



Moving into Year 8

Thursday 14th July, 2022

Respect ~ Responsibility ~ Self-Belief ~ Purpose ~ Challenge ~ Aspiration



Highlights from this year

Mr Davis

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A Year Of Development & New Experiences



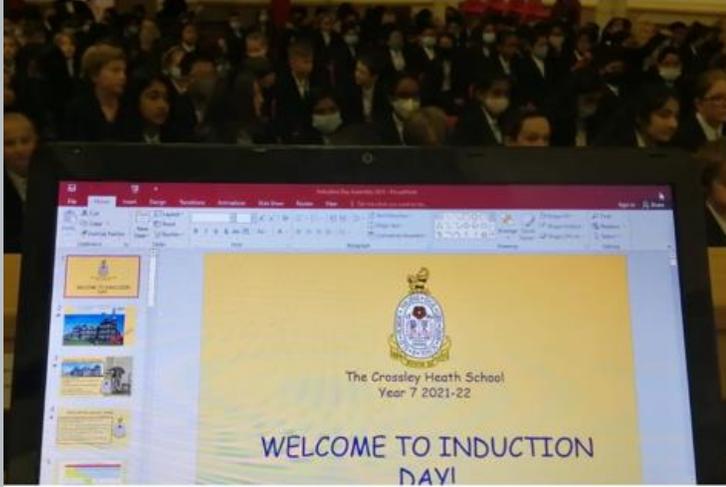
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DRABC





Self-Belief ~ Purpose ~ Challenge ~ Aspiration





Odawa (Ottawa) Indians

By Zachary Rogan & Srikar Kummaraganti 7E

Who are the Odawa tribe?

- The Odawa are an indigenous American/Canadian ethnic group, also known as the Ottawa or Ojibwa.
- They call themselves Nishnaabe, meaning "original people."
- Odawa is said to translate to "traders" because they were known as intertribal traders and barterers.
- They originally lived on the East Coast, and migrated into Michigan, Ohio and Southern Canada.
- The Odawa were known for many characteristics such as their diplomatic skills in negotiating in trade and peace with other nations, both tribal and Aheho. The Odawa were great fishermen, hunters and relied on their corn crops, as well as the harvesting of maple sugar and wild berries.



Where did Odawa live in Canada?

1. Most Odawa tribes lived in the Great Lakes region of the United States and Canada. They were known for their diplomatic skills in negotiating in trade and peace with other nations, both tribal and Aheho.

2. Each Odawa tribe lived in a different area of the Great Lakes region. Some lived in the north, some in the south, and some in the west. They were known for their diplomatic skills in negotiating in trade and peace with other nations, both tribal and Aheho.



What language do the Odawa speak?

What Odawa people speak English but some of them also speak their own language. Some people speak more than one language. Some people speak more than one language. Some people speak more than one language.

	1	2	3	4	5	6	7	8	9	10
1	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31
32	33	34	35	36	37	38	39	40	41	42
43	44	45	46	47	48	49	50	51	52	53
54	55	56	57	58	59	60	61	62	63	64
65	66	67	68	69	70	71	72	73	74	75
76	77	78	79	80	81	82	83	84	85	86
87	88	89	90	91	92	93	94	95	96	97
98	99	100								

What were Odawa homes like in the past?

1. Odawa people lived in wigwags. They were made of bark and were used for shelter. They were used for shelter. They were used for shelter.

2. The wigwags were made of bark and were used for shelter. They were used for shelter. They were used for shelter.



How did the Odawa find food?

Hunting
Hunting was an important part of Odawa life. They hunted for food and for trade. They hunted for food and for trade. They hunted for food and for trade.

Fishing
Fishing was a very important part of Odawa life. They fished for food and for trade. They fished for food and for trade. They fished for food and for trade.



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What was Odawa clothing like?

- Odawa women wore long dresses with detachable sleeves, and in the winter, they wore robes made of rabbit skin.
- Odawa men usually went naked or wore only a cloak, even in cold weather and in battle, to show how tough they were.
- The Odawas usually wore leather moccasins on their feet.
- The Odawas often painted their faces and arms, using different patterns for war paint and festive decoration. Ottawa men also wore extensive tribal tattoos over their whole bodies.
- Traditionally, the Odawas wore leather headbands with feathers standing up in the back.
- Today, some Odawa people still wear moccasins or a beaded shirt, but they also wear modern clothes like jeans... and they only wear feathers in their hair on special occasions like a dance.

What was Odawa food like?

- The Odawas were farming people. Odawa women grew crops of corn, beans, and squash. Odawa men hunted deer and small game and went fishing in their canoes. Odawa Indian foods included cornbread and soups.

What were Odawa tools like?

- Odawa hunters and warriors used bows and arrows, wooden war clubs, and hide shields. Here is a picture of wooden Indian clubs and other traditional weapons. Odawa fishermen used bone fishhooks and sinew lines.





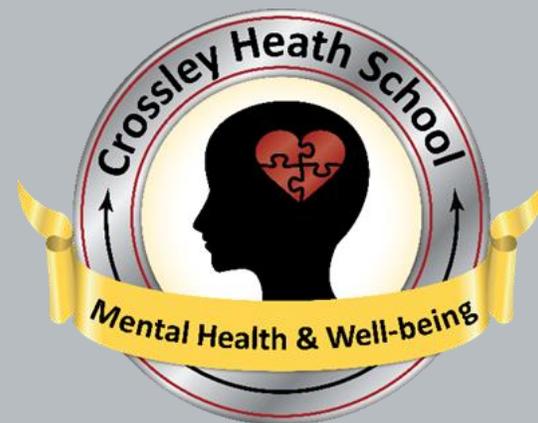


SCIENCE ADVENTURE CENTRE

PLEASURE

BEACH





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~ Responsibility ~ Self-Belief ~ Purpose ~ Challenge ~ Aspiration





Moving into Year 8

Mr Spencer

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Year 8 at Crossley Heath

- Mr Spencer – Yr 8 Progress leader
- Will stay with the year group until at least the end of Year 10
- A focus on school values of:
 - **Responsibility** - being ready to learn
 - **Aspiration** – focusing on achieving exceptional results
 - **Purpose** – taking a leading role supporting Yr7 Transition
 - **Respect** – good manners are free and they help us stand out
 - **Challenge** – house participation
 - **Self belief** – that they can continue to make Crossley Heath a school of exceptional achievement

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Supporting your child in Y8

- Ready to learn:
 - Having required stationary
(2 x Pens and Pencils, Ruler, rubber, calculator)
 - Rested, awake and ready, having had some breakfast
 - A place to work on home learning

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Year 8 Events

- Parents' evening in November
- Day trips for field work
- Condover Hall Residential in June
- Rewards trip in July - Great Yorkshire Show

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Curriculum Review – Our Aims

- To ensure that the school delivers a high quality curriculum with breadth and depth at KS3 so that all of our students make excellent progress across a range of subjects and achieve academic success at GCSE.
- To ensure all of our students gain the proficiency in KS3 that they need for future learning so that they can move successfully into future study and adult life.
- To foster a love of learning and a sound understanding of the subjects they study.

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Our current position

- Unlike most schools, students currently take options in Y8 and commence GCSE courses from Y9.
- Having Options in Y8 was introduced about a decade ago to help facilitate an accelerated curriculum under which students would sit up some of their GCSEs in Y10 and additional GCSEs in Y11.
- The introduction of reformed GCSEs made the accelerated curriculum no longer possible due to the end of 'modularity' and changes to the content and assessment.
- KS3 remained a truncated 2 years even though students were no longer taking GCSEs early.

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Curriculum Changes

- Currently, students discontinue some subjects after Y8 and start their GCSE courses in Y9. We believe that students will be better served by taking their options in Y9, and formally starting their GCSE courses in Y10.
- Students will continue to study the full range of subjects, including languages, computing, arts, music and technology throughout Y8 and Y9 before selecting which optional GCSEs to study during years 10 and 11. Core subjects (English, maths and three separate sciences) will continue to be delivered throughout years 7-11.
- Students will therefore retain a greater breadth of study for longer, thus facilitating deeper learning across the range of subjects.
- Students will therefore receive an enhanced grounding in the key knowledge, concepts, research and independent learning before embarking on GCSE courses (which are designed to be studied over 2 years)
- Next year's Y8 curriculum will be unchanged, with students following the same subjects for the same amount of time as previous cohorts.
- In Y9 students will be reordered from 6 forms to 7 as is currently the case, reducing class size.

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Benefits of a 3-year Key Stage 3

- By studying the full range of National Curriculum subjects throughout Years 7, 8 and 9 students are able to study a breadth of subjects for longer, and can study each subject in greater depth over three years rather than two.
- Year 9 will deliver a learning experience that better prepares students for GCSE study, for example by extending their 'mastery' of key concepts and through focussing on skills that we know are needed for GCSE study.
- For this cohort, the breadth and depth of their studies at primary school had already been compromised as a result of the pandemic. Making this change will be particularly useful for them.
- GCSEs are designed to be completed in two years, not three. Our students are very academically able and are more than capable of studying these courses in two years.
- The choice of which subjects to study at GCSE is an important decision. Year 8 is arguably very early to make such big decisions. Taking options in Y9 gives students more exposure to the full range of subjects to help inform their choices. Giving the students an extra year of knowledge acquisition and skill development, means that students will be that much more mature and better prepared to make what is the right decision for them.

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Educational Background

- Thinking amongst educationalists such as Christine Counsell and the Chief Inspector, Amanda Spielman about curriculum design has shifted to focus on careful consideration of sequencing of learning and content that guarantees long term learning.
- Ofsted, in its research role, rather than its inspection role, conducted a large-scale review of curriculum research. The findings advocate a curriculum which supports children to acquire and become really proficient in the foundational knowledge of each subject so that they will enjoy faster progress later on.
- Christine Counsell calls this 'generative' knowledge i.e., it generates the capacity to learn future knowledge and concepts more quickly and securely.
- GCSE content assumes the foundations of the subject are in place before the course is started. So, at the moment, students start GCSE courses without some of that deeper, foundational learning in place and they then acquire it over the 3 years.
- Many of our students thrive in terms of results but still have a narrow view of their subjects, but we do have other students who never fully grasp those foundations when learning alongside the GCSE content.
- One of the Ofsted subject reviews comments 'all students can keep up when the foundations of the subject are consolidated -where there are lots of opportunities for purposeful practice before moving on to learn GCSE content'.

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Academic Research

How Students Study History

- Hammond, in 2014 sought to explain what differentiated the strongest examples of historical argument from weaker ones. She suggested that pupils, when constructing historical arguments, were drawing on 'layers of knowledge' about the past.
- Where they had been drilled to meet exam requirements rather than laying the foundations of the subject, students' responses to exam questions were generally weaker.
- Bridges and Palek who followed the work of Hammond say:

“It is likely that pupils will be best prepared for the demands of GCSE and A-level study by beginning these courses with a wide-ranging and secure knowledge of the past. Because of how knowledge interacts in history, this is likely to be more effective than narrow or direct preparation for examination requirements in earlier stages. It also ensures that the curriculum is appropriately broad”.

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Subjects

- Deep study in one subject supports understanding in other subjects.
 - History: English, RS, Geography, RS, Science, Art...
 - RS: History, Art, Science...
 - Music: Maths, Art...

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Timetable Changes – Y8

- The Y8 timetable for students will be exactly the same as for previous cohorts.

Hours:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
A	English				Maths			Science			PE		Art	DT		French		Geog	Germ		Hist		Computing	Mus	RE	PD
B	English																									
C	English														MEP	MEP			MEP	MEP						
D	English																									
E	English																									
F	English																									

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Timetable Changes – Y9

- In Y9 students will study the full range of option subjects for 9 of the 25 hours a week. This is one hour a week more option time than previous cohorts. The one hour comes from English which already receives a generous allocation in other years.

Hours:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
A	English			Maths				Biology		Chemistry		Physics		PE		French	German	DT	Geog	Hist	Art	Computing	Mus	RE	PD
B																									
C																									
D															MEP	MEP	MEP								
E	English			Maths																					
F																									
G																									

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Timetable Changes – Y10

- From Y10 students will take their GCSE option subjects. A total of 10 timetabled hours out of 25 will be dedicated the 4 options GCSEs. This includes 2 additional rotation (one week on, one week off) lessons. The time for these rotations comes from a reduction in the number of science lessons (from seven to six) and maths (from four to three) in in Y10 only. Year 11 allocations remain unchanged.

Hours:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
A	English			Maths			Biology		Chemistry	Physics		Block V		V / W Rot		Block W		Block Y		Y / Z Rot		Block Z		PE	PD/RE
B																									
C																									
D	English			Maths																					
E																									
F																									
G																									

- Having consulted with all of our department leaders they are confident that they will be able to deliver the same, or better, outcomes at GCSE under this system.

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Focus of KS3

- The focus of KS3 will be to explicitly **develop knowledge of concepts** that may be particularly important to support pupils to learn later whilst enjoying the breadth of the subject.
- The curriculum will prioritise developing knowledge of concepts that will have the maximum impact on all pupils' **capacity to learn** the future curriculum.
- If they have all the **foundational knowledge** securely in place at the start of the course, they should do even better in terms of GCSE outcomes.
- This acceleration of learning once the foundations are firmly established mitigates any loss of time.

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Comparison with other similar schools

Education Endowment Foundation – Family of Similar Schools	
Year 8 Options	Year 9 Options
<p><u>Burham</u> Grammar +0.46 Heckmondwike +0.53 Churston Ferrers Grammar +0.36 Barton Court +0.09</p>	<p>The Latymer School +0.68 Sale Grammar School +0.45 Caistor Grammar School +0.64 Bexley Grammar School +0.24 <u>Bacup</u> and Rawtenstall Grammar School +0.37 Chislehurst and Sidcup Grammar School +0.43 Lancaster Royal Grammar +0.16 Rainham Mark Grammar School +0.27 <u>Bourne</u> Grammar School +0.79 Queen Elizabeth’s High School, Gainsborough +0.04</p>
Other similar schools	
<p><u>Ermysteds</u> +0.65</p>	<p>Skipton Girls’ High School +0.61 NHGS +0.02 Ripon Grammar School +0.92 Stretford Grammar +0.52 Clitheroe Royal Grammar School +0.42 Sir Henry Floyd Grammar +0.59</p>

School Performance

CHS Progress		
2017	2018	2019
0.20	0.41	0.44

- Good results don't depend on the length of time you study –there are lots of other factors
- The 3 year GCSE was not delivering high results in 2017.
- The reason for the uplift in our results in 2018 was that we switched the focus to the amount of progress made and improved T&L, despite tougher specifications

Tom Sherrington completed an analysis of schools offering 2 or 3 year KS3 and his review concluded:

“Almost certainly the quality of what is planned and delivered within any of the time allocations here matters a lot more than the structures themselves”

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