p>Narrative: Short stories and animated tales Students will study a range of classic short stories as well as contemporary animated shorts. The unit will focus on how storytellers communicate big ideas through language, structure, imagery and humour. Students will gain a deeper understanding of the storyteller’s craft by looking more closely at decisions made during the filmmaking process.</p> <p>Arctic Adventure: Writing inspired by the beauty of the natural world Students will learn to write in a range of forms to a variety of audiences. We will consider documentary footage - how are wildlife stories told; non fiction accounts of famous explorers and how narrative is used to shape our understanding and connection about our amazing.</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 2: The Outsider</p> <p>Novel: The Curious Incident Of The Dog In The Night-Time Through the study of this beautiful and moving text, we will explore the themes of family, honesty and trust, as well as considering how Mark Haddon challenges the reader’s understanding of disability, acceptance and society.</p> <p>Rhetoric Students will study the art of effective or persuasive speaking and writing, especially the exploitation of figures of speech and other compositional techniques.</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 3: Prejudice and Rebellion</p> <p>Modern play: Noughts and Crosses <i>Noughts & Crosses</i> is an exciting story that challenges our perceptions of race, power, violence and truth. It's a modern-day tale of star-crossed lovers. The plot charts the story of Sephy and Callum, two young people kept apart by bigotry, terrorism and injustice. Their desire to be together threatens family loyalties and sparks a growing political crisis...</p> <p>Dystopian Fiction and Sci-fi: A range of Dystopian/Science Fiction texts, film extracts and tropes will be studied. Students will consider how writers use a range of storytelling devices to comment on issues that impact on the society in which they live.</p>	<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. <p>Throughout Key Stage 3 English, students will develop their reading, writing and spoken language skills.</p>

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 Langdon - glangdon@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. The Year 8 French course is built around the “Studio 2” material, published by Pearson. 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: French: Studio 2 <u>rouge</u> 9780435026974 Studio 2 <u>vert</u> 9780435026936 Copies are available from amazon.co.uk for around £15 depending upon the supplier. 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 “gillotts”. 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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Reference Material: FRENCH

"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: gillotts), 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: GeographySubject Leader: Dr Newbold –enewbold@gillotts.org.uk

Topics that will be taught	How can parents help
<p>Terms 1 & 2</p> <p>Globalisation and Inequality</p> <ul style="list-style-type: none"> ● Development and Inequality ● Globalisation and Interdependence ● What is the role and impact of Trans- National Corporations? ● How can Development be made sustainable? ● How can FairTrade contribute to sustainable Development? ● What positive choices can we make as Global Citizens? 	<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 ● Go to places such as the Living Rainforest ● Encourage students to use a dictionary and practise spellings of geographical terms
<p>Terms 3 & 4</p> <p>Tourism</p> <ul style="list-style-type: none"> ● What is tourism? ● How and why is global tourism growing? ● Tourism enquiry – where did you go on your holidays? ● How and why has mass tourism to Kenya increased? ● What are the impacts of tourism on Kenya? ● How can these impacts be managed? ● What the main attractions of tourism in Antarctica? ● What are the impacts of tourism on Antarctica? ● How can these impacts be managed? ● What are the main features of eco-tourism? ● How can eco-tourism strategies be used to manage tourism sustainably? <p>UK Physical Landscapes</p> <p>Introduction to the UK physical landscape</p> <ul style="list-style-type: none"> ● What are the main elements of the UK's physical landscape? ● What are the main physical processes affecting landscapes (erosion, weathering, transportation and mass movement?) 	
<p>Terms 5 & 6</p> <p>Coastal landscapes – a fieldwork approach</p> <ul style="list-style-type: none"> ● What are the different types of waves? ● What factors affect the amount of wave energy? ● Why do some coastlines erode faster than others? ● How are the main coastal landforms and how have they been created? ● How does coastal erosion affect human activity and the physical environment? ● How do humans use coastal areas (e.g. tourism) 	

<ul style="list-style-type: none"> ● How can these uses be managed? <p>This topic will include a fieldwork enquiry (and trip) investigating the Jurassic coastline in Dorset.</p> <p>Glacial landscapes</p> <ul style="list-style-type: none"> ● How has ice coverage across the globe changed? ● How did the last ice age alter the shape of the landscape in the UK? ● What are the main glacial landforms and how have they been created? ● Where are current glaciated areas and how are they managed? ● How do humans use glaciated areas e.g. tourism in the Alps? ● How can these uses be managed? 	
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Reference Material: GEOGRAPHY

<p>USEFUL RESOURCES</p> <ul style="list-style-type: none"> ● Atlas ● Dictionary ● Planet Earth DVD ● Wild Weather DVD ● Tribes DVD <p>http://news.bbc.co.uk/cbbcnews/default.stm http://mapzone.ordnancesurvey.co.uk/mapzone/ http://geography-site.co.uk/</p> <p>PLACES TO VISIT</p> <p>Coastal locations such as the Jurassic Coastline, Dorset The Eden Project The Living Rainforest, Newbury</p> <p>EXTENSION</p> <p>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/</p>
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Subject: German

Subject Leader: Mrs Langdon - glangdon@gillotts.org.uk

Topics that will be taught	How can parents help
<p>Term 1</p> <ul style="list-style-type: none"> 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 	<p>The Year 8 German course is built around the “Stimmt” material published by Pearson.</p> <p>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:</p> <p>German:</p> <p>Stimmt 1. 9781447935216</p> <p>Stimmt 2 9781447935223</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 “gillotts”. It helps support and extend learning in many different languages all the way through to GCSE.</p>
<p>Term 2</p> <ul style="list-style-type: none"> 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 	
<p>Term 3</p> <ul style="list-style-type: none"> 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 	
<p>Term 4</p> <ul style="list-style-type: none"> 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 	
<p>Term 5</p> <ul style="list-style-type: none"> 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 	

<p>Term 6</p> <p>Discussing clothes and style</p> <p>Using “wenn” clauses</p> <p>Talking about plans for a date</p> <p>Using the future tense</p> <p>Talking about getting ready to go out</p> <p>Asking questions</p> <p>Using past, present and future tenses</p> <p>Talking about uniform</p>	
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Reference Material: GERMAN

"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: gillotts), 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: History

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

Topics that will be taught	How student's progress is assessed from term to term	How can parents help their child's learning?
<p>Terms 1 & 2: When did we bring the Monarch under Control?</p> <p>The Gunpowder Plot</p> <p>Causes, events and consequences of the English Civil War</p> <p>Cromwell</p> <p>The Plague</p> <p>The Great Fire of London</p> <p>The Enlightenment</p>	<p>Students will be assessed formally through assessments periodically. Alongside this a selection of key pieces of work will be marked from each unit (at least once per term). These pieces of work are self/peer and teacher assessed.</p> <p>Students will be required to take part in a marking dialogue where appropriate, with verbal feedback taking place regularly within lessons.</p> <p>Proposed Assessment: Reformation</p>	<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.
<p>Term 3: The Slave Trade</p> <p>West African society</p> <p>The triangular trade</p> <p>Conditions on the middle passage</p> <p>Life on a slave plantation</p> <p>Rebellion and resistance</p> <p>The American Civil War</p> <p>Abolition</p>		
<p>Terms 4: The Industrial Revolution</p> <p>Agricultural revolution</p> <p>Transport</p> <p>Industry</p> <p>The growth of the factory system</p> <p>Living conditions in the towns</p> <p>Jack the Ripper</p>	<p>Proposed Assessment: Slavery</p>	

<p>Term 5: Did the suffragettes help or hinder equality for women?</p> <p>Position of women before World War One</p> <p>Were the suffragettes right to use violence?</p> <p>Emily Davison</p> <p>The impact of World War one on women's rights.</p> <p>The war to end all wars?</p> <p>Empires make enemies</p> <p>Nationalism</p> <p>Assassination in Sarajevo</p>		
<p>Term 6: The war to end all wars?</p> <p>Causes of World War One</p> <p>Life in the trenches</p> <p>The Somme</p> <p>Why did the allies win?</p> <p>The Treaty of Versailles</p>		

<p>Reference material: History</p>
<p>Useful websites: http://www.bbc.co.uk/education/subjects/zk26n39</p>

Subject: Mathematics

Subject Leader: Mrs 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: Ms 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 ● Dance 	<ul style="list-style-type: none"> ● Encourage your child to attend extra-curricular 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 ● 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 ● 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
Term 3 and 4 <ul style="list-style-type: none"> ● Netball ● Football ● Gym ● Health related fitness ● Dance 	
Term 5 and 6 <ul style="list-style-type: none"> ● Cricket ● Athletics ● Rounders 	

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

Topics that will be taught	<i>How can parents help</i>
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><i>The course is split into units focusing on the key themes within the science national curriculum.</i></p> <p>Genes Variation Human Reproduction</p> <p>Waves Sound Light</p> <p>Matter Periodic table Elements</p> <p>Organisms Digestion Breathing</p> <p>Forces Contact forces Pressure</p> <p>Reactions Chemical energy Types of reactions</p> <p>Genes Evolution Inheritance</p> <p>Waves Wave effects Wave properties</p> <p>Earth Climate Earth Resources</p> <p>STEM/Science Capital</p> <ul style="list-style-type: none"> - Careers lessons - CREST Award (Term 6) 	<p>Learning Process:</p> <ul style="list-style-type: none"> • discuss with students what they learnt in their science lessons during the week • asking students about their homework • when students need to revise or practice learning support by testing them using resources • look through their exercise book and encourage students to explain what they learnt • refer to the suggested resources below and if possible purchase revision guide <p>Science Capital</p> <ul style="list-style-type: none"> • watch science programmes together and discuss what you've seen • visit museums and planetariums • encourage students to engage with science careers which interest them- use resources found here https://sites.google.com/gillotts.org.uk/gillottsscience/science-careers-education?authuser=0 • discuss potential pathways into careers of choice through post 16 science education- use resources here https://sites.google.com/gillotts.org.uk/gillottsscience/post-16-education?authuser=0 • discuss current affairs related to science with them and the wider family • encourage students to try out STEM kitchen science experiments found here https://sites.google.com/gillotts.org.uk/gillottsscience/stem?authuser=0

Reference Material: SCIENCE

Gillotts Science Resource Website:

<https://sites.google.com/gillotts.org.uk/gillottsscience/home>

Year 8 Revision Materials (can be used into year 9)

<https://sites.google.com/gillotts.org.uk/gillottsscience/ks3-resources?authuser=0>

Year 8 Specific Resources: Access to:

- revision material
- learning outcomes for lesson/learning plan
- Youtube concept tutorials

<https://sites.google.com/gillotts.org.uk/gillottsscience/ks3-resources/year-8-new?authuser=0>

Other Useful Websites of Note:

BBC Bitesize: <https://www.bbc.com/bitesize/subjects/zng4d2p>

Educake Science Online Quiz: www.educake.co.uk

Subject: Spanish

Subject Leader: Mrs Langdon - glangdon@gillotts.org.uk

Topics that will be taught	How can parents help
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>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.</p> <p>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 “gillotts”. It helps support and extend learning in many different languages all the way through to GCSE.</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	
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	
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	
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 preferite of ser Developing sentences	
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	

Reference Material: SPANISH
<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: gillotts), 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 PSHE

Subject Leader: Mrs Silk

Topics that will be taught	How students' progress is assessed from term to term
<p>Term 1: Law and Governance</p> <p>The main topics covered on this day include:</p> <ul style="list-style-type: none"> ● Immigration ● Emigration ● Government Spending 	<p>Students should be able to:</p> <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
<p>Term 2: Healthy Lifestyles</p> <p>The main topics covered on the day include:</p> <ul style="list-style-type: none"> ● ● Body Image ● Body growth and change ● Puberty ● Diet and exercise ● HPV Vaccine 	<p>Students should be able to:</p> <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
<p>Term 3: Relationships</p> <p>The main topics covered on this day include:</p> <ul style="list-style-type: none"> ● Family relationships ● Cultural Changes in society ● Developing positive relationships with peers and adults ● How to seek help 	<p>Students should be able to:</p> <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
<p>Term 4: Careers</p> <ul style="list-style-type: none"> ● The main topics covered on this day include: ● Enterprise Challenge ● Focus on employability skills. ● Teamwork 	<ul style="list-style-type: none"> ● Students should be able to: ● work in teams to develop a business idea. ● take an active role ● use presentation skills ● develop creative skills ● negotiate and debate issues ● problem solve ● use ICT to develop marketing resources ● resolve conflict

	<ul style="list-style-type: none"> • 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: PHSE

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 Library/Open Learning Centre

The library is currently open to students during set lesson times if they are booked in with a teacher. It is likely that very soon we will be returning to pre-COVID opening times. In that case it will be open and accessible from 8:00am in the morning until an hour after school each day. Access is available at break and lunchtimes too. The librarian is available to help.

The facilities include book borrowing and study space for working with books or using PCs.

The library has in the region of 7,000 books comprising both fiction and non-fiction, a small collection of magazines and some DVDs. Students can borrow books. We have a subscription to an e-books package with a small library of titles available. Other titles can be bought on request.

There is a library google site which has links to recommended reading on themes, websites relating to mental well-being, research and study skills and curriculum related websites and podcasts. Students and parents are welcome to suggest books for purchase.

There is a Book and Eco Club for Year 7 students which takes place one lunch-time a week. This may be extended to include other Year groups in the near future.

The librarian is happy to discuss any reading related matters and to receive suggestions and offer advice. Ms Seddon can be contacted by e-mailing sseddon@gillotts.org.uk or by phoning the main school switchboard: 01491 574315.