

Parent Information Evening

Year 8

www.thehessleacademy.co.uk



Welcome Mr Groak *Headteacher*

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Year 8



- **Welcome** - Mr Groak, Headteacher
- **Curriculum, Setting & The School Year** - *Mrs Price, Deputy Headteacher*
- **Student Support and Wellbeing** - *Mrs Pinkney, Head of Year 8*
- **Importance of Attendance** - *Mr Groak, Headteacher*

Curriculum & Support

Mrs Price

Deputy Headteacher



Curriculum



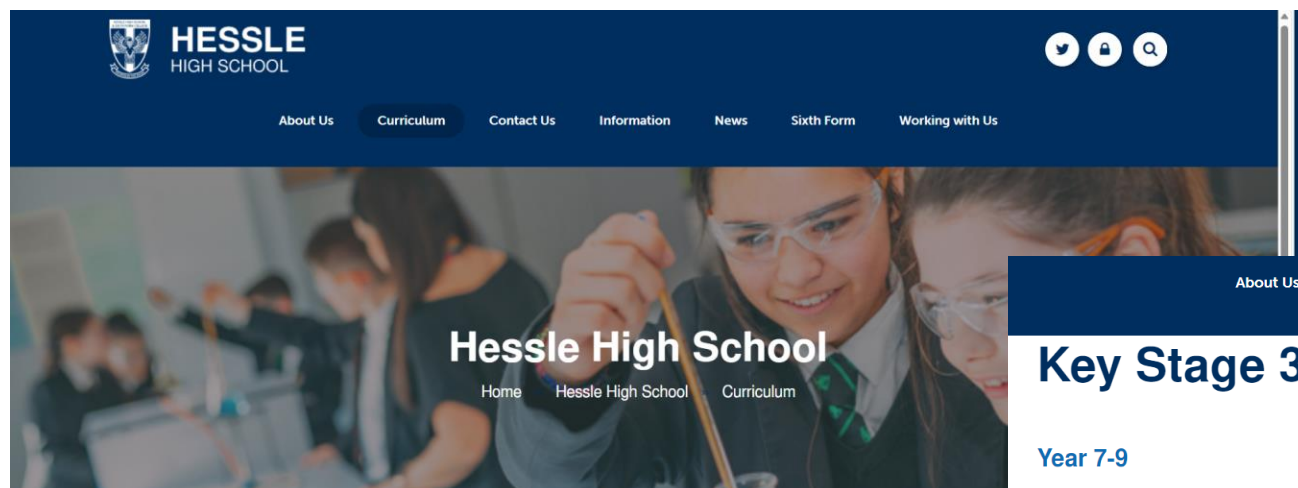
- The Big Questions
- Builds on KS2 and year 7 learning
- Broad and balanced
- Develop specialist skills

Curriculum Examples



English	The Adventures of Sherlock Holmes Crime in Victorian London; detectives; Watson; Holmes; deduction; scandal; dual-nature Mastery Writing 3: Narrative structures; temporal clauses; prepositional clauses; subordinating clauses; fragments Reading for Pleasure: 10 Minute Reads; Poetry The Big Question What was crime like in Victorian England?	The Adventures of Sherlock Holmes Crime in Victorian London; detectives; Watson; Holmes; deduction; scandal; dual-nature Mastery Writing 3: Narrative structures; temporal clauses; prepositional clauses; subordinating clauses; fragments Reading for Pleasure: 10 Minute Reads; Poetry The Big Question Holmes solve	The Tempest Shakespearean tragedy and comedy; colonialism; Prospero; Caliban's dual nature; the three plots Mastery Writing 3: Narrative structures; subject/verb agreement; comma splices; punctuating speech; apostrophes Reading for Pleasure: 10 Minute Reads; Poetry Philosophy and ethics What is philosophy? Logic What is ethics? Making choices The Big Question: Can philosophy and ethics help us to make the right choices? The Jewish Religion Key beliefs Holy books The Big Question: What does it mean to be Jewish?	The Tempest Shakespearean tragedy and comedy; colonialism; Prospero; Caliban's dual nature; the three plots Mastery Writing 3: Narrative structures; subject/verb agreement; comma splices; punctuating speech; apostrophes Reading for Pleasure: 10 Minute Reads; Poetry Daily life Anti-Semitism The holocaust Big Quiz The Big Question: What does it mean to be Jewish? Pilgrimage Lourdes Amritsar The Big Question: What are the benefits of pilgrimage?	Animal Farm Orwell; rebellion; allegory; Snowball; Napoleon; Squealer; Boxer; propaganda; cult of personality; corruption Mastery Writing 3: Creative writing; extended metaphor; writing character; describing settings; apostrophes Reading for Pleasure: 10 Minute Reads; Poetry Haji Varnasi & Ganges The Big Question: What are the benefits of pilgrimage? Buddhism The life of Buddha Key beliefs Buddhist monks Animal rights The Big Question: What is Buddhism?	Animal Farm Orwell; rebellion; allegory; Snowball; Napoleon; Squealer; Boxer; propaganda; cult of personality; corruption Mastery Writing 3: Creative writing; extended metaphor; writing character; describing settings; apostrophes Reading for Pleasure: 10 Minute Reads; Poetry The Big Question: What is Buddhism? worship Big Quiz Festivals Christmas and Easter Divali Ramadan Wesak The Big Question: Are all religious festivals the same?	Science	Respiration Aerobic respiration, the heart, heart rate, structure of the lungs, Diffusion of gasses, blood and blood vessels The Big Question: Where do you get the energy to run a marathon? Food and Digestion Food groups, food tests, enzymes, digestive system, Case study: Obesity, deficiency diseases The Big Question: What should you eat to run a marathon?	Forces and motion Measuring forces, Moments, Levers, Speed, distance and time graphs, gravity The Big Question: How do forces allow us to travel on land, sea and air? Matter and Pressure States of matter, density of regular objects, density of irregular objects, ship building, gas pressure, atmospheric pressure, pressure in liquids, stress in solids The Big Question: Why doesn't an inflatable dinghy sink?	
ICT	Developing for the web Using HTML and CSS to create webpages. Website building blocks, how to use HTML to create simple web pages, searching the web, creating a web page to summarise their learning of search techniques The Big Question: <i>Will the internet slow down as it grows bigger and gets older?</i>	Representations: from clay to silicon Representing numbers and text using binary digits, list examples of representations, convert between different units of representation size, measure the size of a bit sequence as the number of binary digits that it contains The Big Question: <i>How can we do everything?</i>	Mobile App Development Identify the mobile systems life cycle, create a mobile app in Media: vector	History	6. How were Africans sold into slavery? 7. Slave Auctions 8. Life on plantations 9. What was life like for slaves? 10. Slave resistance 11. Haiti The Big Question: What was the impact of slavery on the world?	15. William Wilberforce 16. How was slavery abolished in Britain? 17. Modern day slavery 18. Assessment and feedback. Summary of slavery. The Big Question: An age of revolution, 1745 to 1901 – did Britain grow or decline? An age of revolution, 1745 to 1901 – did Britain grow or decline?	8. Jobs in the Industrial Revolution 9. Child Labour 10. What was it like to work during the Industrial revolution? 11. Transport before 1750 12. Why were the railways important? 13. How did transport develop during the IR? 14. Living conditions in the industrial cities The Big Question: Why should the Great War be remembered?	1914? 3. Long-term causes 4. Short Term Cause (Sarajevo) 5. Who was to blame for the Great war? The Big Question: Why should the Great War be remembered?	11. What weapons were used in WW1? 12. The Battle of the Somme and Douglas Haig – Lions led by Donkeys? 13. Assessment The Big Question: Why should the Great War be remembered?	1. Why were women in Victorian Britain? 2. What change did they want? 3. The Suffragettes 4. The Suffragettes – Murdoch and the or 5. Emily Davison – d 6. The Cat and Mouse 7. Opposition to vot 8. Women in WW1 – the front line 9. Why did women go to work in 1918? 10. Assessment
			Technology Food Health and safety and Food Hygiene, Macro and Micro Nutrients PRACTICAL COOK 1 Chicken Korma The Big Question: "Dr Oetker VS Homemade"		PRACTICAL COOK 2 Bacon & tomato pasta Cooking method and heat transfer, Assessment Lesson The Big Question: "Dr Oetker VS Homemade"	PRACTICAL COOK 3 Ginger Cakes Seasonality and sustainability production, organic and food miles The Big Question: "Can culture and religion dictate our diet?"	PRACTICAL COOK 4 Flatbread PRACTICAL COOK 5 Pastry jam tarts Manufacturing specification Function and chemical properties of nutrients. The Big Question: "Can culture and religion dictate our diet?"	PRACTICAL COOK 6 CHINESE CHICKEN Cultures & Food Choice Manufacturing specification Function and chemical properties of nutrients. Assessment Lesson The Big Question "Organic or every day value?"	PRACTICAL COOK 9 Marble cake Food Farming Design brief and specification. The Big Question: Organic or every day value?	

Further Information - Website



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Key Stage 3 Implementation

Year 7-9

At Hessle High School & Sixth Form College we believe that an effective curriculum should build on the skills and knowledge acquired throughout prior learning at primary school. We work closely with our primary schools to ensure that duplication of knowledge is limited and progression is accelerated.

Our curriculum is broad and balanced and provides an opportunity for learners to develop specialist skills and develop an awareness of the very varied learning opportunities there are available to them.

Using specialist, state of the art resources and a staff work force who are highly skilled with an exceptional subject knowledge we are able to provide a curriculum where learners thrive.

Though this document will give a brief summary, nothing replaces seeing learning in action. If you would like to visit us during the course of the taught day, please do not hesitate to contact a member of the Senior Leadership Team.

Students will study:

CORE (English, Maths & Science)

Items this section

[Extra Curricular](#)

[Curriculum Intent](#)

[Careers](#)

Key Stage 3 Implementation

[Key Stage 4 Implementation](#)

[Impact](#)



Science



TERM 1

Biology

Students return to science, looking at life on the planet. They also take a deeper look at the other side of biology in term 1 look at digestion. Pupils look at the food group absorbed. They then finish with the pot respiration.

The Big Questions:

How does exercise effect the body? Why?

Physics

The pupils will start to look at the difference with one another. They will then look at how we can tell a story about forces. The pupils will then look at the properties of objects. They will then look at how we can use this knowledge in engineering.

The Big Questions:

Why does a see-saw need two people?

TERM 2

Chemistry

In term 2 the science focus turns to chemistry. The pupils will look at the types of substances mixed together and how acids with metals. The pupils will also look at the differences between mixtures and compounds.

The Big Questions:

Will vinegar treat both a wasp and bee?

Computing



TERM 1

Students spend their first term developing for the web. They will understand the website building process, searching the web, creating a web page to students will then move onto their next topic of Representation and text using binary digits. Students will list units of representation size, measure the size of a bit.

The Big Questions:

Will the Internet slow down as it grows bigger and bigger? How can computers store and process everything?

TERM 2

Students will learn about mobile app development life cycle and design a purpose-built device. They will then move onto the Media and how to manipulate individual objects and groups of objects to paths and edit paths.

The Big Question:

How do media companies use computers to communicate?

TERM 3

The third term will focus on Computer Systems. Students will be able to explain the difference between hardware and software and how to build a purpose-built device and describe the function together to execute programs. They will also learn how to construct simple logic gates. Students will end the term by looking at the programming. Students will be able to describe what algorithms and programs. They will use an Integrated Python program using key programming constructs.

The Big Questions:

How is the technology we used created? How to get a computer to follow human instructions?

History



TERM 1

Students will study the impact of slavery on the world. They will investigate Africa before the Slave Trade, the origins of slavery and how the slave trade evolved. The topic then moves back to the UK and investigates why the slave trade was important to the development of British towns and cities. It also looks at the impact of the slave trade on industry and Britain before turning its attention to William Wilberforce.

The Big Questions:

What was the impact of slavery on people? What was the impact of slavery on the world?

TERM 2

The second topic to be investigated is the Age of Revolution, 1745 to 1901 – did Britain grow or decline? Here students investigate the British empire and the American colonies expansion after 1713. Students continue to investigate the Age of Revolution. They will focus on the reasons that the American colonies won the war of independence and then the industrial revolution, the quality of life in England and the importance of the railways. Our attention again turns back to Hull and looks at what life was like in Hull c.1800. Students will then move onto the topic of the Great War. Here students will look at the long term and short term causes as well as who is to blame for it.

The Big Questions:

Who was responsible for the Great War?

TERM 3

Students will continue to study the Great War. They will investigate local recruitment, the trenches and the weapons used. The term ends with the battle of the Somme. Students will then complete the final unit on Women and the Vote. Students understand why women were important in Victorian Britain and the Suffragettes, including Mary Murdoch and the organisation in Hull. They will learn of the opposition to votes for women and how women got the vote in 1918.

The Big Questions:

Why should the Great War be remembered? Why did women get the vote?

YEAR 8



HESSLE HIGH SCHOOL CURRICULUM BOOKLET

2023-24

Banding and Setting

Band	Home Group	English Group	Maths Group
AB	J	AB1	AB1
	K	AB2	AB2
CD	L	CD1	CD1
	P	CD2	CD2
EF	Q	EF1	EF1
	R	EF2	EF2
GHI	U	GH1	GH1
	V	GH2	GH2
	W	GH3	GH3
X	Y	X1	X1

- Originally set at start of Year 7 based on CAT/SAT data, reviewed throughout the year.
- Subject to change based on internal data from assessment and English and Maths testing.
- Movement continues to take place throughout the year.

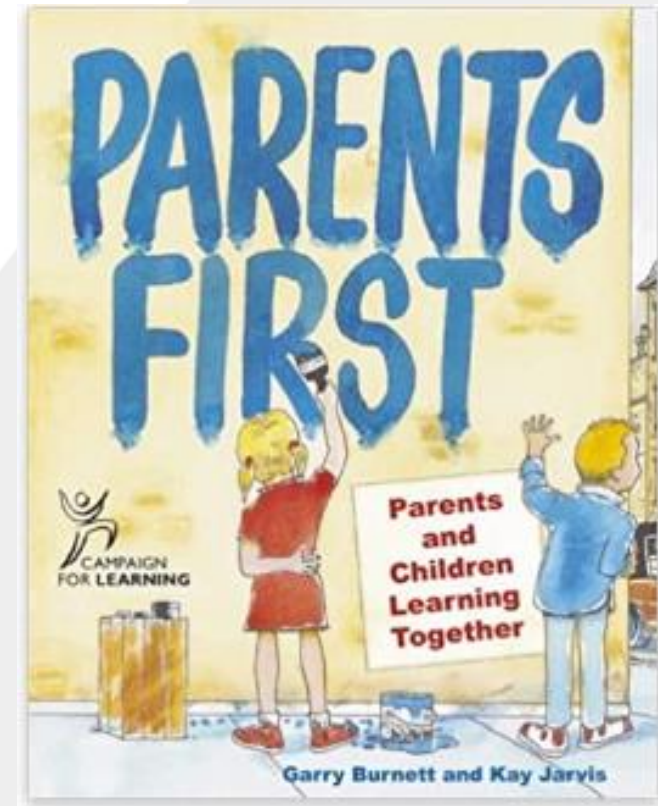
Parents First



- How to support your child through their studies
- Practical ideas and tips to aid their learning
- Support for learning away from the classroom.

Next Session

- 13 November at 5pm



The School Year 2023-24



- LPS1 - Issued January
- LPS2 – Issued June
- Year 8 - Progress Evening (Banding a-d) 26 October
- Year 8 - Progress Evening (Banding e-i) 9 November

Further Information – Termly Bulletin



Hessle Learning Bulletin



Year 7 & 8 visit Hull University

Our Year 7 and 8 girls had the opportunity to participate in a Five A Side tournament at Hull University, with the aim of increasing participation in girls football. They had an amazing time and highlighted what a positive impact sport can have on wellbeing.

Science

Science Students work with Hull University

Eight students from Years 9-11 entered a Chemistry competition against other schools at Hull University called 'Top of the Bench', proudly reaching the semi-finals. Hessle also welcomed a University of Hull representative, demonstrating the different careers that chemistry can offer and the discoveries made right here in Hull!

Did you know that the red colour in Covid-19 tests is actually made from Gold nanoparticles?

How We Celebrated Christmas



Our students celebrated Christmas in many different ways, including;

- The tree of Christmas Wishes
- Foreign Language Christmas cards competition
- Hessle Light Switch on performance
- Charity Christmas jumper day
- Christmas dinner
- All Saints Church Christmas concert
- Year 7 Christmas talent show and pantomime

Further Information – Termly Bulletin



English



Our Key Stage 3 English classes have been immersed in Shakespeare this term. Year 7 have been exploring the forests of Ancient Greece in 'A Midsummer Night's Dream' and pondering the Big Question: 'Is The Love Potion Good or Bad?'. Year 8, meanwhile, have been marooned on a desert island as they have enjoyed their work on 'The Tempest' and explored ideas about power. Year 9 have ventured into the realms of tragedy for the first time with 'Romeo and Juliet', preparing them for the further tragedies they will study as part of GCSE English Literature and, in time to come, A Level English Literature.



Duke of Edinburgh 2023 Season

Students across Hessle High School will be completing their Silver Duke of Edinburgh award during the Summer Term, walking, camping and volunteering their way to success! The team who run this amazing opportunity have been testing the route in preparation for the students to complete it. The first event was the weekend of 22-23 April where students completed a practice for the Silver award. Our next event takes



Year 7 and 8 Girls Football at Hull University

Our Year 7 and 8 girls had the opportunity to participate in a Five-A-Side football tournament at Hull University, with the aim of increasing participation in girls football. They had an amazing time and highlighted the positive impact that sport can have on wellbeing and health.

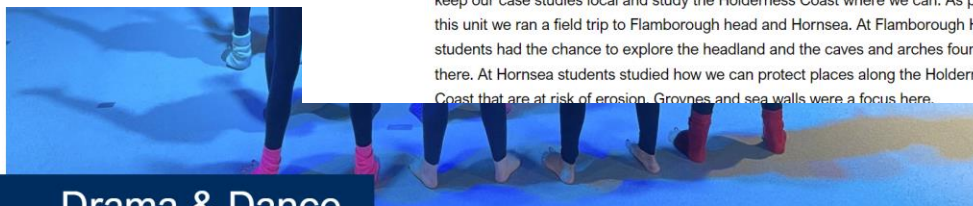
Further Information – Termly Bulletin

Geography

"It is so much more than just maps!"

The summer term has been very busy in the geography department as we have geography in action across many year groups.

Year 7 students have been learning about the Challenges and Opportunities facing Africa. This has created many issues for them to consider when studying the continent. We have finished the year with studying what happens when the land meets to sea. This involves studying a range of processes that happen at the coastline. We try to keep our case studies local and study the Holderness Coast where we can. As part of this unit we ran a field trip to Flamborough head and Hornsea. At Flamborough Head students had the chance to explore the headland and the caves and arches found there. At Hornsea students studied how we can protect places along the Holderness Coast that are at risk of erosion. Groynes and sea walls were a focus here.



Drama & Dance



Performing Arts Showcase

Year 7 students have been understanding choreography through Sport in Dance. Following an Introduction to basic dance skills and choreography skills groups created their own original choreography based on one of the sports studied. The second topic year 7 looked at this term was the understanding of genre - Performing Musical Theatre.

Year 8 students have been studying 'The Woodsman' by James Ortiz, developing their interpretation skills and exploring performing as an ensemble using soundscape and physicality to communicate meaning to an audience. Students were also introduced to the Playwright John Godber, performing a scripted extract from 'Teachers'.

Year 9 have been looking at further, in depth exploration of John Godber's plays with a focus on vocal and physical skills in his directorial style. Focusing on a performance of



Wellbeing and Support

Miss Pinkney

Head of Year 8



Wellbeing and Support



- As a Head of Year, I am responsible for the leadership of both the Year Group and their team of Tutors, identifying areas of improvement and putting into place actions to meet them
- The wellbeing and support of our students is paramount, and a range of internal and external support is available to meet their needs
- Student Services is the front line of support for our students and as a team we are here to ensure that students are not only behaving appropriately but maximising their potential both academically as well as individually

The Importance of Attendance

Mr Groak

Headteacher




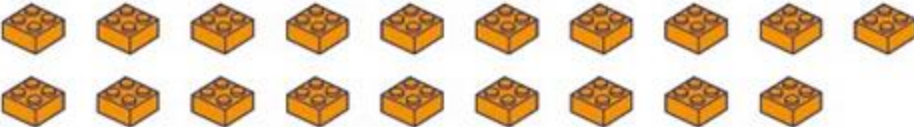

What is good attendance?



- **95%** is generally considered good; this allows for children to miss **9.5** days across the school year
- Our target for 2023/24 is a minimum of **96%**
- Persistent absence (PA) is defined as **90%** or below, this allows for children to miss **19** days across the school year

Attend today, achieve tomorrow



Attendance	Days lost learning over 1 year	Lost learning over 1 year	Lost learning over 5 years
95%		9½ days 47½ hours	9½ weeks 237½ hours
90%		19 days 95 hours	19 weeks 475 hours
85%		28½ days 142½ hours	28½ weeks 712½ hours

Issues caused by absence - Welfare



- One day of absence can affect a student for an entire timetable cycle (e.g missing important lessons)
- Social disruption and distraction of relationships with peers
- Get into bad habits when attendance becomes a choice - you must be in school...

Importance of Attendance



Attendance	% of students that achieve Grade 9-4 in English and Maths	Average Progress 8 Score
100%	75%	+0.40
95%	66%	+0.01
90%	56%	-0.24
80%	48%	-0.56
Below 80%	30%	-1.55

90% attendance = 19 days absence per year

One week off in Autumn, another in summer plus a day per month = 90%

Thank you



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Sixth Form College**

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