



### Welcome

Dear Parents and Carers,

I am delighted to welcome you to the first of our Teaching and Learning Newsletters which has been especially created for our parents and carers of Year 8 students. This newsletter will be produced each half term and, inside, you will find information from each of your son or daughter's Subject Leaders sharing some of the topics that they will be covering along with some helpful information on how you can support them. I hope that you find it informative and useful and please do contact me via my email address if you have any comments or suggestions to make. I certainly see this as a partnership between home and school.

The focus of this first issue is on home-learning. Last year, as you are aware, we relaunched home learning, establishing the principle that each student in Year 8 will have a minimum of 45 minutes of home learning per subject, per week and we asked parents and carers to work with their child/children to draw up a timetable that fits within the family schedule. All home-learning set is due in one week later. An example is below.

	4:00 – 4:45	4:45 – 5:30	5:30 – 6:15
Monday	English	Leisure time	Geography
Tuesday	After school club	Tech	Mathematics
Wednesday	MFL	RE	Family event
Thursday	Science	Leisure time	Team Sport
Friday	ICT	Music	Leisure
Saturday			
Sunday			Drama

Different subjects will set home-learning in different ways, but the principle will be the same, 45 minutes, per subject, per week. If your child completes the work within the allocated time, then they can do one of the following additional tasks (a) revise topics covered in the subject (b) read ahead for the topics coming up or (c) read around the subject topic more widely.

#### Research on Home-learning

- High quality home-learning can have an average impact of 5 months' additional progress.
- Home-learning has the strongest effect when it is set in a way that lets students practise what they have learned in the classroom.
- Home-learning has most impact when students spend 2 or more hours daily after school.

We do hope that we will have your support in this venture. Some parents and carers have asked for the home-learning tasks to be available online, and this is an option we will be exploring this year.

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# English

## 'Love and Relationships Poetry'

The key skills for this unit include identifying the techniques that poets use to convey ideas, feelings and thoughts. They will be beginning to comment on the effects of these and begin learning analytical skills which are the foundation of skills needed at GCSE. They will also consider other texts concentrating on the same theme, including: magazine articles, newspaper articles, song lyrics, short stories and extracts from a selection of novels. Having looked at a variety of writing on the theme of Love and Relationships, they will complete both analytical reading tasks and non-fiction and fiction writing tasks. The main assessment piece is an AQA style literature exam paper in which students will be asked to write an analytical response to a text, considering how the writer uses language and structure for effect.

## Home-learning

You can support your child by encouraging them to talk through their writing. For example:

- How are you going to begin and end your writing? Why and how effective will this be?
- Which words would you like to change or improve?
- Have you checked your spelling, punctuation and sentence structure? Does it all make sense?

Where the home-learning is reading, students will be asked to comment on the effect of language in a given extract. They will often be asked to select words or phrases and explain their effect. You can help by encouraging them to explain what the words make them think/feel rather than what they mean. Students are also being encouraged to read for pleasure both in school and at home. Students will be asked to complete a reading log where they are expected to log the title and name of the book, the date each reading session takes place, how many pages have been read and a small description of what they have read. Each child has been given instructions for logging their personal reading and will be given one hour a fortnight reading time.

# Geography

## The human and physical geography of Brazil.

Students explore place knowledge through a range of exciting global topics ranging from migration, rapid urbanisation and slum development, street children as well as attempts to try to manage these. The main assessment will take the form of a traditional exam paper with questions ranging from describing trends from graphs to applying knowledge about migration to Sao Paulo.

## Home-Learning

You can support your child by encouraging them to talk through their planning with you e.g. for a discursive argument discussion prompts could be:

- How have they introduced the topic?
- What points are they going to include?
- What facts can support the point they are making?
- Where in the world have they studied an example of this?
- Have they tried to balance their point of view?

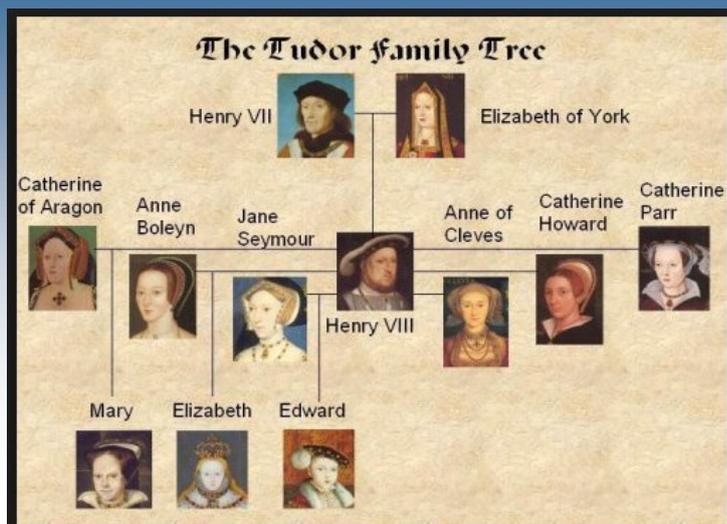


For tasks such as learning key words or processes, they need to be able to recall meanings as well as spellings of the key words in addition to understanding how processes work. You can help by encouraging them to explain the words to you and by getting them to try to use them in context; asking students to change a diagram to words or vice-versa will help them to show understanding of how processes lead to change.

## History

### Tudor England.

Having considered the changes brought about by Henry VIII, students will move on to consider the problems faced by Elizabeth I, principally religious division, Mary Queen of Scots, succession, threats from foreign powers and poverty. Students will use these topics to develop their skills of source evaluation and historical debate. For example, they will write a discursive essay on the reasons for the defeat of the Spanish Armada, arguing how different factors contributed to the defeat and why one factor was more important than other factors.



Home-learning: cover sheets in exercise books show the topic for each unit

Students use this time to complete a research task specific to the topic being studied, if they complete this within the time set they can go on to practise key word spellings and revise knowledge of the topic by creating mind maps with key people, dates, events, causes and consequence. Students will be expected to complete an assessment essay on their studies this term, so regular testing of key facts will help support their long-term recall of the topic. To support your child, you can ask them to describe the conflict, using key words, names and dates and explaining how tactics, weather and leadership led to the defeat of the Spanish. Using connectives and conjunctives, such as because, this meant that, as a result, therefore, will help your child to develop their writing in history.

Websites to support research:

<http://www.spartacus-educational.com>

<http://bbc.co.uk/bitesize/ks3/history/tudors-stuarts/elizabeth-i/video>

<http://historylearningsite.co.uk>

<https://quizlet.com/72056250/consequences-of-the-defeat-of-the-spanish-armada-flash-cards/>

## RE

'Can one person change the world?'

This topic continues their previous learning on covenants and will focus on the new covenant as made through Jesus. The topic will encourage students to form judgements on religious teachings and explore the idea of salvation and God's Grace ahead of evaluating these beliefs. The unit will build towards deciding if the 'Golden

Rule' is something which would ultimately benefit the world if all followed this.

Home learning: set once a week, due in the following week.

This takes the form of a menu, whereby students select one piece of work to complete from a sheet. The tasks are varied and ordered by difficulty; we encourage students to challenge themselves when selecting tasks. It would be helpful if this expectation was reinforced at home when your child selects their home-learning task.

*The Golden Rule:*

Treat Others As  
You Would Like  
to Be Treated

## Autumn Term Programme

<b><i>Subject</i></b>	<b><i>Topic Title</i></b>	<b><i>Main Task Assessment</i></b>
Textiles	Crazy Creature Hats	Design and making of final product
Resistant Materials	Festival of Lights: Mood light	Design and making of final product
Food and	Come cook with me	Carbohydrates and Nutrients
English	Poetry 'Love and Relationships'	AQA style literature exam paper
French	Voyage à Paris - Discussing a trip to Paris	Listening and writing assessment
German	Bist du ein Medienfan? Discussing media in your life	Listening and speaking assessment
Computing	Scratch programming including creating games.	Online security with public and private keys, basic encryption and Phishing &
Science	Energy types and transfer Ecology Acids and Alkalis Waves  Nutrition and Digestion Periodic table and reactivity Space and the Solar system Photosynthesis  Forces Pressure and density EXPO	Written tests completed in class for all topics listed using past KS3 science questions.  EXPO is a poster presentation usually completed in pairs of students.
Art	Patterns in Nature	Observational drawing of shells, ivy and leaves.
Maths	Operations, place value, special numbers, fractions and decimals.	Termly test
Music	Film Music/Minimalism	Final Composition

## A word from your Year Leader

Year 8's are off to a good start and generally impressing their teachers. Thank you for all your on-going support with your children to help make their learning dynamic and enjoyable.

**What opportunities are there this half term where you can support your child's learning (i.e., opportunities for home school dialogue (reporting, parents evenings), year groups visits/events)**

First Round of Year 8 Assessments  
Data Report 1 of 3 Sent Home  
Parent Consultation Evening

w/c Monday 30<sup>th</sup> October  
Wednesday 22<sup>nd</sup> November  
Thursday 22<sup>nd</sup> February

**How can you support/get involved in home learning (i.e. check and sign student planner, provide a calm area to do home learning, talk through the task, ask them what they have learnt)**

### Checking Homework Diaries

I wanted to take this opportunity to identify just how students should be using their student diaries. When students receive home-learning they should record the subject, the task (in detail) and the due in date. There are columns for each of these in their diary. This way it should be easy to monitor home-learning.

I would suggest that each student gives themselves specific times each night to complete their home-learning, where there are no distractions. This will help them complete it to the best of their ability, but not allow it to become overwhelming. The students are being challenged this year to stretch and challenge their abilities therefore home-learning might be more challenging. If they are stuck please ensure that they speak to their teachers before the lesson so they can get additional guidance. Additionally the school does run a home-learning club to support students Monday – Thursday if needed.

Mr Wood

For further updates please find us on:



@stedwardspoole



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