



BEAUMONT SCHOOL

**COURSE
INFORMATION
BOOKLET**

YEAR 8

2011/2012

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 Mr Sievewright (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.

A Goodwin
Assistant Headteacher
September 2011

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.
- 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.

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).

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:

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 four material areas: Food, Graphics, Materials 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 products
4. Evaluating products

In the lower school, pupils use formative self-assessment to assess a design and make task and note one area for improvement. Teachers advise pupils on assessments and use an assessment record form to monitor progress. Teachers report progress at the end of each term and award badges and certificates for attainment.

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 develop their drama skills through the following topics:

- Soap Opera
- Melodrama and pantomime.
- My name is.....
- Physical Theatre
- Page to Stage 2
- Creating a role

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. 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. They will also study Media and Children's books.

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:

Homework is set each week. This can consist of written, reading or preparatory tasks. 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 three lessons per week and two lessons for the beginners' group.

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 is Set 1, three Set 2s and 1 starter French group

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. India.
2. Migration.
3. World Eco systems—deserts and rainforests.
4. Africa.
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. Beginners will use 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 three lessons per week and two lessons for the beginners' group.

Second year sets use Logo 2 which covers personal details, weather, activities, holidays, illness, food and drink, shopping, lost property, future plans, celebrations, television, likes and dislikes. The past tense and future tense are taught.

Setting is as follows: 1 Set 1, 3 Set 2s and 1 Beginners German Group.

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 and 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:

The students will cover history from approximately 1509 to 1900, focussing on Britain but including comparisons with the wider world. The course is taught chronologically but there are several themes that are highlighted across the key stage. In Year 8 the themes that are covered (including some examples) will be that of:

- Empire (Spanish and British)
- Conflict and Co-Operation (Armada and an overview of war to the present day)
- Power and Human Rights (the decline of power of the Monarchy, Abolitionism, Chartism)
- Everyday Life Beliefs and Ideas (the change in everyday life from 1500 - 1900)
- Movement and Settlement (The Pilgrim Fathers, the slave trade triangle)
- The Relationship of England, Ireland, Scotland and Wales (The Great Irish Famine, Cromwell)

Skills:

The key processes that the students will need and develop in History are:

- Historical enquiry.
- The use and evaluation of a range of evidence.
- The communication of the ideas they develop about the past in a range of ways.

Assessment:

Student work is assessed in a variety of ways. Exercise books are marked regularly with both verbal and written comments focussed on how to improve the quality of their work. Once per term these comments will specifically relate to their achievement in regard to their national curriculum levels and how to improve. Students will be assessed on a range of skills in history, including written work but also on presentations, group work and display work. Students are encouraged and taught how to self and peer assess frequently across the year.

Homework:

The aim of homework Key stage 3 history is the opportunity to develop both knowledge, skills and enjoyment of the topics studied in class in a way that it is not possible or easy to use in the history classroom. Each task will be set individually by the class teacher, but from one of 6 themes that every class in the year group will follow that half term. These are: Creativity, ICT, Research, Sources, Wider Reading and Presentations. Details will be given to the students at the beginning of the task including methods and deadlines (near the end of the half term). Progress in these tasks will be monitored across the half term. Tasks are available on the school website.

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, web design, animation software and control systems.

Assessment:

The curriculum objectives are assessed for their National Curriculum ICT level by teacher assessment. 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 PSHE 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 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:

Drugs Education	Trading Day (WRL)
Emotional Health	Me and The Law
Loss and Bereavement	Human Rights
Financial Awareness	Prejudice
Careers	E-Safety

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 testing, self assessment, investigational and problem solving tasks.

Homework:

Homework is set once 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:

No homework set at KS3.

Extra-Curricular Activities:

All pupils are encouraged to take part in various ensembles including Choir, Orchestra, Concert Band, Big Band, 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: 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 Wellbeing.

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's/daughter's PE 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:

The year 8 Religious Studies course follows the Hertfordshire Agreed syllabus of Religious Education. Throughout the year, pupils will study the following topics:

How do Sikhs achieve equality within community life?
Science and religion
Easter egg project
How important is home and tradition for Jews?
How is self-discipline reflected in the everyday life of a Muslim?
Rites of passage in Judaism and Islam

Skills:

Pupils will have an opportunity to develop their investigation, interpretation, reflection, empathy, evaluation, analysis, application and synthesis skills.

Assessment:

Written and oral work is assessed on an eight level scale of attainment and in marking of exercise books with comments and targets. There are two attainment targets in Religious Studies. Within these, pupils are assessed according to the following criteria:

- AT1** Learning *about* religion
Beliefs and teachings (what people believe)
Practices and lifestyles (what people do)
Expression and language (how people express themselves)
- AT2** Learning *from* religion
Identity and experience (making sense of who we are)
Meaning and purpose (making sense of life)
Values and commitments (making sense of right and wrong)

Homework:

Homework set may include research, reading, written responses, posters, and long term projects over a number of weeks. Once a term pupils will be expected to complete an assessed piece of work which will relate to a particular topic of study.

SCIENCE

Course content:

The Year 8 science course consists of the following topics:

<i>Autumn Term</i>	Life Support Light Periodic Table Inside Materials
<i>Spring Term</i>	Keeping Healthy Moving Around People & The Environment Metal Reactions
<i>Summer Term</i>	Shaping Life Heating & Cooling Sound What Is In Rocks

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 level assessed tasks. We also assess pupils' practical skills as they carry out experiments throughout the year.

We will hold topic tests every half term. Your Year and level will depend on the results of these tests, so they are important and you should revise thoroughly.

Homework:

Homework may involve a variety of tasks including producing a written account of class practical work and the completion of differentiated question sheets or research tasks which may involve the use of library or ICT.

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 all sets. There will be two Sets 1 and 4 mixed ability groups.

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
2011-2012**

Wednesday 28th September 2011	Skills for Success PSHCE
Tuesday 8th November 2011	Media Day IT Day
Thursday 19th January 2012	History Trip Hampton Court
Wednesday 21st March 2012	House Day
Tuesday 15th May 2012	Entrepreneurship Day – Chip Shop Challenge
Monday 2nd July 2012 to Friday 6th July 2012	Spanish trip or In School