



Year 8 Parents' Handbook 2020-21



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PREFACE

I am delighted to be able to commend this parental handbook. As a school, we are strongly committed to seeking to work in meaningful and positive partnership with parents to support the best possible education for all young people in our care. This handbook is a genuine attempt to try to be helpful in that partnership. We do hope that parents and carers find it useful. Please do use it. Please do also provide us with any feedback about it. We would find this genuinely helpful and will endeavour to take on board all such comments in the future development of these handbooks.

Peter Law, Principal

YEAR 8 TEAM 2020 –2021

Year 8	Pastoral team	TG	Room	Tutor	Attached staff
		C	Hi2	Jason Mannion (M,W,F)/Anna Olivier (Tu, Th)	Anna Olivier (M,W,F)
DP	Regina Lawrence	O	RPE2	Scott Aitken	Leon Barclay (M, T, Th, F)
AP	Jamie Freeman	M	RPE3	Rebecca Kingston	Morag Gillings (M, Th)
HoY	Rashpal Phull	B	RPE1	Angharad Fennell	Sarah Carbonero (M)
AHoY	Rebecca Kirkby	I	Sc8	William Vousden (M,Tu,Th, Fr), Leon Barclay (W)	Ben Auroux (W,Th,Fr)
A2HoY	Moyra Purser	E	Hi3	Reda Attia,	
Lockers	Maths corridor	R	Ma9	Jessica Landy	
Social Area		T	Hi1	Jonathan Cummings	
Active form: Monday		N	Ma8	Meghan Bird	
Assembly: Thursday		V	Sc9	Georgina Bull	

Day & Week Structure 2020-2021

Lesson start times:

Registration:	8.30
Period 1:	8.50
Period 2:	9.40
Period 3:	10.50
Period 4:	11.40
Period 5:	1.10
Period 6:	2.00

Buzzer times:

8.25	warning for morning registration
8.45	end of registration
9.40	end of period 1
10.30	break
10.45	end of break warning
11.40	end of period 3
12.30	lunch
1.05	warning for start of period 5
2.00	end of period 5
2.50	end of school

Assembly days: Thursday

YEAR 8 ASSESSMENT DATES

Term	Outline of assessment	Suggested deadline
1a	Art project: Baroque	End of October
	Computer Science (CS) spreadsheet work	October
	CS Bebras tests	September
	Drama: practical baseline assessment	October
	DT Baseline test	September
	History assessment	End of October/start of November
	RPE assessment	October
Term	Outline of assessment	Suggested deadline
1b	Art project: Romanticism	November
	Drama: Practical assessment and end of term written assessment	December
	Geography: Walton assessment	November
	History	End of December/start of January
	Maths test	December
	RPE assessment	November
	Science: End of Term Test	November/December
Term	Outline of assessment	Suggested deadline
2a	Art project: Impressionism/ Post Impressionism	February
	Drama: Practical assessment	February
	Geography: Population assessment	February/March
	History assessment	February/March
	RPE assessment	February
Term	Outline of assessment	Suggested deadline
2b	Art project: Cubism	April
	Drama: Practical assessment and end of term written assessment (The Arrival)	April
	Maths test	End of Easter term
	Science: End of Term Test Geography : Rivers	End of Easter term End of Easter term
Term	Outline of assessment	Suggested deadline
3a	Art project: Art Nouveau	May/June
	CS Website Design	May
	CS exam	May
	Drama: Practical assessment	May
	Geography: Migration assessment	May
	History assessment	May
	RPE assessment	May
Term	Outline of assessment	Suggested deadline
3b	Art: Revision of the year's work for Art History test	June/July
	Drama: Practical assessment and end of term written assessment	July
	Geography: South America big geography question	June
	History assessment	June/July
	Maths test	End of June/start of July
	RPE assessment	July
	Science: End of Term Test	June/July

NB:

DT: Pupils are taught on a subject rotational basis, completing assessments within each block of DT at the appropriate time within the scheme they are following.

Drama - every half term there is a practical assessment and a written assessment (in various forms).

MFL: Continuous assessment of pupil progress takes place throughout the year.

Music: On average practical work is formally assessed once in each half term, however most music work forms part of a programme of continuous assessment which will sometimes take the place of a formal assessment. Pupils are assessed in the skill areas of appraising, composing, performing and music literacy.

PE: Pupils are assessed regularly throughout lessons and are given a formal level at least at the end of every half term.

GENERAL INFORMATION

Attendance

Please help us to maximise your child's progress at school by ensuring that he or she attends punctually for every possible session. We understand that pupils will sometimes be unable to attend due to illness: in this case, please notify us by 8.30am on each morning of the absence, by phone or by using the Online Notification Form on our website. Please avoid making routine appointments in school time whenever possible. When notified that a pupil is absent through illness or other unavoidable circumstances, the school will mark the absence as authorised on the pupil's records. In line with Government guidelines, the College is not able to authorise absence for family holidays except under exceptional circumstances. For further information on this and other attendance issues, please contact Mr Grant or Head of Year.

Home-School Communication

The College always welcomes contact with parents and wants to ensure that you always have an appropriate and helpful response to your communications. Since staff may be teaching up to 80% of the school week, however, it can be difficult to contact them directly during the school day, and personal appointments must always be pre-arranged due to our teaching and other commitments. Our policy for managing home/school communication can be read in full via the link below, but in brief: Our Receptionist will attempt to connect your telephone calls for you, and will pass a message to the relevant staff member if he or she is not immediately available. The staff member will try to respond as soon as possible and by the end of the next school day whenever possible. Urgent calls will be transferred to the most appropriate member of senior staff if the teacher asked for is not available. In emergencies, the Receptionist will pass on messages to pupils.

The school will always try to acknowledge letters and e-mails received from parents within two working days. The college email is: thecollege@combertonvc.org. To contact particular members of staff, please address correspondence 'For the attention of:' We will respond to letters or emails as soon as we can, and within 7 working days. The Pupil Diary can be used to correspond with teachers about homework, and to communicate routine information to tutors. The school has adopted the CombertonPost system to send all standard forms of communication home via email. Hard copies will be sent out on request. For more information and to register, please contact combertonpost@comberton.cambs.sch.uk. The school now seeks to put as much up-to-date information as possible on its website. Most general information that parents would seek can be readily found by logging on at www.combertonvc.org. Parents are encouraged to do this on a regular basis.

OUR EXPECTATIONS OF OUR STUDENTS

- Line up quietly.
- Remove outdoor garments before entering the class.
- Go directly to your place, sit down and take out your equipment.
- Behave in a calm and orderly manner.
- Work hard in lessons.
- Start tasks promptly.
- Focus on the task set.
- Keep any discussion to the task.
- Refrain from communicating with pupils not on the same row.
- Ask for help when required.
- Catch up on any work missed.
- Listen to staff and other students carefully and respectfully.
- Respond immediately to the teacher's signal for attention.
- Follow instructions promptly and carefully.
- Be courteous to all staff and other pupils.
- Treat personal and school property with respect.

All students are required to adhere to these expectations, failure to do so will result in sanctioning, which is in line with the School's Positive Behaviour Policy

SUPPORTING YOUR CHILD'S LEARNING

Organisation

Adapting to the secondary school routine is challenging for many children. They need to be prepared with their books and equipment for six lessons each day and your help is invaluable in teaching them how to organise themselves. Please encourage your child to refer to the School Diary every evening as they prepare for the day ahead.

Practical Tips:

- Display a copy of your child's timetable somewhere obvious at home. Colour-coding lessons is helpful
- Provide somewhere to store school books and equipment safely and in one place
- Provide a wallet or purse for storing cashless card and bus pass, etc
- Ensure that the school bag is packed in the evening for the following day
- Encourage your child to empty their school bag regularly and carry the equipment for just one day at a time
- Plan ahead for when cooking ingredients are needed
- Purchase a locker and encourage your child to use it to store coats, PE kit etc. during the day
- Label all items of personal property, especially clothing, including coats, shoes and PE kit.

Homework

We believe that homework is important. Further information can be found on each subject page in this booklet. As parent or carer, you will help to make homework as effective as possible, if you can:

- Provide a reasonably peaceful and suitable place in which pupils can do their homework
- Establish a routine for when homework is done
- Make it clear to your children that you value homework and believe it can help them to make good progress.
- Encourage your children in their homework tasks
- Expect deadlines to be met and check that they are
- Check regularly (at least weekly) and sign the pupil homework diary.

The school expects ICT to play an ever-greater role in homework and our website and Virtual Learning Area contain a great deal of material to support homework tasks. Most pupils have access at home to appropriate ICT for use in homework. For those not in this position, pupils can access ICT on the school site at various times outside lessons, in IT rooms, the Learning Resource Centre and in Comberton Sports & Arts. Completing homework should not be a stressful experience for your children or for you. Please let the relevant subject teacher know if your child is worried or is spending excessive amounts of time completing homework. Arrangements can be made to support pupils to complete homework at school at the end of the school day, if this is helpful.



SUPPORTING YOUR CHILD

Comberton Village College has an excellent reputation for supporting pupils with special educational needs and/or disabilities (SEND) in a fully inclusive environment.

Our Special Educational Needs and Disabilities Co-ordinator (SENDCo) has responsibility for co-ordinating SEND provision across the school and for managing the SEND Department, known as 'The Centre'. The Centre supports students with a wide range of SEND including, but not limited to, dyslexia, hearing impairments, Down's syndrome, global delay and dyspraxia.

Since 2007, the school has housed an additional centre for pupils with Autism, known as The Cabin. These pupils are supported by specialist staff to attend mainstream lessons, and to participate in all areas of school life.

The Green Room provides support for pupils who may have difficulty in mainstream lessons, usually because of behaviour.

The fourth area of support is The Hub; this is a learning space for students who have a reduced timetable (usually for medical reasons), but also provides a breakout space for students with social, emotional, or mental and physical health needs.

Identification of Special Educational Needs and/or Disabilities

We work with primary feeder schools, well in advance of transfer, to gather information about pupils. At the start of the school year this information is shared with the staff who will work with the pupils.

We encourage parents to discuss concerns and insights about their children with the school, so that information about a pupil can be shared and ideas exchanged. We encourage pupils to request support if they feel that they are not making adequate and appropriate progress.

We employ a variety of assessment methods to establish the nature and scope of SEND, including the use of assessment tests as appropriate and the careful monitoring of individual progress including progress towards agreed targets, in keeping with a graduated approach of action and intervention to help pupils with SEND.

The SEND team is able to organise assessments and submit requests for special public examination arrangements for pupils with identified SEND.

For further information please see our Special Educational Needs and Disability Information on the school website at <https://www.combertonvc.org/about-us/SEND>

Contact SENDCo: Miss Kara Earl

kearl@combertonvc.org

EQUIPMENT LIST BY SUBJECT

Your child needs the following basic equipment for each subject:

In General:

USB stick

School Homework diary

Cashless Catering Card – this works as a library card also to pay for photocopies

Pencil case with blue or black biro, or ink pen and cartridges

Art

Pencil & sharpener

Rubber

Glue stick

Ruler

Pupils will also benefit from a set of drawing pencils with a range that includes HB through to a 6B or higher. This item is voluntary but highly recommended.

DT

Pen

Pencil

Rubber

Ruler

English

Reading book

Pen (black or blue ink)

Pencil

Highlighters

Food & Nutrition

Pen

Pencil

Ruler

Recipe Book (issued in Year 7)

Apron, ingredients, relevant dishes and container to transport home (for practical lessons only)

History

Glue stick

Scissors

Maths

Whiteboard markers

Scientific calculator (we recommend the Casio fx-85ES PLUS or Casio fx-991EX)

Pens (blue or black)

HB pencil

Eraser

Pencil sharpener

Ruler, graduated in cm and mm

During the year as directed by the class teacher:

Protractor (angle measurer)

Compasses (one pair of)

REWARDS AND SANCTIONS

Pupils are expected always to behave in accordance with the school Code of Conduct, and to try their best in all lessons and activities. Merits can be awarded for exceptionally good effort or achievement in and outside of the classroom, and are recorded in the homework diary. Merit certificates are awarded in assembly when certain milestones are reached:

25 merits—Bronze
50 merits—Silver
100 merits—Gold

In addition, the Principal's Award is given to those pupils whose school reports show exceptionally high levels of effort and or attainment, and pin badges can be won under the Comberton eXtra Scheme.

When a pupil's effort or behaviour is found to be unacceptable, a variety of sanctions may be imposed. Usually a sticker will be placed in the School Diary to inform you when this has happened. Tutors and Heads of Year monitor diaries carefully and will take action if a number of stickers accumulate. Class teachers may impose break, lunchtime or after-school detentions if work is not done well or if homework is submitted late. At least 24 hours' warning is given if an after-school detention is imposed. A pupils may be put 'on report' if it is thought that his or her work needs very close monitoring, or if their behaviour is interfering with the learning of others. Parents are asked to sign stickers, and to sign reports each evening, so that good communication is maintained.

CURRICULUM EXTENSION DAYS

These are routinely held on the two days immediately before the autumn half-term holiday. On these days the normal timetable is suspended and pupils under-take activities in particular subject areas which are designed to extend and enhance their learning in the normal curriculum.

In Year 8 pupils undertake:

A geography visit to the Naze cliffs. These are a UK designated site of special scientific interest which are currently eroding at a rate of approximately two metres a year

a modern languages day which gives pupils the opportunity to be involved in cultural workshops which will complement and extend their experience of languages within the curriculum.

CAREERS

The Year 8 career programme will give pupils

- the opportunity to apply the employability skills acquired in year 7 to a specific project in a classroom environment
- An understanding of today's work environment through contact with various employers and during PSHE lessons.
- The opportunity to participate in a range of career centred activities

Outside of lessons (during lunch, break and during assembly), students will also have the chance to attend talks on various jobs and sectors as well as celebrate National Careers Week and National Apprenticeship Week

If it is relevant it is for them, students will have the opportunity to attend a construction day, take part in the STEM Challenge event and a project at the Babraham institute.

During Activity Week, we usually run Martian week (Science week)

LEARNING RESOURCE CENTRE

We are lucky to have a spacious and vibrant new library at the front of school. Open from 8am to 4pm Monday to Friday with book borrowing, computer facilities, and welcoming, helpful staff, the library is a popular place for students to read, research, study and print homework. Borrowing is free although lost books will be charged for. The cashless catering card works as the library card. Essential school stationery can be purchased at the library desk.

The library is the venue for reading clubs after school; we have regular author visits and book signings. Pupils are expected to behave considerately and to be reasonably quiet in order to maintain a pleasant working environment.

Appropriate use of the Library after school

Our Library is used by 6th formers and other students for revision and personal study. To this end if students are in the Library after school they are expected to be working/reading quietly, the computers should only be used for school work. Students not working quietly or looking for somewhere to socialise with their friends, eat, play on their phones or play computer games etc will be asked to leave. Students are not allowed to congregate in the Reception area.

ACTIVITIES WEEK

Activities Week takes place in the second week of July. While Year 7 is at Beaumanor, Year 10 on Work experience and Year 11 finish exams, pupils in Years 8 and 9 sign up for their choice of activity for the week – there is a very wide range on offer. Some pupils take advantage of residential trips to such venues as Stratford Upon Avon or Naples, most remain at Comberton and participate in day trips out, sporting and physical activities such as Sports Focus, dance, cycling or take part in cookery courses, Film Week or a wide range of arts and craft activities held at or near to CVC. The range offered depends on the interests and enthusiasms of the staff, and varies each year. Some courses are completely free, for others there is a small charge, while week-long sporting activities such as kayaking and sailing, and the residential courses in particular, are always the most expensive. The College has a bursary scheme which can help families on free school meals with the cost of an international visit, and we can also sometimes help to subsidise other activities. Please contact your child's tutor in the first instance for further information about this.

COMBERTON EXTRA REWARD SCHEME

The Comberton eXtra scheme – 'Making a Difference'

What is it?

The Comberton eXtra recognises and rewards pupils that do well in 'Active participation and responsibility, beyond the curriculum, in and outside school'. CVC believes that active participation in the school or wider community will support pupil achievement.

How does the scheme work?

Pupils log below the number of hours they participate in activities/responsibilities beyond the classroom; hours need to be verified by an adult.

How long does it take to achieve a shirt/badge?

There are five stages to the scheme. The first badge is awarded after pupils have done 100 hours of participation beyond the classroom. Each of the next stages are achieved through a further 150 hours of participation. Pupils should log their hours in their planner below. Hours accumulated in one year eg year 7, can be carried forward into the next year eg year 8.

Active participation and responsibility, beyond the curriculum, in and outside school

(hours would count from time of arrival at an event to time of departure from event, with the exception of D of E and other residential trips, eg school play, meet at 3pm finish at 9pm = 6 hours. For each residential trip one night away counts as 6 hours.).

Active participation and responsibility would include taking part in any of the following **types** of activities, these are examples/guides only:

- . Sports clubs
- . Sports teams
- . Scouts/Guides/Cadets
- . Music activities such as jazz band and other clubs such as drama, art, languages
- . School events such as concerts or plays
- . Year group and tutor group activities
- . Charity events eg fund raising
- . Assisting at home or in the community in a caring capacity
- . Volunteering in some capacity at your local primary school
- . Baby sitting
- . Assisting in a local club/organisation eg grounds maintenance of the local cricket club

D of E/other residential trips (1 night away is equal to 6 hours of participation)

Recording (Hours for a single activity can be added up over time and recorded termly).

<u>Activity name</u>	<u>Date</u>	<u>Hours</u>	<u>Accumulated Hours</u>	<u>Adult Signature</u>
First Aid course	Autumn 2020	12	12	XXXXXXXXXX
Climbing Club	Autumn 2020	14	26	YYYYYYYYYY

(Use an additional sheet and staple it into your planner if necessary)

Record accumulated hours below: (hours can be continued from one school year into the next; tick when you complete a badge)

In year 7 total hrs In year 8 total hrs Combined 7-8 In year 9 total hrs Combined 7-9 In year 10 total hrs Combined 7-10 total hrs In year 11 total hrs Combined 7-11

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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☐ Badge 1 (tick) 100 hrs

☐ Badge 2 (250 hrs (tick)

☐ Badge 3 – 400hrs (tick)

☐ Badge 4 550 hrs (tick)

☐ Badge 5 700 hrs (tick)

CVC SCHOOL UNIFORM

For full information visit our website at <http://www.combertonvc.org/Uniform>

A summary is below:

Shirts:	College polo shirt. <i>Any garment worn under the polo shirt must not be visible whether the shirt is worn buttoned or unbuttoned.</i>
Sweatshirts:	College sweatshirt. The college fleece can be worn over the college sweatshirt
Trousers:	As sold by our supplier.
Skirts:	As sold by our supplier and should finish at the knee. These can be worn with plain, neutral coloured tights or socks which must be either grey, black or white in colour.
Shoes:	These should be flat and all black with no logos or symbols. They should be of a traditional style and suitable for movement around a large, busy school. They must be able to be securely fastened and worn accordingly. Backless sandals, mules, raised heels or boots are not acceptable.
Shorts:	As sold by our supplier. They must be worn with plain socks and can be either grey, black or white.
Socks:	These should be ankle length, plain (no logo) and in black, white or grey. These may be worn with tights provided they are plain (no logo) and match the colour of the tights so are either black or neutral.
Tights:	If worn these should be black or neutral and unpatterned. Leggings or footless tights are not acceptable.
Jewellery:	<p>The only jewellery allowed is one small, plain stud in each pierced ear. Nose studs and other facial piercings are not acceptable.</p> <p>All jewellery and piercings must be completely removed for PE. Earrings cannot be taped for PE. Please ensure that new piercing is only done at the beginning of the summer holiday and not done within the academic year.</p>
Hairstyles:	Extreme haircuts as judged by the college are not acceptable. <i>Shaven heads or any haircut which involves the shaving of lines or symbols, extreme coloration or particularly noticeable variations in</i>

Makeup:

colour or length will almost certainly be judged as extreme.

Any make-up which is obvious and noticeable is not acceptable. Eyeliner, eye shadow, nail-varnish and false nails are not acceptable.

Coats:

Any outside coat should be plain and appropriate. Coats can only be worn over the college sweatshirt and not instead of it. The school fleece is the only outer-garment that may be worn in the classroom.

Apron:

An apron will be required for the food and nutrition curriculum only.

Comberton Village College PE Department Kit Policy

Students must **bring their PE kit to every PE lesson**. In the event that a student is unwell or injured, they should arrive with full PE kit and a note from their parent or carer. Staff will then support students in maintaining an active role within the lessons which considers the injury or illness which the student is suffering from. The CVC kit that students are required to wear is as follows:

PE kit compulsory items for both boys and girls

Navy CVC shorts

Sky blue CVC polo shirt

Blue hockey socks

Additional footwear that are not their current school shoes – they should be suitable for the sport.

Leggings are not permitted

PE kit compulsory for boys

Blue and gold CVC rugby top

Optional items for boys and girls

These are not compulsory items, but those worn should have the CVC logo. Alternatives are not allowed.

Navy blue CVC hoody

Navy blue CVC tracksuit bottoms

Navy blue CVC baselayer leggings

Baselayer top

Optional item for girls

Navy blue CVC skort

Due to the nature of the activities in this subject, all students **should have a separate pair of trainers** which are in addition to their school shoes, pumps such as 'Vans' or 'Converse' are not adequate for PE and students should not be wearing their school shoes for PE.

There may be some activities where students require specialist equipment. Students should wear studded boots when participating in games on the school field, such as football and rugby. We strongly recommend that students wear mouth guards when participating in rugby and hockey and that shin pads are essential when performing in football and hockey.

Students are permitted to wear a small pair of studs in their ears while at school. **However, please be aware that all jewellery must be removed for PE lessons. This includes all piercings, plastic or metal and friendship bands.** These items represent a potential hazard, not only to the wearer but also to other children. The Association for Physical Education Safe Practice confirms that any jewellery worn in Physical Education lessons is an unnecessary risk and should be avoided at all times. Serious accidents have occurred as a result of contact between pupils wearing earrings or studs with other pupils or equipment. **Taping over earrings is no longer a sufficient practice as it does not effectively prevent injury, particularly impact injuries.** With this in mind, we expect that students considering any piercings in the near future undertake them at the beginning of the summer break and not during the school year. It is not acceptable to wear piercings to school that cannot be removed.

Thank you for your help and support with this policy. This will enable all students to have their PE lessons in a fun, enjoyable and safe environment.

Michael Wilce - Head of PE at Comberton Village

ART

Pupils will cover the areas below over the course of the year. Sometimes these are supplemented by additional projects that respond to current events or opportunities that appear within the school year.

Faces and Portraits	The proportions of the face; drawing facial features; techniques of depicting skin, hair and fine detail. The Year 8 test will be testing abilities to depict faces to a good standard.
Figures	Proportion of the figure, different poses, drawing from life.
Stop-frame animation	Working in the style of Aardman animations, pupils will use devices to create stop-frame animations based on characters they will design and model themselves.
Protest Posters	Pupils look at the role of these through 3 moments in history; the suffragettes, the civil rights movement and anti-apartheid. This is a design-themed project where pupils will create their own protest posters relating to these movements.
Art History	Pupils will carry out supporting work and have the chance to learn about the key periods of art history covered in the homework projects. See below for further details on this.
Art Analysis	Pupils will be gaining in their confidence in using technical terms, such as the formal elements, and be using these to make judgements about work.

Groupings Lessons are taught in tutor groups.

Homework Information

Key Stage 3 Art Homework Projects

The Art Department will be setting a series of Art homework that runs sequentially through KS3. The idea of this is to give pupils a broad understanding of key periods within Art history from the Egyptians through to Photography and Pop Art.

Each Art History project will last for half a term and should be expected to take around 3-4 hours in total. This is based on an average weekly homework time of half an hour. If pupils wish to put in more time than this they are, of course, very welcome! The analysis work will be done in class for each project; the homework will be the completion of a related artwork and a small amount of visual research. Any additional visits to galleries and exhibitions etc are encouraged and can add to the success of the project.

The following list shows the period of art history, the term in which this will be covered and some of the key artists and areas of research to be studied. The projects will be introduced by the Art staff and explanations given in more detail to the pupils at the start of each half term block. Other areas of art history, such as art from other cultures and traditions, contemporary art etc are covered elsewhere in the curriculum.

The work will be completed in their Art History sketchbooks.

The deadline for each project is the last Art lesson of the half term unless otherwise detailed by the teacher. Please make sure that you do not leave this to the last minute. It may be a good idea if parents can support the deadlines when set and put these into your calendar at home.

Year 8 - The Journey to Modern



Term 1a Baroque – Caravaggio, Rembrandt, Velazquez, Rubens, Vermeer

Term 1b Romanticism – JMW Turner, Goya, William Blake, John Constable, Thomas Cole, Eugene Delacroix, John Ruskin, The Pre-Raphaelites (Ophelia painting)

Term 2a Impressionism & Post Impressionism – Claude Monet, Edgar Degas, Renoir, Berthe Morisot, Edouard Manet, Mary Cassat, Vincent Van Gogh, Paul Gauguin, Paul Cezanne, Henri de Toulouse-Lautrec, Henri Matisse, Raoul Dufy, Seurat/Pointilism.

Term 2b Cubism – Pablo Picasso, Juan Gris, Georges Braque, Futurism

Term 3a Art Nouveau – Gustav Klimt, Alphonse Mucha, Charles Rennie-Macintosh, Antoni Gaudi, Louis Comfort Tiffany, Coco Chanel, Aubrey Beardsley

Term 3b Revision of the year's work for Art History test

Equipment

In addition to the essentials listed in the introduction it would be an advantage for pupils to have a range of drawing pencils including softer 4B pencils, a glue stick and a small set of colouring pencils. An apron will also be useful during messier lessons! Pupils will be able to purchase a pack of sketching pencils and 2 A4 sketchbooks at the start of the year. A letter about this will be sent out at the start of term.

Visits / Extra-Curricular opportunities

There are often Art Clubs for KS3 students. Please check the latest after-school activities information for news of these.

Contacts / Any further information - Mr G Dean – Head of Art and Design

gdean@combertonvc.org

COMPUTING

Pupils follow a course that includes Computer Science and elements of ICT. Students have the opportunity to develop their problem solving skills, take part in hands-on activities to build computer systems and develop their ICT skills from year 7.

Half Term	Knowledge and Skills –	Assessment: Key pieces and dates
1	Introduction to Network – Reminder of conventions at CVC, Setting up and tidying folder structures Spreadsheets Pupils learn intermediate skills such as conditional formatting, data validation, COUNTIF functions and use them to construct a theatre booking sheet.	Students build a spreadsheet model for a coach booking system - First year 8 level established
2	Mobile phone development Pupils use AppShed to create a mobile phone App	Mobile phone application
3	Website design Using HTML code and Dreamweaver software, pupils construct a multi-media website	Year 8 Exam interrupts this unit. Website development is included in the exam—First interim level established
4	Animation Pupils will be taught the use of simple animation techniques (tweening and frame-by-frame) using Flash.	Students create a short animated story/advert
5 & 6	Advertising campaign Pupils use a variety of multimedia tools, including creating a movie, radio advertisement, and poster as part of an advertising campaign	TV advert, radio advert, poster.

Groupings Students are taught in tutor groups throughout the year.

Homework

Homework typically includes research tasks, design tasks, evaluations, practising skills learned in lessons and revision for assessments. Homework is usually set twice per half term, taking an average of half an hour per piece.

Extended Study Information

Pupils could download some of the software onto their computer at home, and continue to experiment with the programs. Much of the software is free.

Contact Dr W Grey, Head of Computer Science (wgrey@combertonvc.org)

DESIGN AND TECHNOLOGY

Information

Pupils complete several units of study during each year of Key Stage 3. The units are completed on a rotational basis to make best use of our specialist facilities and will therefore not necessarily follow the sequence set out below.

Unit	Knowledge and Skills	Assessment: Key Pieces and dates
Food and Nutrition	<p>When working in Food and Nutrition your child will have the opportunity to further develop skills and learn how to cook; in addition, how to make informed decisions about diet and health. Under the topic of “Multi-cultural foods”, the areas of study will include:</p> <p>To select, prepare and cook a range of different ingredients, recognising and understanding changes that occur whilst using different parts of the cooker.</p> <p>Issues surrounding food choice relating to our environment</p> <p>To further develop a bank of dishes to make and adapt, including meat, fish and alternative protein dishes.</p> <p>How to keep food safe on its journey from store to school and back home again.</p> <p>To explore environmental issues surrounding food choices.</p> <p>To use and identify a range of food preparation techniques, developing understanding about how food is produced, processed and sold</p> <p>To apply knowledge about the Eatwell Guide and tips for healthy eating, to new challenges and tasks focussing on nutrients found within food groups to develop balanced meals and menus.</p> <p>To analyse the nutritional contents of a dish and suggest improvements.</p>	Some planning and practical work is assessed as well as an extended writing task.
Product Design	<p>Mood Light project</p> <p>The mood light project is a design and make task completed over approximately twelve weeks. A mood light can enhance the ambiance of a space and contain decorative elements. Alternatively, the product can be developed as a night light. It is based on the idea that at some stage in their development young children are afraid of the dark. The envisaged outcome is a battery powered glow in the dark device suitable for placement in a young child’s bedroom.</p> <p>The project includes a number of focused practical tasks such as constructing a light sensitive circuit and manufacturing a thermoplastic product enclosure by vacuum forming. The anticipated final outcome will therefore include the circuit housed in an appropriately designed thermoplastic vacuum formed case.</p> <p>Key Knowledge, Skills & Understanding</p> <ul style="list-style-type: none"> • Responding to given design briefs • Identification of customer needs • Analysis of similar existing products • Specifying the product requirements • Modelling and problem solving • Project evaluation • Electronic circuit production • Soft soldering techniques • Component symbols and circuit diagrams • Development of a 3D product from a 2D plan • Manufacturing techniques – Vacuum Forming <p>Materials and construction techniques – Thermoplastic</p>	<p>Assessed aspects of the project:</p> <p>Circuit construction</p> <p>Knowledge of components and symbols</p> <p>Design idea and development</p> <p>Completed product</p> <p>Project evaluation</p>

Groupings

For Design Technology we do some reorganising of Tutor Groups to attain a smaller class size that is more appropriate for the range of activities undertaken. To achieve this we create additional classes in the X and Y half year groups. The teaching groups are all fully mixed ability.

Homework

Homework is set as and when appropriate to the topic being studied. It includes researching product information, analysing existing products, and considering economic factors.

Food and nutrition homework is set to provide pupils the opportunity to fully prepare for practical tasks; this will include weighing, measuring and labelling ingredients and familiarisation with key words and cooking skills.

Extended Study Information

Food and nutrition - Equipment is provided for every lesson, however, cooking dishes must be provided from home so that food can be taken away safely. Pupils will be told each week what is needed. The following items will be needed at different times: ovenproof casserole dish, 20cms square tin, pizza tin, muffin tin.

Contact for any further information: Head of DT

DRAMA

In Year 8 there is a strong emphasis on working as part of a group, developing team working and communication skills. We refer to the use of Personal Learning and Thinking Skills (PLTS) and encourage a friendly, supportive, hard-working and fun environment. The curriculum also emphasises the essential skills needed for self-expression and confidence in public presentation.

Half Term	Knowledge and Skills –	Assessment: Key pieces and dates
1	Introduction to Drama and storytelling (LRRH) Experiencing skills, conventions, technique and style that will be used and developed throughout the year. Using Little Red Riding Hood through storytelling - an imaginative look at the concept of storytelling – using LRRH as the basis for developing skills.	Students will complete practical assessment tasks every half term; they will self-assess, peer assess and will be teacher assessed according to the appropriate column of levels. Teachers will regularly check that students are aware of the level that they are working at in <ul style="list-style-type: none"> - Creating - Performing and - Responding
2	Stanislawski – creating naturalism Using theatrical techniques and Stanislawski's Method to present a sense of belief and truth in the character work	
3.	The Thief A moral judgement and consideration of being responsible for your own actions. This unit explores how peer pressure and decision making can impact on the path we choose.	
4	Exploring Scripts Approaching different styles of text through performance and looking at dramatic tension, dramatic irony and characterisation.	
5	The Plague Village 1666 A look at the human dimension of a community destroyed through illness and cut off from the outside world.	
6	Mask and Mime Looking at the use of physicality of mime and the impact of the use of masks alongside mime. This scheme incorporates both neutral and Trestle character masks.	

Groupings

All Drama classes are taught in form groups at KS3. This allows for a diversity of experience, ability and skill. Differentiation is monitored by outcome, although all schemes of work allow for extension and 'stretch' exercises – whilst ensuring that the generic work is accessible to all.

Homework



Homework is not set on a regular basis in drama due to the practical nature of the subject – although pupils are often asked to read, research or complete script writing, depending on the scheme of work being followed.

Extended Study Information

Exploration of different theatre styles / exposure to theatre performances and reading plays.

Visits / Extra-Curricular opportunities

Lower School Drama clubs, open to all students, are run on a regular basis and the Lower School summer production is open to all Key Stage 3 pupils. All students may audition for the annual whole school production.

Theatre visits are run when opportunity allows and there are further creative opportunities in Activities week.

Contact

Mr J Frost - Head of Department

jfrost@combertonvc.org

ENGLISH

The English curriculum is usually taught through five or six units of work, each assessing skills in writing, reading or speaking and listening. Whilst the broad knowledge and skills developed are the same, teaching approaches, specific content and methods of assessment will vary between teachers to meet the needs of their class.

The main units of study that the majority of classes will undertake are below, in no specific time order:

Knowledge and Skills	Assessment
Class Novel: Students will read and study a novel (or short stories) as a class, developing close reading, inference and creative writing skills. The teaching of the novel is usually over two half terms. The novel to be studied will depend on teacher preference.	Students will produce a number of pieces of analytical and creative writing, two of which will be used as progress checks.
Shakespeare: Students will study a Shakespeare play, usually <i>Much Ado about Nothing</i> or <i>The Tempest</i>	Assessment will be in the form of written analysis, with opportunities to assess speaking and listening in drama work.
The News: study of how the news is communicated through written and digital media. As part of the BBC Young Reporter Competition, some classes will participate in this unit.	Students will produce parts of a newspaper: a frontpage article; an editorial piece; and potentially other pieces such as a sports report.
The Arrival: Students will explore a graphic novel, using it as a platform to inspire creative writing alongside other texts related to the themes of the novel.	Students will produce a number of pieces of creative and non-fiction writing, one of which will be used as a progress check.
Poetry: Students will study and analyse a range of poetry and produce some poetry of their own, using a range of poetic techniques	Students' will participate in a 'poetry slam' with their class performing their own written verse. In class they will be assessed on their speaking and listening skills.
Genre: This unit allows students to explore and produce writing in a variety of different genres	Genre unit –Students' writing will produce several pieces of writing, with a focus on writing in different styles and using different conventions, one of which will be used as a progress check.

Groupings

Students will mostly remain in the groups they were placed into in Year 7. In Year 7 students were set according to data obtained from KS2 and class and teacher assessments; though students are broadly grouped by ability, their individual needs and requirements are also taken into account. Groupings are flexible and will be revised through the year to ensure that students are suitably placed. All groups follow the same broad curriculum and work is differentiated by teachers to suit each teaching group's learning needs.

Homework and Extended Study

Reading is essential to students, not just in English but across the school; as students' literacy improves, so does their confidence, vocabulary, general knowledge and critical thinking. We ask that students read daily at home, ideally for 20 minutes or more and maintain a reading diary (with reading tasks to complete) which they should contribute to weekly. It is expected that all students will have a private reading book for all English lessons. Students should try to read a wide range of fiction and non-fiction.

On occasion, additionally to this, a homework project over a half term may be set and sometimes teachers will set homework to complete or consolidate classwork.

Students should also use homework time to address any feedback tasks given, and to correct errors of spelling, punctuation and grammar, identified in marked work.

Visits / Extra-Curricular opportunities

Readathon, Reading Challenge, Reading Club
Kids' Lit Quiz (nominated students only)

Theatre trips (subject to availability)
World Book Day events

Contact Mrs V Edmans: Head of English. Ms J Hillman: KS3 Co-ordinator in English.

GEOGRAPHY

Students have three assessments each year which may be a test done in lessons or an extended two week project that is completed at home. They often have a choice as to how they present their work. This will be specified when the work is set. National curriculum levels are used to mark key assessed tasks.

Half Term	Knowledge and Skills –	Assessment: Key Pieces and dates
1	Coasts: Students learn about coastal processes and management and undertake a fieldtrip to Walton on the Naze to investigate coastal erosion.	
2	Continuation of Coasts topic Are there too many people in the World? -Students investigate population dynamics, ecological footprints, and resource management and conservation.	FIELDTRIP: Walton on the Naze followed by an enquiry assessment based on 'Should the sea defences at Walton be removed?' – November
3.	Continuation of Are there too many people in the World? Topic People on the Move: Students learn about the patterns of migration across the globe, illegal migration and asylum seekers.	Big Geography Question on a population issue
4	Continuation of People on the Move topic What would it be like living near a glacier? What is it like in Brazil; the study of and exploration of this developing nation and future Olympic venue.	Big Geography Question: a trip to a glacial environment
5	Continuation of the Brazil topic.	
6	Continuation of What would it be like to have a gap year in Brazil?	Decision making assessment on favelas

Groupings: Students are taught in their tutor groups in Year 7. Any student with Special Educational Needs is taught within the normal tutor group and extra provision is arranged by their Geography teacher where appropriate.

Homework: There is no homework timetable in Geography. Students are set a variety of homework activities as and when it is deemed appropriate and relevant by the class teacher. Approximately one piece of homework every fortnight is to be expected for Year 8. This should take 30 minutes to complete.

Homework tasks in Year 8 may provide opportunities for students to extend their learning from lessons, or to present their understanding in a different way. They may also be asked to complete extra research on events and processes.

Extended Study Information: Any opportunity to read around the subject by looking at recent geographical events in the news and online is welcome. This should help develop students' global understanding and knowledge. Good sources include the BBC Environment and Science pages, relevant documentaries on the BBC and Channel 4 in addition to quality news articles.

Visits / Extra-Curricular opportunities: In Year 8 students take a field trip to Walton on the Naze on the Essex coastline to investigate coastal erosion and management. The work they complete on this trip contributes to their first key assessed levelled task in geography in year 8. Further field study opportunities exist for Geography students in Years 10 and 11.

Contact

Mr S Aitken - Head of Geography
saitken@combertonvc.org

HISTORY

History is a fascinating subject which encourages students to consider the role of individuals, events and key themes and their contributions to our past. It offers parallels with our society today, helping us to explain current events and issues. Everyone has a connection with the past; it is about discovering which aspect of the past unlocks an individual's interest.

Half Term	Knowledge and Skills –	Assessment: Key pieces and dates
1	What kind of change was the Reformation? For this first enquiry, students draw upon their Year 7 understanding of the importance of the church by examining how new ideas about religion challenged existing approaches. Students develop their conceptual understanding of change and continuity by studying the types of change the Reformation brought to Britain.	Students complete a written assessment demonstrating their understanding of the extent and nature of change, and the significance of these changes.
2	Why did Henry break with Rome? This scheme aims to develop students' conceptual understanding of causation. Students examine the reasons for Henry breaking away from the authority of the Pope and setting up the Church of England. Students are challenged to make links between factors and to identify the roles factors played in leading to the break between Henry and Rome.	Students are assessed with a final written outcome where they are expected to analyse the role of factors in leading to a consequence and make links between these factors.
3.	Why has Mary got such a bloody reputation? Students continue to build their chronological understanding by studying the reign of Mary I and the reasons for Mary gaining a negative reputation in the context of religious turmoil and Mary's policies. Students will challenge how this interpretation has been formed in the past and whether this is a fair representation of Mary.	Students create a pitch for a new film depicting Mary and her reign. Students need to justify their reasons for their planning of the film and refer to different interpretations of Mary I, and by challenging such interpretations, they will reach their own judgement on how she should be viewed.
4	Why was Charles I executed? This in-depth unit is designed to enable students to consider a range of causes leading to Charles' execution. Students will also examine the role of Cromwell and his role in the English Civil War. They will also assess the changing nature of power.	Students will create a "causation road map" to help them illustrate their causal understanding of events. This leads to students completing an extended written piece to demonstrate their understanding of causes leading to Charles' execution.
5	What can Elizabeth Clarke's story tell us? By using extracts from Malcolm Gaskill's novel, <i>Witchfinders: A Seventeenth Century English Tragedy</i> , and evidence students examine society and the roles played by individuals. Students hypothesize how and why the witchcrazes grew during the 1600s and question the significance of the movement.	Students are assessed by writing a letter justifying the significance of studying certain events/individuals in the past.
6	Why did the British become Empire builders? In this in-depth unit, students examine the reasons that led to the British developing and expanding their empire. A range of examples of geographical areas and societies that the British tried to colonise will be studied to help students understand the nature of these relationships between colonisers and colonised. Students will also examine the range of interpretations of the British Empire.	Students will use the range of examples of places absorbed within the British Empire to make links between the reasons Britain built their empire. They will be assessed through written tasks such as perfect paragraphs, to newspaper front pages, cartoon work and commemorative items to display students' understanding of interpretation of the British Empire.

**Groupings**

Students are taught in their tutor group with work differentiated and personalised to meet their needs and abilities. Teaching Assistants are used effectively to support learners with SEN both during and after lessons.

Homework

Homework can take a variety of forms in Year 8, from learning for a subject knowledge test to designing their own road map to represent the reasons why Charles I was executed. Sometimes students will be asked to finish work they have not completed in lesson time. Students will also be set their end of topic assessment to do at home and are usually given between a week and a fortnight to complete this. These will usually be set once every half term. Assessed tasks will usually have extended deadlines to allow students time to enrich their work with further research. While these tasks may average around 45 minutes, they will vary in length with shorter research tasks sometimes leading into longer written assessments.

Extended Study Information

We encourage students to discuss ideas that they have studied in lesson time at home. We would also encourage you to ask your son or daughter about what they have studied in History as this will enrich the discursive element of the subject. Additional reading lists are also made available to students at the beginning of a scheme of work that include novels, online texts and suitable films to watch to acquire more knowledge of specific topics studied. Additionally, all students should try to watch or access international, national and local news in some form at least once a week to help them develop an understanding of the historical issues that influence the way we live our lives today.

Contact

Head of History

MATHS

The study of mathematics is vital to the fast-developing minds of Year 8 pupils. Mathematics is more than just arithmetic. It is about learning how to think and how to apply one's mind in disciplined yet creative ways to solve problems. Our Year 8 curriculum has been developed to begin the process of giving pupils these thinking skills whilst providing the opportunity for pupils to develop and demonstrate mastery of key knowledge and skills, in order to lay the foundations for future success in mathematics

Half Term	Knowledge and Skills –	Assessment: Key Pieces and dates
1	<p>Number: Number skills including order of operations, place value, negative numbers, decimal numbers and indices. Investigating and discovering special properties of certain numbers.</p> <p>Algebra: Expressions and manipulating algebra including using letters to represent numbers and simplifying expressions</p> <p>Geometry: Angles and angle facts at a variety of levels from looking at angles along a straight line to angles in polygons of various sizes. Accurately drawing shapes using a ruler and a protractor. Pythagoras' theorem.</p> <p>Data Handling: Representing data using tables, charts and graphs. Understanding correlation.</p>	<p>End of topic homework.</p> <p>Progress test taken in early December.</p>
2	<p>Number: Calculations including different methods of multiplication or division and rounding. Developing skills at using a calculator.</p> <p>Algebra: Forming equations, looking at ways to solve them including using a number machine and writing the problem as a sentence. Solving equations as well as inequalities.</p> <p>Geometry: Area and perimeter of shapes, ranging from rectangles to compound shapes and then circles. Volume and surface area of 3D shapes.</p> <p>Data Handling: Analysing data using averages and measures of how spread out the data is. At some levels this will include finding averages from data presented in frequency tables or graphs.</p>	<p>End of topic homework</p> <p>Progress test is taken in March</p>
3.	<p>Number: Fractions, decimals and percentages.</p> <p>Algebra: Sequences including spotting patterns; filling in gaps, finding the rule to generate the sequence and finding the n^{th} term. Plotting coordinates onto a graph and plotting ones which follow a set rule with a view to looking at how this links in with straight line graphs.</p> <p>Ratio and Proportion: Looking at the differences between ratio and proportion, then linking this in to skills done previously with percentages. Percentages of amounts.</p> <p>Simple and compound interest. Creating and using scale drawings.</p> <p>Geometry: Reflective and rotational symmetry, similarity, and a selection of the different transformations depending on the level of the pupil – from translations, reflections, rotations and enlargements. Properties of 2D and 3D shapes will also be considered. Use of vectors.</p> <p>Data Handling: Starting to investigate probability ranging from words to describe likelihood, working out numerical probabilities and drawing diagrams to display all possible outcomes.</p>	<p>End of topic homework</p> <p>Progress test is taken at in early July</p>

Groupings

Pupils are grouped into classes with students who all have similar attainment in maths. This is done initially based on scores on KS2 national curriculum tests ('SATS') and on teacher assessment from primary schools.

Whilst the expectation is that students will stay in their sets for the year, groups are reviewed after each testing period and if a student is clearly working at a different rate to their peers, a move may be considered.



Homework Information

Approximately five homework tasks are set each half term; this equates to about one per week. A homework task should typically take approximately 30 minutes to complete.

Homework ranges from question and answer based homework, to activities set on hegartymaths.com or www.mymaths.co.uk, investigations, posters or revision for an upcoming assessment. The more substantial homework tasks are likely to be the end of topic homework sheets which include questions covering the full range of topics covered over the course of a half term, although these are set at the discretion of the teacher.

Extended Study Information

The school website: www.combertonvc.org.

The school subscribes to HegartyMaths, <https://hegartymaths.com/>, which is an excellent resource for independent study. It contains detailed, high-quality explanations on topics which are accompanied by appropriate questions on the topic. This website could be used for reviewing the content of lessons shortly after covering the content in class or for revision in the run-up to the end of term tests. Pupils log in with their name and date of birth and will set their own password in a maths lesson.

For a more open-ended selection of maths problems the NRICH website can prove useful: <http://nrich.maths.org>. If you click the 'secondary students' section you can find a selection of problems suitable for a variety of levels. Within live problems are tasks which are currently open for solution and for which pupils could submit their own solution – the website publishes the best solutions each month referencing the students who submitted these.

Visits / Extra-Curricular opportunities

UKMT – Junior Maths Challenge takes place in April. World Maths Day in March leads to an online competition which some groups may take part in during their Maths lessons. All students can follow this up at home; students should ask their teacher for their login near the time.

Contact: Mr J Freeman – Head of Maths

MODERN FOREIGN LANGUAGES – FRENCH

Learning a foreign language is a life skill and provides an opening to other cultures. Through the teaching and learning, pupils build a communicative repertoire, enabling them to express their ideas and thoughts in another language. Their learning at KS3 provides a foundation for learning additional languages in the future, and as pupils learn how the new language works, they become much more aware of the structure of English, which improves their overall literacy.

Pupils are assessed on an ongoing basis in French to help them realise that language learning is something that should not and cannot be 'crammed for' before one major assessment at the end of a school year. Language learning is a continual process that builds constantly on previous vocabulary and grammar mastery. For this reason we recommend regular vocabulary learning, revision and consolidation from class notes, an online resource named 'Quizlet' and from the language booklet provided to pupils, e.g. 10 minutes a day in addition to homework set. Assessment tasks will test listening, reading, speaking and writing skills and also grammar manipulation. These tasks are completed throughout the year when the class is ready for them rather than at a set time.

Half Term	Knowledge and Skills	Assessment: Key pieces and dates
1	<u>Topic: Holidays</u> Saying where you went during the summer and what you did, going to a theme park, going to a show, talking about disaster holidays, focus on the past tense	Regular vocabulary tests End of module skill-based assessments in listening, speaking, reading, writing and grammar.
2	<u>Topic: Celebrations!</u> Festivals of the French-speaking world, typical dishes from French-speaking countries, talking about a future school trip, ordering food and drink in a café or market, New Year plans.	
3	<u>Topic: Leisure time</u> Television and videogames, cinema, what you did last weekend, future weekend plans. Focus on using 3 time frames together.	
4	<u>Topic: It's a small world!</u> Where you live, your daily routine, moving house and exploring a new region.	
5	<u>Topic: Health</u> Sport, sports stars & idols, what you should do to stay healthy, giving directions to the pharmacy	

Groupings Pupils are taught in 3 different groups designed to match their pace of learning and outcomes. Membership of these groups is not permanently fixed and the need for movement is reviewed regularly based on the quality of pupils' classwork and homework, assessment results and teachers' expert feedback.

Homework Information

Pupils are set a variety of homework activities on a weekly basis.

Vocabulary learning homework is tested formally every two weeks. A maximum of 15 words will be set for each learning homework from which 10 words will be tested. All vocabulary lists are available on Quizlet. All tests are marked out of 20, and 14/20 is considered to be the pass mark. Pupils should maintain a vocabulary test average of 14 or above. Whilst tests may incorporate sentence structure or grammar points, only the vocabulary set will be officially marked. If pupils are absent for a test then they should expect to do it in the next lesson. Other vocabulary may be learnt & tested informally in lessons. Other homework tasks set between the vocabulary learning tasks will focus on listening, speaking, reading or writing skills or grammar structures. There will be occasional tasks set from the 'Active Learn' website, for which each pupil will be given a login and password. If internet access at home is limited then the library provides access before school from 8am, at break and lunch, and after school until 4pm.

All homework assignments will be posted on the **Go 4 Schools** website. When absent, pupils should check there first to see what work is to be completed.



If absent when homework is due, pupils should hand the work in to their teacher upon their return to school to ensure that work is marked promptly.

Equipment Pupils must bring a blue or black, a green and a highlighter pen as well as a glue stick, pencil and ruler to each lesson. Pupils must also bring their exercise book and language guide to every class.

Extended Study Information

These are links to additional online resources that your child can access to further improve their French. The advantage of many of these resources is that they offer immediate feedback to the learner. Pupils can also research further vocabulary on the topics met in class and vocabulary in areas of their own personal interests.

<https://quizlet.com/>

www.activelearn.com

<http://www.wordreference.com/conj/FrVerbs.aspx>

www.jde.fr

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

Visits / Extra-Curricular opportunities

Pupils will have various opportunities to take part in trips to France during their time at Comberton. From Year 8 onwards, pupils will have opportunities to visit Paris, where they will take part in a visit to a French school, where they will take part in activities and games with French pupils. The immersive trip to Paris involves several activities including visits to the Louvre Museum, Le Château de Versailles, Sacre-Coeur and a scavenger hunt around Paris. Pupils will be accompanied by Comberton staff plus Sixth Form leaders, who will speak with the pupils in French to ensure a fully immersive experience. The trip has been planned to provide the very best opportunities to experience French life and culture, to improve French listening and speaking skills, take part in cross-curricular projects and to make new friends abroad. Students who have taken part in CVC language trips in the past have found them to be an extremely rewarding experience. This unique enriching experience opens the mind to other cultures while motivating them further in their studies.

Contacts / Any further information

If you have any queries then please contact Mrs Cox (Head of MFL) or Miss Johnson (Head of KS3/4 French) by e-mailing or telephoning the college.

MODERN FOREIGN LANGUAGES – GERMAN

Learning a foreign language is a life skill and provides an opening to other cultures. Through their teaching and learning, pupils build a communicative repertoire, enabling them to express their ideas and thoughts in another language. Their learning at KS3 provides a foundation for learning additional languages in the future, and as pupils learn how the new language works, they become much more aware of the structure of English, which improves their overall literacy.

Pupils are assessed on an ongoing basis in German to help them realise that language learning is something that should not and cannot be 'crammed for'. Language learning is a continual process that builds constantly on previous vocabulary and grammar mastery. For this reason we recommend regular vocabulary learning, revision and consolidation from class notes and from the language booklet provided to pupils, e.g. 10 minutes a day in addition to homework set. Assessment tasks will test listening, reading, speaking and writing skills and also grammar manipulation. These tasks are completed throughout the year.

Half Term	Knowledge and Skills –	Assessment: Key Pieces and dates
1	Introduction to German: phonics; spelling; alphabet; greetings; plural words	Baseline assessments in all skills (October)
2	Countries; regular verbs; school bag items; days of the week; numbers 1-31; months; birthdays	
3	School: school subjects; opinions; time; timetable; snacks	Translation & speaking assessments (January/February)
4	Family: family members; descriptions; animals & pets	Listening & writing assessments (March)
5	Hobbies: sports; free-time activities; irregular verbs; opinions; the use of 'gern'	
6	Plans for the summer holidays (future tense); transactional language (shopping)	Assessments in all skills (June)

Groupings

Pupils are taught in 3 different groups designed to match their pace of learning and outcomes. Membership of these groups is not permanently fixed and the need for movement is reviewed continuously based on the quality of pupils' classwork and homework, assessment results and teachers' expert feedback.

Homework Information

Pupils are set a variety of homework activities on a weekly basis.

Vocabulary learning homework is tested formally every two weeks. A maximum of 15 words will be set for each learning homework from which 10 words will be tested. All vocabulary lists are available on Quizlet. All tests are marked out of 20, and 14/20 is considered to be the pass mark. Pupils should maintain a vocabulary test average of 14 or above. Whilst tests may incorporate sentence structure or grammar points, only the vocabulary set will be officially marked. If pupils are absent for a test then they should expect to do it in the next lesson. Other vocabulary may be learnt & tested informally in lessons. Other homework tasks set between the vocabulary learning tasks will focus on listening, speaking, reading or writing skills or grammar structures. There will be occasional tasks set from the 'Active Learn' website, for which each pupil will be given a login and password. If internet access at home is limited then the library provides access before school from 8am, at break and lunch, and after school until 4pm.

All homework assignments will be posted on the **Show My Homework** website. When absent, pupils should check there first to see what work is to be completed.

If absent when homework is due, pupils should hand the work in to their teacher upon their return to school to ensure that work is marked promptly.

Equipment



Pupils must bring a blue or black, a green and a highlighter pen as well as a glue stick to each lesson. Pupils must also bring their exercise book and the language guide that we provide them with to every class.

Extended Study Information

<http://www.nachrichtenfuerkinder.de/>

<http://www.tivi.de/fernsehen/logo/start/>

<http://www.blinde-kuh.de>

<http://www.sowieso.de/portal/>

<https://www.audio-lingua.eu/?lang=en>

These are links to additional online resources that your child can access to further improve and extend their German.

Visits / Extra-Curricular opportunities

Further support, consolidation or extension for KS3 pupils will be offered on Mondays from 12:30-13:00 in MFL3 and again after school from 15:00-16:00 in MFL3.

Pupils have the opportunity to take part, once or more than once, in the German Exchange in Years 9, 10 or 11. The popular and successful exchange has been running for 10 years with our partner school in Bad Hersfeld. The exact dates for trips are confirmed each new academic year but we tend to go to Germany in December, to soak up the early Christmas atmosphere, and we have recently received the German pupils here in March. The exchanges last one week.

Contacts / Any further information

Please contact Ms McClelland (Head of German) by e-mailing or telephoning the college.

MODERN FOREIGN LANGUAGES – SPANISH

Learning a foreign language is a life skill and provides an opening to other cultures. Through the teaching and learning, students build a communicative repertoire, enabling them to express their ideas and thoughts in another language. Their learning at KS3 provides a foundation for learning further languages in the future, and as students learn how the new language works, they become much more aware of the structure of English, which improves their overall literacy.

Pupils are assessed on an ongoing basis in Spanish to help them realise that language learning is something that should not and cannot be 'crammed for' before one major assessment at the end of a school year. Language learning is a continual process that builds constantly on previous vocabulary and grammar mastery. For this reason we recommend regular vocabulary learning, revision and consolidation from class notes and from the language booklet provided to pupils, e.g. 10 minutes a day in addition to homework set. Assessment tasks will test listening, reading, speaking and writing skills and also grammar manipulation. These tasks are completed throughout the year when the class is ready for them rather than at a set time.

Half term	Course Content: Knowledge and Skills	Assessment : Key pieces and dates
1	Module 1: Holidays. Students learn how to talk about past holidays using the preterite past tense with a range of verbs and also use the future tense to talk about their future plans. This module has a particular focus on writing skills.	Regular vocabulary tests and milestone tasks
2	Module 2: Free time. Students talk about their interests and the types of films and music they like. This module includes a particular focus on speaking skills.	
3	Module 3: Food and eating out. Students talk about what they eat at different mealtimes and revise the present and the future tenses.	
4	Module 4: Fashion. Grammar focus on description language and using this/these. Language for a fashion show. In addition, they develop their speaking skills and use of dialogue, taking part in the Have Your Say competition.	
5	Module 4 Part 2: Going out. Conversations about going out and associated dialogues. Use of the past, present and future tenses together.	
6	Module 5: Summer visits. Students describe holiday destinations. There is a focus on listening skills in this module as well as consolidation of using the past, present and future tenses together.	

Groupings Pupils are taught in 5 different groups designed to match their pace of learning and outcomes. Membership of these groups is not permanently fixed and the need for movement is reviewed regularly based on the quality of pupils' classwork and homework, assessment results and teachers' expert feedback.

Homework Information Pupils are set a variety of homework activities on a weekly basis.

Vocabulary learning homework is tested formally every two weeks. A maximum of 15 is set for each learning homework from which 10 words will be tested or 10 words in single linguist groups. All vocabulary lists are available on Quizlet. All tests are marked out of 20, and 14/20 is considered to be the pass mark. Pupils should maintain a vocabulary test average of 14 or above. Whilst tests may incorporate sentence structure or grammar points, only the vocabulary set will be officially marked. If



pupils are absent for a test then they should expect to do it in the next lesson. Other vocabulary may be learnt & tested informally in lessons.

Other homework tasks set between the vocabulary learning tasks will focus on listening, speaking, reading or writing skills or grammar structures. There will be occasional tasks set from the 'Active Learn' website, for which each pupil will be given a login and password. If internet access at home is limited then the library provides access before school from 8am, at break and lunch, and after school until 4pm.

All homework assignments will be posted on the Go 4 Schools website. When absent, pupils should check there first to see what work is to be completed.

If absent when homework is due, pupils should hand the work in to their teacher upon their return to school to ensure that work is marked promptly.

Equipment

Pupils must bring a blue or black, a green and a highlighter pen as well as a glue stick to each lesson. Pupils must also bring their exercise book and language guide to every class.

Extended Study Information

These are links to additional online resources that your child can access to further improve their Spanish. The advantage of many of these resources is that they offer immediate feedback to the learner. Pupils can also research further vocabulary on the topics met in class and vocabulary in areas of their own personal interests.

<https://quizlet.com/>

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

Students are encouraged to develop their Spanish further by reading and listening to authentic language online. We recommend the following:

Authentic news and current affairs

1 www.noticiasfacil.es/ES/NOTICIAS/Paginas/default.aspx /

2 <http://cnnespanol.cnn.com/category/ninos/>

Listening (all languages)

<http://www.audio-lingua.eu/?lang=en>

Searchable MP3 clips by topic (try, for example 'Familia'), length, level (look for A1 clips) and language

<http://lyricstraining.com/>

Site for song activities in many languages using the text.

Visits / Extra-Curricular opportunities

Year 8

Arsenal Double Club programme

Coordinated between CVC and Arsenal Football club, this programme combines seven afterschool sessions of 1/3 hour football and 1/3 hour Spanish. At the end of the programme, there is a celebration trip to the Emirates stadium.

Additional after-school Spanish lessons delivered by Sixth form students who are studying Spanish at A 'level

This is a follow-on from the Year 7 programme and continues the theme of the lessons. It is proving very popular for both those students who participated in the programme during Year 7 but also to those students who feel they are at a point in their Spanish studies whereby they would like more support.

Dali trip (Art/Spanish) during Activities Week



During Activities Week in July we offer a trip to Figueras, Spain. This trip is designed for students that are interested in both Spanish and Art. Before the trip leaves, there are some after-school art sessions at which the work of Salvador Dali is explored. A very popular trip, we do offer this to Year 9 students as well. If students are not successful in obtaining a place on the trip in Year 8, they will have an automatic place on it whilst they are in Year 9

Contacts / Any further information can be obtained from Mrs Barcz-Morgan (Head of Spanish KS3, Deputy Head of Modern Languages Department) by e-mailing or telephoning the college.

MUSIC

Teacher assessment is continuous in Music and learners' performance will be tracked across a wide range of performance, composition and music ICT tasks. Feedback will be given after each piece of work shown, but learners will also carry out some self-assessment during the task itself.

Half Term	Knowledge and Skills –	Assessment: Key Pieces and dates
Autumn Term	Staff notation Sequences Pedal Ornaments 4-bar phrases Rhythmic Q&A Variation Melodic lyricism Harmony Emotional expression: eg. use of dynamics, timbre, effects, etc. Themes and interpretation	'The Tool Box' Baroque Classical Romantic Programmatic Music Christmas Music
Spring Term	Chords II, III, VI Riffs/Bass lines Lyric Writing Word setting Structure Song form Vocal work arrangements Development of melody writing Research Appraisal ICT – development of keyboard use to create backing tracks & basic recording techniques Riffs	1950s Rock & Roll 1960s Popular music Song writing – Music Mogul
Summer Term	Consolidation of skills Group work Performance skills Call and response Syncopation Interlocking Rhythms	Mini-musical World music: Calypso, African

Groupings

Learners are taught in their Tutor Groups for Music. There will be opportunities to work in smaller groups or individually depending on the particular project.

Homework

Homework is likely to involve more extended projects such as presenting research about a particular style of music. It may be set over the course of a half term and is likely to require up to 30 minutes per week. Occasionally one-off more specific homework may be given such as "to write lyrics for a popular song". No homework set in Music demands that there is a musical instrument of some kind available at home.

Extended Study Information

To research any of the following styles of music in more depth and present your work in whatever engaging way you desire:

Music and composers of the Baroque, Classical and Romantic periods

Popular song styles

**Visits / Extra-Curricular opportunities**

Year 8s are very welcome to join any of the Music Department clubs and activities which are on offer at any point during the year. They are also eligible to participate in the Music/German exchange programme. Please ask about our range of instrumental lessons available for your child.

Equipment

A pair of in-ear, wired headphones with 3.5mm jack.

Contact - Mr B Parker - Head of Music

PSHE

PSHE encompasses Citizenship, Personal Well-being and Economic Well-being. In Year 8 the programme is delivered through discrete lessons and talks by visiting speakers. During each half-term, pupils' skills and knowledge are evaluated through a range of writing pieces, spoken pieces and group work. Teachers use these, along with their own observations, to inform their judgements as to whether students are working at, towards, or beyond expected levels for the students' age-group. This also allows for a continued development and review of the PSHE programme to ensure that students are taught a relevant and valuable curriculum.

Half Term	Knowledge and Skills –
1	First aid This unit focuses on personal safety including road safety and how to administer first aid Key questions: How do I do CPR? What dangers may I face under the influence of drugs or alcohol, How do I manage peer influence?
2	Rights and responsibilities in the community This unit focusses on tackling age and disability discrimination Key Questions: Why do some people discriminate against the elderly or disabled? What is the Equalities Act of 2010?
3.	Tackling racism and religious discrimination and promoting human rights This unit focusses on the human rights act and how it came about Key Questions: What do Human Rights mean? What don't they mean?
4	Mental health and emotional wellbeing This unit focusses on getting the students to think about mental health and how it can change at various times in their lives Key Questions: How do I manage change and loss? What is anxiety/ depression and how to do I get help? What is a positive body image?
5	Introduction to sexuality and consent This unit focusses on discussing sexuality versus gender and the use of contraception to prevent STIs or pregnancy. Key Questions: What is the difference between sexuality and gender? How many different types of contraception are there and which ones stop STIs: DORSE resources
6	Evaluating value for money in services This unit focuses on risks and consequences when making financial decisions. Key questions: Where should I invest my money? When I buy a house how do I know I am getting a good mortgage product?

Groupings

PSHE is largely delivered in tutor groups. We see this as particularly beneficial as students are given the opportunity to explore issues that are sometimes personal and sensitive, with students they know well.

Homework Information

Homework will be given regularly as part of the curriculum, supporting classwork through tasks designed to enrich students learning.

Extended Study Information

Students can enrich their understanding of Citizenship issues by reading newspapers and watching news items on TV. Documentaries might also add to their understanding, and offer useful and interesting perspectives on issues related to health and well-being. Discussions and informal debate at home might assist students in developing the skills and confidence to assess and evaluate different issues and views.

Some good websites which are of interest include: Centre 33 www.centre33.org.uk Young Minds

<http://www.youngminds.org.uk/>

Contact:

PHYSICAL EDUCATION

The PE department promotes participation, leadership, health and excellence. This is developed within the core PE lessons for all students, as well as in extracurricular clubs and competition beyond the school day. Staff are committed to helping students to overcome challenges and reach high standards while enjoying themselves at all times.

Knowledge and Skills –	Assessment: Key Pieces and dates
<p>A typical PE student will complete a range of the following activities across the year</p> <p>Rugby/Netball (Developing outwitting skills)</p> <p>Gymnastics (Developing accurate replication)</p> <p>Dance (Developing expressive skills)</p> <p>Football/Hockey (Developing outwitting skills)</p> <p>Striking and fielding (Developing outwitting skills)</p> <p>Athletics (Developing performance and excelling skills)</p> <p>Swimming: Developing confidence in water and specific stroke work.</p> <p>Alternative games : Handball/Gaelic Football, Ultimate Frisbee (Outwitting Opponents)</p> <p>Racquet Sports: Tennis/Badminton/Table Tennis/Squash (Developing performance and excelling skills)</p>	<p>Students will be assessed at least at the end of each half term in their given sport which will contribute towards an overall level for the end of the year. Their practical performance, knowledge and understanding, coaching, leadership skills, participation and interest all form part of their assessment. Interform competitions are completed as part of the students' experiences within PE. This results in tutor groups competing against one another in their outwitting sport and through the completion of a x-country run. The Interform competition is normally completed around the October half term and prior to the Easter break.</p> <p>In the first week of July, students will complete a sports day as a year group. This will be an off-timetable day and will cover the full range of athletic events. The focus of the day is on team work and performance in tutor groups.</p>

Groupings

The Year 8 PE groups are usually mixed sets for girls and a top set and two mixed groups for boys, however, this can change from cohort to cohort. The groups are single gender and are predominantly taught by the same gender teacher where possible.

Extended Study Information Students will be encouraged to complete club sports as extra-curricular activities at Comberton VC [http:// www.combertonvc.org/Extra-Curricular](http://www.combertonvc.org/Extra-Curricular) or at local community clubs, contacts of which are listed within the student planner p37.

Equipment Students require:

Students require: CVC polo top, CVC rugby top (boys only), CVC PE shorts or CVC Skort CVC, navy CVC tracksuit bottoms (optional), navy CVC hoody (optional), CVC blue socks (or white sport socks during the summer term), suitable sports trainers (not plimsolls, pumps, vans or converse type trainers and separate to school footwear), football boots, shin pads (essential for football and hockey) and gum shield (recommended for hockey and rugby). Students also require moulded football boots or astro trainers to access the astro. All items of clothing must have the CVC logo, please see the student planner.

Jewellery

The only jewellery allowed is one small stud in each pierced ear. Nose studs and other facial piercings are not allowed. All jewellery and piercings must be completely removed for PE. Earrings and other piercings cannot be taped for PE. ***Please ensure that new piercings are only done at the beginning of the school summer holiday and not done within the academic year.***

Visits / Extra-Curricular opportunities Students will have the opportunity to complete a broad range of physical activities as part of the Comberton Extra- Curricular programme. This often extends to fixtures and tournaments which can take place as late as 6pm across the week.

We offer trips to watch professional matches in various activities throughout the year to students who show a keen interest in the related extra-curricular club.

Contacts / Any further information M Wilce, Head of PE

RPE

Religion, Philosophy and Ethics (RPE) is an exciting subject in which Comberton Village College students get to investigate and to explore some of the deepest questions ever asked! What is truth? Who am I? Does God exist? These are questions that frequently appear in RPE lessons and students will have the opportunity to explore them from a range of perspectives.

In RPE, there are different 'branches of knowledge' which students will explore:

- Basis (explored using concepts such as 'truth', 'tradition' and 'interpretation')
 - Morality (explored using ethical concepts and their origins in religion and atheism)
 - Action (explored using concepts such as 'culture', 'worldview' and 'symbolism')
 - Reflection (explored through different sets of relationships, such as relating to 'Self', 'Others', 'God' and 'Environment')
- Students will be given a clear guidance of how to progress within each 'branch of knowledge' and will be assessed as 'Beginner' (levels 1-4), 'Competent' (levels 5-6) or 'Master' (levels 7-10) for each.

Topic	Course Content: Knowledge and Skills	Assessment : Key pieces
1	What is the impact of the Buddha on the lives of his followers? In this in-depth programme of study students' will learn about the life of the Buddha and how Buddhists living today all over the world have interpreted this. Students will learn how the teachings of the Buddha impact daily life of a Buddhist. Students should gain knowledge of the diversity within religions and the challenges facing religious believers in the 21st century.	Students work in groups to create a 'Buddhist Business' which focuses on incorporating Buddhist teachings into a modern day business. Whilst doing this they will need to consider, in detail, the beliefs and practices of Buddhism and how these are challenged and overcome today.
2	How strong is the evidence for life after death? During this unit students engage with the fundamental question of "What happens to us when we die?" They will look at the question from many different faith perspectives and use case studies to assess whether or not in their view there is an afterlife.	Students create an extended piece of writing for this unit which analyses the inquiry question. They will explain in detail different perspectives on life after death and then analyse these drawing to their own conclusions on the question.
3	Is money the root of all evil? This unit is an overview of how different worldviews respond to the moral issues raised by business and economics. Students will gain skills in analysing real world events and how consider their own moral, spiritual and cultural development	Students will respond to the enquiry question with a written essay that focuses on the skills of explanation, analysis and evaluation of a range of ethical responses from a variety of worldviews
4	How should crime be punished? In this scheme of work students explore the issues surrounding, the need for rules, the purposes of punishment, the concept of forgiveness and restorative justice and the debate around the death penalty. Students will look at real life examples through reading a range of case studies during this topic to help them analyse further the strengths and weaknesses of the different approaches to crime.	Students will complete a test towards the end of the unit with a range of questions to assess their understanding.

Groupings

Students are taught in their tutor group with work differentiated and personalised to meet their needs and abilities. Teaching Assistants are used effectively to support learners with SEN both during and after lessons.

Homework

Homework is set regularly, as deemed appropriate by the teacher. This work can take a variety of forms from additional research tasks such as interviewing a family member or a friend about a philosophical or ethical issue, to planning and creating presentations to deliver in class.



The main focus for homework is often an assessed written task to be completed at home; assessed tasks will usually have extended deadlines to allow students time to enrich their work with further research.

Extended Study Information

We encourage students to discuss ideas that they have studied in lesson time at home; we would also encourage you to ask your son or daughter about what they have studied in RPE as this will enrich the discursive element of the subject. Additional reading lists may also be made available to students at the beginning of a scheme of work that include novels, online texts and suitable films to watch, to garner more knowledge of specific subjects. Additionally, all students should try to watch or access international, national and local news in some form at least once a week to help them develop an understanding of the issues facing many people in the wider communities.

Contact

Silouani Stefanou, Head of RPE

SCIENCE

At KS3, pupils follow an 'in-house' modular course, matched to the National Curriculum. Pupils will develop their knowledge and understanding of a range of science topics throughout the year. We aim to foster an enjoyment of the subject and develop a range of skills through engaging practical work. Assessment is via formative tasks (WS tasks) and end of term tests. An end of term test examines the content covered in that term.

	Course Content: Knowledge and Skills (These topics are rotated)	Assessment : WS (Working Scientifically) Task and Test
Term 1	Food and Digestion – students learn about tissues, organs, the role of enzymes, food groups and ecosystems.	1 WS task per topic and an end of term test.
	Periodic table – discover why the periodic table is laid out how it is. You also consider oxidation reactions	
	Sound and Waves – describe waves using correct terms and know the parts of the ear.	
	At the end of term 1 there is an exam based on year 7 content. This helps students retain their knowledge and understanding.	
Term 2	Light – Reflection, refraction, dispersion, white light, sound waves, how we see and hear.	1 WS task per topic and an end of term test.
	Health and Fitness - What is fitness? Skeletons, muscles, joints, breathing and respiration.	
	Reactions of Acids – pH scale, neutralisation, and flame tests.	
Term 3	Breathing and Respiration – How do we breath? Why do we breathe?	1 WS task per topic and an end of term test.
	Environmental Chemistry – greenhouse effects, carbon cycle and recycling are covered in this topic	
	Forces and motion – balanced and unbalanced forces, motion graphs, moments and pressure.	

Groupings

Pupils are taught in X and Y half-year groups. Pupils are placed into a mixed ability teaching band, each band containing two classes. The bands are formed from a range of data and using the judgement of teachers, Centre staff and Cabin staff. SEN support is provided for pupils as appropriate.

Homework Information

Homework will be set by teachers for pupils as appropriate and should take 30 minutes to complete (on average). Extension homework may also be set as appropriate

Extended Study Information

KS3 revision guides which can be bought from the department or borrowed from the Library and BBC Bitesize for KS3 science

Visits / Extra-Curricular opportunities

Science and STEM club

Various trips take place throughout the year and pupils are informed of these.

Contact

Dr Suzanne Smith – Head of Science