



Years 8 and 9 Curriculum Information Evening



How can students support themselves?



- Organisation is key
- Record homework clearly in planners / SMHW
- 100% effort in all tasks
- Meet all deadlines
- 100% attendance
- Punctual to all lessons
- Communication - ask for support from the team

Days Absent By End of Year.	Equal to Absence Percentage	Overall Attendance Percentage by the End of Year
1	0.5%	99.50%
5	2.5%	97.50%
10	5%	95%
20	10%	90%
30	15%	85%

Year 8 and 9 curriculum model



Year 8 curriculum

English	8 lessons	Geog	4 lessons	French	3 lessons	Art	2 lessons
Maths	7 lessons	History	4 lessons	Tech	3 lessons	Bc	2 lessons
Science	7 lessons	Core PE	4 lessons	Music	2 lessons	IT	2 lessons

Year 9 curriculum

English	8 lessons	Geog	4 lessons	French	3 lessons	Art	2 lessons
Maths	7 lessons	History	4 lessons	Tech	3 lessons	Bc	2 lessons
Science	8 lessons	Core PE	4 lessons	Music	1 lessons	IT	2 lessons



Science



Mrs R Christmas
Curriculum Leader

KS3 Revision guides are available in the Science department if students would like extra support at home.



Year 8 Science

Students continue their work through the Activate Science course

- Term 1: Health and lifestyle
The Periodic table
- Term 2: Electricity and magnetism
Ecosystem processes
- Term 3: Separation techniques
Energy
- Term 4: Adaptation and inheritance
The Earth
- Term 5: Catch up/Revision/reteach
assessment preparation
- Term 6: Motion and pressure
Metals and acids.

Year 9 Science

Students have now finished their key stage 3 work

Term 1 onwards:

Students begin the AQA GCSE work which includes the following topics:

- Ecology; Cells; Transport across cells; Organisation
- Atomic structure; Chemical analysis
- Conservation of energy; Energy transfer; Energy resources

Year 9



All students study the same topics to allow students to be grouped into the Triple Science pathway or Combined Science pathway at the start of year 10

Students will be following the new AQA GCSE specification, which is assessed via written tests at the end of year 11

Extra-curricular opportunities



- Science Crest Award during enrichment
- Institute of Physics demonstrations/talks
- RAF Education Roadshow
- Energy Quest
- Scrub up science challenge
- Tim Peake's rocket seed project.





English



Miss C McGuire
Curriculum Leader

Year 8 - English



Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Gothic Literature	Poetry: Conflict	Dystopian Literature Study	Romeo and Juliet	Of Mice and Men	Explorations of Paper 1 Language skills.
Assessment: GCSE Style <ul style="list-style-type: none"> • Unseen Extract Question • Descriptive Writing 	Assessment: GCSE Style <ul style="list-style-type: none"> • Compare Two Poems • Unseen Poem 	Assessment: GCSE Style <ul style="list-style-type: none"> • Character Question • Extract Question 	Assessment: GCSE Style <ul style="list-style-type: none"> • Character Question • Extract Question 	Assessment: GCSE Style <ul style="list-style-type: none"> • Language Exam Discursive Writing Question 	Assessment: GCSE Style <ul style="list-style-type: none"> • Mock Paper

Year 9 - English



Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Narrative Writing/ Descriptive Writing	Shakespeare - <i>Macbeth</i>	19 th Century Novel - <i>A Christmas Carol</i>	Poetry: Power and Conflict	Contemporary Play - <i>An Inspector Calls</i>	Explorations of Paper 2 Language Skills.
Assessment: GCSE Style <ul style="list-style-type: none"> • Narrative writing task Descriptive writing task 	Assessment: GCSE Style <ul style="list-style-type: none"> • Character Question • Extract Question 	Assessment: GCSE Style <ul style="list-style-type: none"> • Extract Question • Character Question 	Assessment: GCSE Style <ul style="list-style-type: none"> • Unseen Poetry Question 	Assessment: GCSE Style <ul style="list-style-type: none"> • Extract Question • Character Question 	Assessment: GCSE Mock Exam

Homework



Our homework is based on improving literacy which includes the following:

- Vocabulary/ key words spelling tests
- Reading logs
- Creative writing
- & anything that will further students understanding of the subject.

All homework is set via showmyhomework and Quizlet.



Maths



Mr C Waight
Curriculum Leader



GCSE Maths

Two Tiers.

Foundation (Grades 1 to 5)

Higher (Grades 4 to 9)

A*-A	9
	8
	7
B	6
	5
C "Good pass"	"Good pass"
	4
D-G	3
	2
	1

Year 8 Curriculum



Number:

- Mental methods
- Rounding
- Negative numbers
- Fractions, decimals and %
- Ratio and proportion

Algebra:

- Conversion graphs
- Time distance graphs
- Speed
- Sequences
- Solving equations
- Straight Line graphs ($y = mx + c$)

Geometry:

- Transformations
- Area and Volume
- Angle facts (including parallel lines)

Statistics:

- Drawing diagrams to present data
- Questionnaires, types of data and surveys
- Averages

Year 9 Curriculum



Number

- Indices and standard form
- Accuracy and estimation
- Fractions
- Decimals
- Percentage change
- Compound interest

Algebra

- Formulae
- Simultaneous equations
- Equations of lines
- Equations of curves
- Solving harder equations
- Laws of indices
- Expanding brackets and factorising

Geometry

- Pythagoras
- Area of circles
- Circumference of circles
- Volume of prisms
- Angles in polygons
- Loci and construction
- Symmetry
- Similarity and congruence

Statistics

- Averages from frequency tables
- Estimated mean
- Probability including sample space and tree diagrams
- Pie charts and other charts

Maths Watch



- Videos that explain all the key concepts in the mathematics curriculum.
- Online worksheets to test your understanding.
- Printed worksheets to use for practise.

©MathsWatch	Clip 68
Grade 3 questions	

1) Work out the following:

- a) $2 - 7$
- b) $4 - 6$
- c) $1 - 8$
- d) $0 - 4$

2) Work out the following:

- a) $-3 + 2$
- b) $-7 + 5$
- c) $-3 + 8$
- d) $-9 + 11$

3) Work out the following:

- a) $-1 - 3$
- b) $-4 - 5$
- c) $-7 - 8$
- d) $-2 - 12$

a) $4 + 2 = 6$

b) $(-2) + 6 =$

c) $5 - 2 =$

d) $2 - 5 =$

e) $(-1) - 4 =$



Maths Watch



- Website:
- vle.mathswatch.com
- Username: 20waightc@hayesbrook
- Password: hayesbrook

Knowledge Organiser Strategy 2017-18



Mr S St John
Associate Assistant Principal

Rationale for Knowledge Organiser trial in Year 9 Summer Term 2017



- Marked increase across subjects in the amount of content pupils need to cover and retain in memory. *For example English Literature increase of 35%.*
- Develop a whole school Year 7-13 approach to imbedding revision and retention of knowledge . *Imbedding this early to avoid the post-Easter cram of Year 11 and 13.*
- Make homework more purposeful for the pupils needs and matching the requirements for ‘final assessment only’ GCSEs. *Managing the loss of Controlled assessment.*
- Helping parents by making it clear what their son needs to know. *Learn the Knowledge Organisers.*



Pupil Feedback for trial – Summer Term 2017

Have you found yourself remembering more information about your subjects than in previous terms?

Response	Average	Total
No	26%	24
I think so	57%	52
I know I do	17%	16

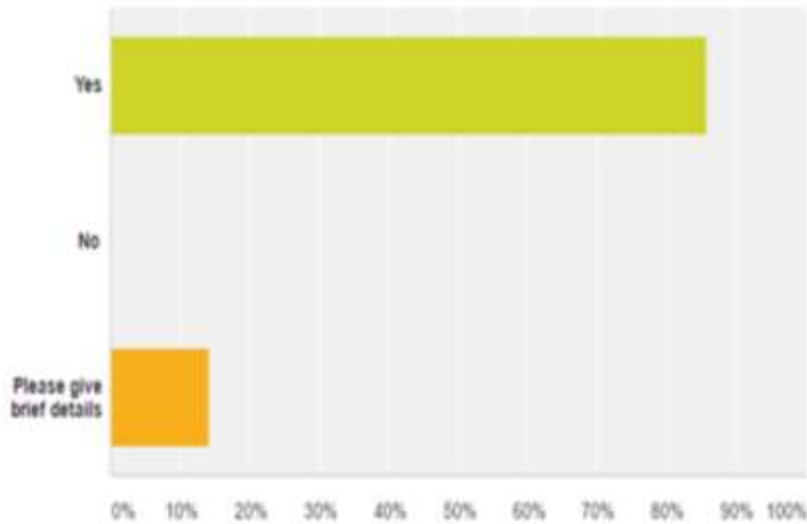
Has your homework time been more worthwhile since the knowledge organisers have been introduced?

Response	Average	Total
Yes	55%	48
No	45%	40

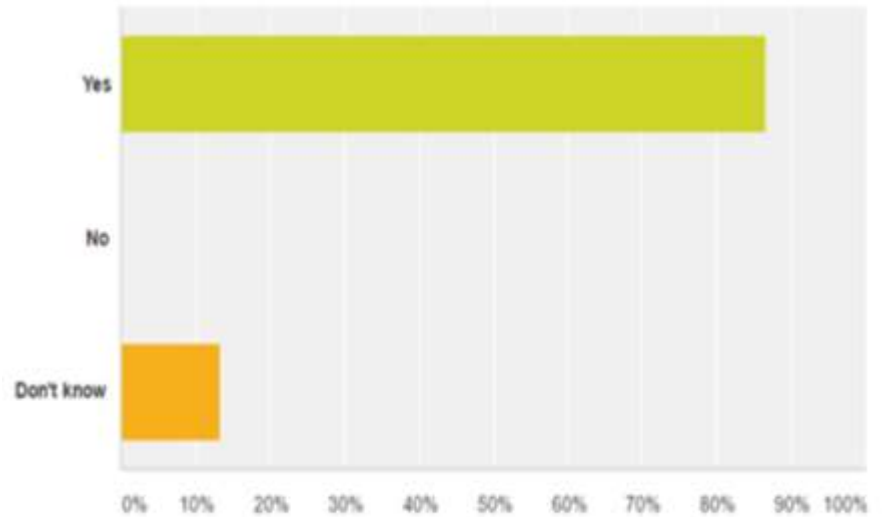
Parent feedback for trial – Summer 2017



If you answered 'Yes' to Q3, has it made you more aware about what your son is studying during Term 5?



Should the school continue to produce knowledge organisers for students?



“It made me much more aware of what he's studying at the moment. I do flick through his books from time to time and try and get him to talk about what he's doing but don't always get much of an answer!

So to have it concisely written is really helpful.”



“We've also done a couple of the computer quiz homeworks together, where I've asked him the questions rather than him doing them on his own and have tried to get him to expand on the answers he's given. He only got about 3 or 4 questions wrong in each quiz so seems to be nailing it which is really encouraging (for us both!)”

“Since having the organiser to focus on and test him, it has been easier to ask him questions (and know if he knows what he should be learning). It also gives a focus to conversations rather than just asking what he's doing at the moment and not receiving much of a reply, so yes, I would say I've seen an improvement in his ability to recall.”

“I would say that from a parent's point of view, knowledge organisers are a very good thing.”

“I think it's definitely worth continuing to use organisers - anything that helps revision (and can help parents in assisting with revision) is really useful. Revision books and workbooks are good but to have something a bit more concise that can be worked from together is really helpful. Maybe the occasional reminder to parents to do a bit of testing on certain topics would be handy too.”



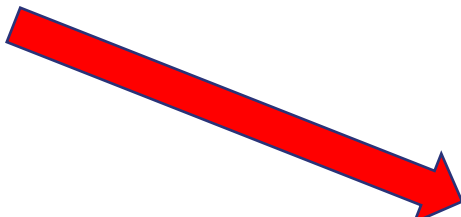
Years 8 and 9: Assessment, recording and reporting

Mr D Hatley



KS3 Assessment Steps - English

	Reading	Writing
Step 9	<ol style="list-style-type: none"> 1. Summarise how clear understanding of 2 users → a precise way, making points that are clear and concisely expressed, using appropriate words accurately and a variety throughout to give a specific meaning. 2. Critically evaluate what is read, showing a detailed and selective understanding of the user, understood and responded with insight to context and makes informative. 3. Perceptively analyse and justify how a writer has used structure to make the user effective. 4. Perceptively analyse specific words, phrases and grammatical choices made by the writer, explaining the effects of these → detail. 5. Show understanding and awareness by selecting multiple, illuminating references that are a variety embedded. 6. By making illuminating links to context, perceptively evaluate writer's choices. 7. Make convincing, insightful and fully developed links and comparisons between users. 	<ol style="list-style-type: none"> 1. Writing is convincing and compelling throughout. 2. Writing is sharply focused and the reader is communicated to with clarity, sustaining influence. 3. Writing is a variety constructed and organised, with seamless links between paragraphs. 4. Use a complete range of sentence types and structures with flair, varying sentences a variety for both coherence, meaning and effect. 5. Concisely use the full range of punctuation marks to create an effect on the reader. 6. Increasingly sophisticated vocabulary and a strong choice for effect with a range of highly and figurative devices. 7. Spell an extensive range of words with a high level of accuracy and consistency throughout the writing, including regular and unfamiliar words.
Step 8	<ol style="list-style-type: none"> 1. Summarise users → a precise way, making points that are clear and concisely expressed, using own words selectively throughout. 2. Critically evaluate what is read, showing a detailed and selective understanding of the user, understood and responded with insight to context and makes informative. 3. Perceptively analyse and justify how a writer has used structure to make the user effective. 4. Critically analyse specific words, phrases and grammatical choices made by the writer, explaining the effects of these → detail. 5. Show understanding and awareness by selecting multiple, illuminating references that are a variety embedded. 6. By making illuminating links to context, evaluate writer's choices. 7. Make convincing, insightful and fully developed links and comparisons between users. 	<ol style="list-style-type: none"> 1. Writing is ambitious and accomplished. 2. Writing is sharply focused and the reader is communicated to with impact and influence. 3. Writing is a variety constructed and organised, with highly effective links between paragraphs. 4. Use a complete range of sentence types and structures, varying sentences a variety for both coherence, meaning and effect. 5. Concisely and a variety use the full range of punctuation marks to create the intended effect on the reader. 6. Choose vocabulary deftly and a variety to create an effect on the reader and use an extensive selection of words and successfully use figurative devices. 7. Spell an extensive range of words accurately and consistently throughout the writing, including regular and unfamiliar words.
Step 7	<ol style="list-style-type: none"> 1. Summarise users → a focused way, with points made clearly and concisely expressed, using own words selectively throughout. 2. Evaluate what is read, so some are critically, showing an accurate and general understanding of the user. 3. Understand and respond critically with some insight to context and makes meaning. 4. Analyse and justify how a writer has used structure to make the user effective given to structure. 5. Analyse specific words, phrases and grammatical choices made by the writer and explain the effects of these → detail, identifying a range of techniques. 6. Show understanding and awareness by selecting illuminating references that are a variety embedded. 7. By making illuminating links to context analyse writer's choices. 8. Make credible and developed links and comparisons between users. 	<ol style="list-style-type: none"> 1. Writing is ambitious and mostly accomplished. 2. Writing is focused and the reader is communicated to with impact. 3. Writing is thoughtfully constructed and organised, with effective links between paragraphs. 4. Use an emerging range of complete sentence types and structures, varying sentences for both coherence, meaning and effect. 5. Concisely use the full range of punctuation marks to create an effect on the reader with few errors. 6. Choose vocabulary deftly to create an effect on the reader and use an extensive selection of words with some use of figurative devices. 7. Spell a wide range of words accurately throughout, with some errors → regular and unfamiliar words.
Step 6	<ol style="list-style-type: none"> 1. Summarise users → a focused way with most points made clearly and concisely, using own words consistently throughout. 2. Analyse what is read, showing an accurate and detailed understanding of the user. 3. Discuss and justify how a writer has used structure to make the user effective given to structure. 4. Analyse specific words, phrases and grammatical choices made by the writer and confidently explain the effects of these, identifying a range of techniques. 5. Selecting strong and a variety embedded references that support own ideas and awareness that are highly relevant. 6. By making relevant links to context comment on writer's choices. 7. Make credible and appropriate links and comparisons between users. 	<ol style="list-style-type: none"> 1. Writing is coherent and successful. 2. Writing is focused with effective communication that suits the reader's interest. 3. Writing is well constructed and organised with effective links between paragraphs. 4. Use a wide range of sentence types and structures, varying sentences for meaning and effect on the reader. 5. Use a wide range of punctuation marks to create an effect on the reader with occasional errors → the use of punctuation. 6. Choose vocabulary deftly to create an effect on the reader and use of a wide selection of words and figurative devices. 7. Spell all familiar and most common words accurately.
Step 5	<ol style="list-style-type: none"> 1. Summarise users → a way which is mainly focused. Some of the points made are concise, however, occasionally words and phrases are omitted. 2. Evaluate most of what is read, showing an accurate understanding of the user. 3. Discuss and explain how a writer has used structure to make the user effective. 4. Analyse a range of words, phrases and grammatical choices made by the writer and can explain the effects of some of these, identifying a range of techniques. 5. Selecting strong and a variety embedded references to support own ideas and awareness. 6. By making relevant links to context begin to comment on writer's choices. 7. Make relevant links and comparisons between users. 	<ol style="list-style-type: none"> 1. Writing is mostly focused and communicates with the reader's effective and clear to get the reader's interest. 2. Writing is well constructed and organised with effective paragraphing. 3. Use a complete range of sentence types and structures, varying sentences for meaning. 4. Use a range of punctuation marks to create an effect on the reader with some errors with more complex punctuation. 5. Use the ambitious vocabulary to create an effect on the reader and use a good selection of words and figurative devices. 6. Spell all familiar and most common words accurately.
Step 4	<ol style="list-style-type: none"> 1. Summarise users → a way which is mainly focused. Some of the points made are concise, however, occasionally words and phrases are omitted. 2. Evaluate most of what is read, showing an accurate understanding of the user. 	<ol style="list-style-type: none"> 1. Writing is competent and successful. 2. Writing is mostly focused and communicates with the reader's clear and consistent. 3. Writing is mostly well constructed with some effective paragraphing.



The Hayesbrook School Team



Head of Year 8

Mr T Boddy

Head of Year 9

Mrs V Sage

PSM Year 8

Mrs F Concannon

PSM Year 9

Mrs H Fordham

Tutor team

8H Mrs I Hahn

9H Mrs P Brindley

8A Mr C McDonald

9A Mrs V Young

9Y Mrs K Mehta

9E Mr M Miller

Key Dates



Year 8 Parents' Evening

Thursday 18 January

4.10 – 6.30pm

Year 9 Parents' Evening

Wednesday 15 November

5.00 – 7.30pm

Year 8 Parents' Evening

Wednesday 13 June

5.00pm-7.30pm

Year 9 Parents' Evening

Thursday 22 February

4.10 - 6.30pm

Lets Get Reading

Wednesday 29 November 2017

6.00 – 7.00pm

Year 9 Options Evening

Thursday 1 March

7pm