



BEAUMONT SCHOOL

**COURSE
INFORMATION
BOOKLET**

YEAR 8

2008/2009

THE CURRICULUM

Our prime objective at Beaumont is to enable each individual, including those of exceptional ability and slow learners, to develop his or her maximum potential through a stimulating and challenging curriculum and by carefully monitoring each pupil's social and academic progress.

Our arrangements are designed to ensure that:

- ◆ all pupils receive the broad and balanced education needed for life in the 21st century
- ◆ all pupils experience a range of teaching and learning styles
- ◆ pupils of all abilities can achieve success
- ◆ parents are kept well informed about the progress of their children
- ◆ pupils are given professional guidance about the choice of subjects studied after the first three years.

The curriculum consists of :

- ◆ a number of subjects
- ◆ a wide range of activities which supplement and enhance the timetable, including Curriculum Enrichment Days.
- ◆ certain themes which occur in a planned way across several subjects.

Parent(s) / carer(s) are requested to inform the school in confidence if they anticipate that an aspect of the school's curriculum might cause a particular difficulty for an individual pupil. In most cases, contact with the class teacher or form tutor will be more than adequate, but Miss Cleverly (Head of Year), Mr Cross, (Assistant Headteacher—Pastoral) or Mr Levoir (SENCO) should be contacted if the information is especially sensitive or difficult. Pupils are also encouraged to inform the school if they are aware of aspects of the school's curriculum which might cause them distress.

This booklet is designed to give you information about each subject studied by pupils in Year 8. It gives details of the course content, the skills being developed, the means of assessment and the homework. It also contains the Parent and Pupil Information sheets which are part of the school's Homework Policy.

When you receive your child's report later in the year, it may refer to statements within the subject entry, so the booklet and report should be considered together.

B Carter
Assistant Headteacher
September 2008

HOMEWORK

Parent Information Sheet

What is “homework”?

“Homework” is any work or activity which your child is asked to do outside lesson time, either on their own or with you, their parent/carer. It is an essential part of the learning process and we place a strong emphasis on it at Beaumont. Staff are required to set and assess appropriate homework on a regular basis. All pupils across the age and ability range are expected to complete homework tasks. You are encouraged to take an active role in the process.

Principles

We believe that homework plays an important part in your child’s learning because:

- it encourages them to develop the skills, confidence and motivation to study effectively on their own; this is vital given the importance of lifelong learning and adaptability;
- it encourages good time management;
- it allows practice of skills learned in the classroom and extends school learning which permits more rapid progress to be made in school;
- it makes use of outside interests and resources;
- it may involve you and other adults in their work, improving home-school and community-school links.

What do we do about homework?

- Teachers regularly set a variety of tasks or activities which need to be done partly or completely out of school time.
- The tasks take different lengths of time to complete; some take half an hour, some go on in stages for a number of weeks. In each week of term, pupils will normally have either a homework task or work that they can carry on with for every subject they take. These activities arise naturally out of the work in the classroom. They are set according to the homework timetable which was published at the start of term.
- Tasks have *deadlines* which are made clear to pupils.
- Teachers check who has met the deadline and will challenge any who do not. If a pupil often fails to do homework without good reason, parents are informed.
- Homework, if given in on time, is normally marked promptly and returned with appropriate feedback.
- As well as doing set tasks for homework, pupils are expected to develop their knowledge and skills independently. If, for some reason (such as

teacher absence), a homework is not set, this does not mean that there is no work to do. Pupils should take responsibility for their learning by doing one of the activities suggested for that subject in this booklet.

- Every pupil is given a planner for recording homework tasks and deadlines. Tutors check and sign the planners regularly.

The topics of homework and study skills are covered regularly in the PSHCE programme. Parents/carers who wish to see the materials used should contact their Head of Year.

What can you do to help?

- Check and sign their planner weekly to show that you are doing this.
- Inform staff if there is a genuine reason for homework not done.
- Appreciate the need for independent study and try to provide a place for it, as free from distractions as possible.
- Support your child by showing an interest and giving encouragement; ask them to explain the work to you. This can develop their understanding and their reasoning skills.
- Help them plan their time and organise themselves so that they remember to bring to school each day the materials that they need, and to *take home* the work they need to do each evening.

Thank you for encouraging and supporting your child.

HOMEWORK

Pupil Information Sheet

What is "homework"?

"Homework" is any work or activity which you are asked to do outside lesson time, either on your own or with your parents/carers.

Why do you get homework?

The main reasons are:

- you learn how to plan and organise your work;
- it helps you learn how to work on your own, and to think and try things out for yourself;
- it helps you learn how to use time effectively and to meet deadlines;
- it gives you the chance to practise what you have done in class, or to do some background work that will help you understand what's coming next;
- it encourages you to use resources that can be found outside school;
- it involves people outside school in your work: parents and others can work with the school and help you make progress in your learning;

.... and you will learn more.

Homework is set in line with the published homework timetable. If you have not been set homework for some reason (e.g. the teacher was away), this does not mean that there is no work to do. It is important that you take responsibility for your own learning and progress and the course book will suggest activities that will enrich your learning in class.

Here are some ideas to help you do your homework successfully:

☐ Before you do your homework:

- Make sure you know what you are meant to be doing and why you are doing it.
- Write down the details clearly in your planner.
- If you think you are going to struggle to do the work set, talk to your teacher about it or ask for help at Homework Club; **don't** do nothing!
- If you have a number of things to do, ask yourself which it is important to do first, second and so on, and plan your time carefully.
- Choose a suitable time and, if possible, make sure you have all the books and equipment you need when you sit down to work.
- Try to work somewhere where you will not be disturbed or distracted.

☐ While doing your homework:

- If your work is taking a long time, give yourself a short break, and go back to it with a fresh mind.
- If it is taking much longer than was intended, stop at a suitable point and explain this to your teacher; he or she will be understanding if it is clear that you have done your best to finish.
- Take pride in all your work! Don't just do the bare minimum in the shortest possible time!

- ❑ **After doing your homework:**
 - Check it!
 - Hand it in on time!
- ❑ **Every day:**
 - Check the exercise books you've used during the day, stick in loose sheets and finish off any underlining, dates, titles etc. whilst the lessons are fresh in your mind.
- ❑ **Every weekend:**
 - Check your planner. Make a list of any things you need to bring for each day during the coming week (e.g. work to hand in, PE kit, musical instruments, ingredients, library books).

YEAR 8 HOMEWORK TIMETABLE 2008/2009

	Monday	Tuesday	Wednesday	Thursday	Friday
8L	Science Spanish German History	<i>IT</i> English	<i>Music</i> WR Mathematics French French FT	Science Geography Technology	Art English Mathematics French FT
8E	<i>IT</i> Spanish German Geography History	Art English Science	Mathematics French French FT	<i>Music</i> Science Technology	Mathematics WR English French FT
8A	WR <i>Music</i> Spanish German Science	Art English	Mathematics French French FT History	<i>IT</i> Science Technology	Mathematics English Geography French FT
8R	Technology History	<i>IT</i> Science English German FT Spanish	<i>Music</i> WR Art Mathematics	English French German German FT	Science Geography Mathematics
8N	Technology Art History	WR Science English German FT Spanish	<i>IT</i> <i>Music</i> Mathematics Geography	German French German German FT	Science English Mathematics
8S	Technology Art Geography	<i>IT</i> Science English German FT Spanish	Science History Mathematics	<i>Music</i> French German German FT	WR English Mathematics

The subjects in *Italics* will not be setting homework every week

ART & DESIGN

Aim of the Art curriculum:

To make the exploration and creation of artistic and designed images an enjoyable and expressive process that all pupils can feel they are able to participate and succeed in whilst at the various levels of their key stages.

At KS3 (Years 7-9): To stimulate and develop the full potential of all pupils within a framework of guidelines set out in the National Curriculum orders for Art & Design .

Skills:

In Year 8 we wish pupils to:

- demonstrate an understanding of a variety of Art and Design techniques, media and resources in both two and three dimensions;
- show an awareness for both western and non western cultures;
- understand and apply some historic connections and critical influences upon aspects of their own art work;
- have made a comprehensive and sustained use of their Art book to collect references, record information and to practise their art skills.

Assessment:

Assessment of these skills is reviewed within one main category:

Attainment Target: Knowledge, Skills and Understanding

Comments may include aspects of:

- Recording observations made from the natural or man-made environment.
- Gathering resources and materials, preparation of ideas.
- Using materials and techniques in two and three dimensions.
- Reviewing and modifying their work as it progresses.
- Application of appropriate processes.
- Understanding and application of task awareness of other cultures, practices and influences.
- Consideration of Art & Design in a greater context.
- Evaluation of their own and other artists' work.
- Critical awareness.

Homework:

Homework Sheets are given to pupils at the beginning of each project. Tasks are to be completed every other week and may therefore take longer to complete than 30 minutes.

DESIGN AND TECHNOLOGY

Year 8 Course Content:

In Design and Technology you will focus on five material areas: Food, Graphics, Materials, Systems and Textiles and develop the knowledge, skills and understanding required by the National Curriculum through a range of focused practical tasks and design and make assignments.

Assessment:

Work is set to give pupils the opportunity to achieve from level 4 to level 7. An additional a, b or c grade is also awarded to denote standard of work.

In each rotation, work set will include the following areas:

1. Analysing products
2. Developing ideas
3. Making
4. Evaluating

In the lower school, pupils use formative self-assessment to assess a design and make task and note one area for improvement. Teachers write advisory comments, record a level for designing and making and an area for improvement in pupil books and award certificates and badges at the end of each term.

Homework:

Homework is set during the design stage of each project and is intended to support the activities that take place in the classroom.

DRAMA

Course content:

During Year 8 pupils study the following:

- Physical Theatre
- Study of Genres including soaps and melodramas.
- Bullying
- Texts studied include 'Our Day Out'.
- Status

Skills:

In addition to the skills gained in Year 7 pupils should be able to:-

- respond imaginatively to a variety of stimuli;
- invent and develop credible roles;
- use language appropriate to given situations;
- be aware of and know how to use a variety of dramatic techniques;
- have an understanding of how to use devising and rehearsal processes;
- increase evaluation skills of own work and that of others.

Assessment:

Assessment is ongoing. A baseline assessment is made at the start of the year and pupils' work is videoed. Students are given a National Curriculum grade each half term which is recorded in their drama book. Peer and self assessment is encouraged every lesson.

Homework:

No homework is set at Key Stage 3.

Extra-curricular Activities:

There is a Year 8 Drama Club one lunchtime per week and the Club present a performance in the summer term.

ENGLISH

Course content:

Pupils are introduced to a range of fiction and non-fiction reading texts and have opportunities to write in a variety of forms according to purpose. Drafting is encouraged as an integral part of the writing process. Oral work, either in a whole class discussion, a small group or as an individual forms an important part of the pupil's work. Schemes of Work are based on the National KS3 English Strategy. Students will begin to engage with traditional literature texts, such as Shakespeare and Charles Dickens.

Skills:

Pupils are encouraged to develop further the skills, which will enable them to become effective and confident speakers, listeners, readers and writers of English.

Assessment:

Assessment is ongoing and takes the form of evaluative written comments and target setting discussions between pupil and teacher. Self assessment is encouraged. End of year examinations are set.

Homework:

There are two homeworks per week. Normally, this consists of one written and one reading homework. Private reading of good quality fiction is encouraged throughout the year.

FRENCH

Course content:

The course aims to provide an enjoyable, stimulating and effective language learning experience in French, based on the Encore Tricolore book 2 or Metro 2, Units 1 - 8: shops, different countries, schools, staying in France, food, travel, clothes, going out and leisure activities. There are two lessons per week and three lessons for the fast track sets.

Skills:

- Ability to understand spoken French.
- Ability to speak French.
- Ability to read and understand written French.
- Ability to write accurately in French.
- Ability to use ICT resources.
- Ability to organise time and work, to take an active part in learning, to work in a team, to follow instructions for a task.

Assessment:

Individual classroom assessments are integrated into everyday teaching with records based on pupils' classwork and homework. Tests across the whole year group are carried out on a regular basis with all pupils having the opportunity to change sets if appropriate. There are two Set 1's and six parallel second sets.

Oral Assessments:

All pupils will have short, individual speaking tests and need to practise at home.

Homework:

Much emphasis is placed upon learning and practising the new words/phrases acquired in French. Parents can help by checking our weekly homeworks and asking what the English words mean in French. Accurate spellings and use of the text book will also be beneficial.

Pupils could extend their homework by reading further on in the text book, or asking for French readers. Getting used to speaking out loud will help pupils and they can practise their pronunciation.

GEOGRAPHY

Course content:

1. China.
2. Australia (including Coral Reefs).
3. World ecosystems—deserts and rainforests.
4. India.
5. Geography in the News.

Skills:

- Map work skills (atlases, Ordnance Survey, etc).
- ICT.
- Fieldwork and enquiry techniques.
- Graphicacy.
- Spatial awareness through a study of place.
- Application of key concepts.
- Presentation and organisation.

Assessment:

Pupils' work is assessed in a variety of ways in order to give a balanced picture of their achievement. Exercise books are marked regularly to look at various homework and classwork tasks. There are levelled assessments each term. A fieldwork day leads to the completion of written work. Work is also produced for presentation and display. Students are encouraged and taught the skills to be able to self and peer assess their work.

Homework:

Homework tasks include research and preparation for forthcoming lessons (using Internet, books, observation, etc.), completion of project work, questions following on from most recent lesson, learning for tests, production of display materials and consolidation of previous work. Efforts are made to ensure that homework tasks are challenging and they are therefore often open-ended. Geography is a subject for which a wealth of information exists in a vast number of areas so students who are absent can always usefully employ their time in researching the topic that they are currently studying.

GERMAN

Course content:

The course aims to provide an enjoyable, stimulating and effective language learning experience in German, based on the Logo text book No.1, talking about yourself and your family, numbers 1-100, the alphabet, your likes and dislikes, animals, leisure pursuits, birthdays, meals, towns, street directions, money, arranging to meet, transport, holidays, and weather, festivals, dates, telling the time, helping at home. There are two lessons for Set 1 and three lessons for all other sets.

Skills:

- Ability to understand spoken German.
- Ability to speak German.
- Ability to read and understand written German.
- Ability to write accurately in German.
- Ability to organise time and work; to take an active part in learning; to work in a team; to follow instructions for a task.
- Ability to use ICT resources.

Assessment:

Individual classroom assessments are integrated into everyday teaching with records based on pupil's classwork and homework. Tests across the whole year group are carried out on a regular basis with all pupils having opportunity to change sets if appropriate.

Homework:

Much emphasis is placed upon learning and practising the new words/phrases acquired in German. Parents can help by checking our weekly homeworks and asking what the English words mean in German. Accurate spellings and use of the text book are also beneficial.

Extension activities and sets of reading books are available for pupils. Getting used to reading and speaking out loud helps pupils and they can practise their pronunciation.

HISTORY

Course content:

Britain 1500-1750:

Major topics include:

- Religious changes and tension – the Reformation.
- The changing power of the monarchy – the Civil War, Interregnum and Restoration.
- Relations between England, Ireland, Scotland and Wales, including the formation of the United Kingdom.
- Culture and Society, including Poverty, Restoration London, the Plague and Great Fire.
- Visit to Hampton Court Palace.

Britain 1750 - circa 1900

Major topics include:

- The Industrial Revolution, including living and working conditions.
- The growth of the British Empire.

The Black Peoples of the Americas:

Major topics include:

- The Voyages of Discovery, Africa and America in 1600.
- The experience of slavery, including resistance to and rebellions against it.
- Emancipation of the slaves and the aftermath of slavery in the USA.

Skills:

Knowledge and understanding of events and the significance of individuals; cause and effect; the use and interpretation of historical evidence, including contemporary sources; communication of knowledge and ideas in a wide variety of ways including extended writing; chronology.

Assessment:

Careful marking of exercise books and projects using comments without number marks; tests and end-of-year examination using number marks; student self-assessment tasks which include pupil comments and targets; non-written work, such as oral response, pictures and role play, is also assessed.

Homework:

Mainly written tasks such as source-based questions, empathy work or short essays, but pupils are also asked to learn for tests or undertake reading and/or research. Background reading of both non-fiction and fiction texts is useful.

ICT (Information & Communication Technology)

Aim of the ICT curriculum:

ICT at Beaumont is taught in all subjects and as a discrete subject. Students will experience a wide range of uses that ICT has in a variety of different settings. The curriculum at KS3 is split into two, as outlined below:

- The core curriculum aims to cover the statutory requirements of the National Curriculum which are delivered by discrete lessons and supported through the main subject areas. The objectives are taught over extended periods of time, throughout the Key Stage.
- The enrichment curriculum allows different subjects to use the school's ICT facilities in whatever way they feel necessary.

There is widespread use of the ICT facilities and students receive regular instruction in ICT through either the core or enrichment curriculum.

Skills:

Students are taught to use a wide range of applications. They become familiar with the use of the internet, intranet and e-mail and can research on multi-media. They also use a range of subject-related software. In discrete lessons this will include desk top publishing, multimedia presentation software, picture manipulation software, spreadsheet software, some basic web design and control systems.

Assessment:

The curriculum objectives are assessed for their National Curriculum ICT level by teacher assessment and on-line assessment at the end of the key stage. The level achieved is recorded centrally.

Homework:

Students undertaking a core project are likely to be given homework related to that work. When setting homework tasks, staff are careful to ensure that students without home computers are not put at a disadvantage. Students wanting to use computers to help them with their homework have access to a computer room and the library every day at lunchtime.

LIFE SKILLS

(PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP)

The PSHCE curriculum aims to help pupils to lead confident, healthy and responsible lives as individuals and as members of society. It is delivered by a team of specialist providers in a weekly lesson, alternating with I.C.T and also through the Curriculum Enrichment programme. The following themes are developed within the programme of study:

- Developing confidence and responsibility and making the most of your abilities.
- Developing a healthy, safer lifestyle.
- Developing good relationships and respecting the differences between people.

Through the Citizenship curriculum, pupils are encouraged to study, reflect upon and discuss topical political, spiritual, moral, social and cultural issues, problems and events. They learn to identify the role of the legal, political, religious, social and economic institutions and systems that influence their lives and communities.

Many components of Citizenship are delivered within the different subjects across the curriculum. The aim of the scheme of work is to achieve the following:

- Develop knowledge and understanding about becoming informed citizens.
- Develop skills of enquiry and communication.
- Develop skills of participation and responsible action.

Citizenship is included within a pupil's annual report and is assessed with a summative level at the end of Key Stage 3.

The topics covered in Year 8 include:

Identity & Prejudice	Trading Day (WRL)
Crime	Local Democracy
Media	Human Rights
Financial Awareness	Disability
Child Bereavement	

MATHEMATICS

Course content (following the National Numeracy Strategy):

Fractions, percentages, decimals, use of rounding and estimating, rate and speed, scale, ratio and proportion, use of algebra to solve equations and generalise number patterns, symmetry and area, recognition of solid shapes and their nets, representation of information.

Continuing practice of mental arithmetic, and use of ICT based packages.

Skills:

- ◆ Numerical / algebraic, including oral skills.
- ◆ Spatial awareness.
- ◆ Information handling.
- ◆ Using and applying the above skills in written, oral and mental form.

Assessment:

By the careful marking of exercise books, regular end of half term tests, self assessment, investigational and problem solving tasks.

Homework:

Homework is set twice a week and may be a written exercise or a task from the "My Maths" website.

MUSIC

Course content:

In Year 8 pupils continue to develop their knowledge, skills and understanding of music through the interrelated skills of listening, performing and composing. Emphasis is placed on improvisation, world music, arranging and basic notation.

Pupils respond to an even greater range of musical styles to assist their understanding of music, exploring specific genres and styles and understanding the contextual influences that affect the way music is created, performed and heard.

Pupils have access to a range of instruments including percussion and keyboards.

Pupils work individually or in groups of different sizes and are encouraged to learn independently, adapting and refining their work.

All classroom work is differentiated to develop the ability of every pupil, including the more able.

Topics covered include: Indian Raga, Theme and Variation, Blues and Programme Music.

Assessment:

At the end of each unit of work, pupils perform and evaluate their own performance and composition work as well as the work of others. Listening tests are also set.

Teacher assessed work is marked against the national curriculum levels Of attainment.

Homework:

Homework is set when required.

Extra-curricular Activities:

All pupils are encouraged to take part in various ensembles including Choir, Orchestra, Concert Band, Recorder, Flute Choir and Clarinet Ensemble. There are several opportunities to take part in school concerts throughout the year.

PHYSICAL EDUCATION

Course content:

Pupils in Year 8 will look to develop their skills in the different areas of the National Curriculum.

Games: Having covered the basic concepts of rules and regulations, passing, receiving, **attacking play, defensive play, pupils will now work on specific sports.**

Football: Shooting, 1:1 attack and defence, small sided games.

Netball: 1:1 attack and defence, full games.

Rugby: Tackling technique and rucking.

Hockey: 1:1 attack and defence, dead ball situations, small sided games.

Tennis: Develop forehand and backhand, placement of ball, games.

Volleyball: Set, spike, over-arm serve, game play.

Rounders: Develop all throwing, fielding and striking, small sided games.

Cricket: Bowling action and front foot shots in batting.

Gymnastics: Trampolining and gymnastics (focussing on flight). Using more advanced skills, with use of trampettes, boxed (gymnastics), developing a ten bounce routine.

Dance: Girls. Using music as a stimulus and developing ideas for routines. Using costume.

Athletics: Pupils develop the skills in athletics through the throws (shot putt, discus and javelin), jumps (long, high, pole vault) and running (sprinting, middle distance and hurdles).

Pupils will also cover aspects of Health and Training.

Assessment:

Assessment is continual in all practical activities in line with the National Curriculum eight levels of attainment. These cover four areas in which pupils are assessed:

- **Acquiring and developing skills.**
- **Selecting and applying skills, tactics and compositional ideas.**
- **Knowledge and understanding of fitness and health.**
- **Evaluating and improving performance.**

These can be found in your son/daughter's Physical Education booklet along with all the skill covered in each sport and the appropriate level. Pupils are encouraged to set their own targets to achieve the next level on the National Curriculum scale.

RELIGIOUS STUDIES

Course content:

Three World Religions: *Christianity, Judaism, Hinduism.*

Topic areas covered:

Religion and the Arts, Celebrations, Rites of passage and Pilgrimage.

Key themes:

Commitment, responsibility to others, peace and conflict, equality and martyrdom.

Skills:

- Research and investigation;
- Organisation of material and time;
- Application of knowledge in written and discussion work;
- Empathy – attempting to share other peoples' experiences;
- Reflection – considering what is involved in suffering, repentance and forgiveness;
- Evaluation – ability to acknowledge differing views and present a personal view based on evidence.

Assessment:

This follows the Hertfordshire Agreed Syllabus of Religious Education. There are two attainment targets:-

AT1 Learning about religion

AT2 Learning from religion

Written and oral work is assessed on an eight level scale of attainment, in marking of exercise books with comments and targets, and by tests.

Homework:

Homeworks set include research/investigations, reading, essays, posters, comprehensions, model-making and long term projects over a number of weeks. If no specific work is set, pupils should learn spellings of the key words for the term, find out and write down the meanings of key words they do not understand, and extend work done in class by reading around the topic. All work missed through absence should be copied up.

Background reading is always useful.

SCIENCE

Course content:

The Year 8 science course consists of the following topics:

<i>Autumn Term</i>	Solutions Light Food & Digestion Compounds & Mixtures
<i>Spring Term</i>	Forces and their effects Respiration Heating & Cooling Rocks & Weathering
<i>Summer Term</i>	The Rock Cycle Magnets & Electromagnets Ecological Relationships

Skills:

As well as developing knowledge, pupils also develop the skills and processes which scientists use such as designing experiments, handling chemicals and apparatus, looking for patterns in results using ICT and applying their knowledge to explain their results.

Assessment:

We assess pupils' knowledge by regularly marking pupils' work and using tests. We also assess pupils' practical skills as they carry out experiments throughout the year. We may 'level' some tests.

Homework:

Various different tasks, including research, watching TV Science programmes, completing experiment practical written work, and completing work sheets, may be set.

SPANISH

Course content:

The course aims to provide an enjoyable stimulating and effective language learning experience in Spanish, based on the LISTOS course book No. 1, units 1 – 6: talking about yourself and your family in class, finding your way, meeting people, and ordering drinks and snacks. There are two lessons for Set 1 and three lessons for all other sets.

Skills:

- Ability to understand spoken Spanish.
- Ability to speak Spanish.
- Ability to read and understand written Spanish.
- Ability to write accurately in Spanish.
- Ability to organise time and work; to take an active part in learning; to work in a team; to follow instructions for a task.
- Ability to use ICT resources.

Assessment:

Individual classroom assessments are integrated into everyday teaching with records based on pupil's classwork and homework. Tests across the whole year group are carried out on a regular basis with all pupils having opportunity to change sets if appropriate.

Homework:

Much emphasis is placed upon learning and practising the new words/phrases acquired in Spanish. Parents can help by checking our weekly homeworks and asking what the English words mean in Spanish. Accurate spellings and use of the text book are also beneficial.

Pupils could extend their homework by reading further on in the text book. Getting used to speaking out loud helps pupils and they can practise their pronunciation.

The Year 8 Curriculum Enrichment Day Programme, 2008-2009

Tuesday 4th November 2008	Media Day
Wednesday 25th March 2009	Entrepreneurship Day
Monday 8th June 2009	Spanish trip or PGL Activity week or Options
Tuesday 9th June 2009	Spanish trip or PGL Activity week or Options
Wednesday 10th June 2009	Spanish trip or PGL Activity week or Options
Thursday 11th June 2009	Spanish trip or PGL Activity week or Options
Friday 12th June 2009	Spanish trip or PGL Activity week or Options
Further trips, visits and events 18/09/08 06/10/08 14/11/08 28/11/08 01/12/08 06/12/07 08/12/08 15/12/08 17/12/08 10/02/09 - 12/02/09 13/02/09 14/02/09 09/03/09 01/04/09 22/04/09 11/05/09 01/07/09 07/07/09 14/07/09 14/07 & 15/07/09	Years 8 - 11 Photographs <u>HPV vaccination programme (girls)</u> Non uniform Day (BSA Christmas Event) Occasional Day <u>HPV vaccination programme (girls)</u> BSA Christmas Event 11.00 am - 2.00 pm Interim Reports issued this week Christmas Concert 7.00 p.m. Carol Service - St Peter's Church 7.00 pm Gym and Dance Display INSET Day Music Tour (return to 18/02/09) Interim Reports issued this week Easter Concert - Hall 7.00 p.m. <u>Parent Consultation Evening</u> <u>Exams all week during lesson time</u> Year 8 Drama Club Show Summer Concert - Hall 7.00 p.m. Reports issued to parents "Honk" - Lower School Production