

# YATELEY SCHOOL Y8 LEARNING JOURNEY

Welcome to your second year at Yateley School! In this year you'll continue to develop and grow as you take a wide range of subjects and enjoy many different learning experiences. Some students will also pick up an additional language in MFL this year! This booklet is your "big guide" to Y8 as it shows you everything you'll be learning, as well as the incredible extra-curricula opportunities that are available for you to participate in. Let's go...

## OUR SUBJECTS



### ENGLISH

x7 lessons



### MATHS

x6 lessons



### SCIENCE

x6 lessons



### PHYSICAL EDUCATION

x2 lessons



### PSHE

x1 lesson



### HISTORY

x3 lessons



### GEOGRAPHY

x3 lessons



### MFL

x4 lessons



### COMPUTER SCIENCE

x1 lesson



### RELIGIOUS STUDIES

x1 lessons



### DESIGN TECHNOLOGY

x1 lesson



### FOOD TECHNOLOGY

x1 lesson



### ART

x1 lesson



### DRAMA

x1 lesson



### MUSIC

x1 lesson



### DANCE

x1 lesson

## OUR LEARNING VALUES



### AMBITIOUS

Ambition can take us anywhere. It is transformational. It makes the extraordinary possible.



### CURIOUS

Curiosity should lead us to ask questions, be sceptical, make mistakes and learn from it all.



### TENACIOUS

We have to be tenacious, determined and relentless in the face of challenge.

## OUR CULTURAL VALUES



### READY

Be on time, equipped with what you need and ready to learn.



### RESPECTFUL

Be respectful in all our actions and interactions with each other.



### SAFE

Work together to keep each other safe from any harm.



## Dates, Events and Extra Curricula Opportunities

### Diary Dates for 2022-2023 (Academic)

Date	Event
Thursday 01 September 2022	INSET Day #1
Friday 02 September 2022	INSET Day #2
Monday 31 October 2022	INSET Day #3
Friday 17 November 2022	Academic Report #1 (initial progress letter)
Thursday 02 February 2023	Parents' Evening (online)
Thursday 02 March 2023	Academic Report #2 (full report)
Tuesday 31 January 2023	INSET Day #4
Wednesday 15 March 2023	INSET Day #5
Thursday 13 June 2023	Academic Report #3 (full report)
Friday 21 July 2023	End of academic year

### Diary Dates for 2022-2023 (Events)

Date	Event
Monday 17 October 2022 Tuesday 18 October 2022	House Dance
Thursday 10 November 2022	Careers Fair
Wednesday 07 December 2022	House Drama
Wednesday 14 December 2022	House Music
Monday 20 February 2023	Dance Live Competition
Tuesday 27 June 2023 to Friday 30 June 2023	Yateley Young Designers
Thursday 29 June 2023	Sports Day (Field)
Friday 30 June 2023	Sports Day (Track)
Wednesday 12 July 2023 Thursday 13 July 2023 Friday 14 July 2023	Main School Production
Monday 17 July 2023	Sports Personality of the Year Evening
Tuesday 18 July 2023	Year 7 to Year 10 Awards Evening

### Communication:

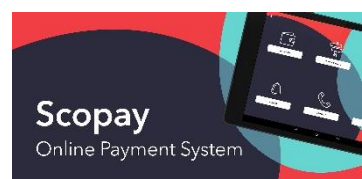
As a school we like to keep in touch using social media and three essential apps. We encourage all parents to download these if they can for seamless home/school communication.



Send and receive messages about your child's education



See the homework/ classwork we are setting at school.



Make payments for trips, events and snacks/lunchtime.



**We also email a weekly newsletter, all of which can be found at:**

<https://www.yateleyschool.net/newsletters-2022-23>

## Personal Development Plan

What we're studying this year...	How parents and carers can help...
<b>Tutor Time, Safeguarding &amp; Personal Development Education</b>	
<ul style="list-style-type: none"> <li><b>Peer on Peer - Child on Child (Term 1):</b> Looking into the different forms of child on child abuse that can happen, examples being Bullying (including cyberbullying), Online safety and social media, Prejudice based bullying, Upskirting.</li> <li><b>Crime (Term 2):</b> Education and support around crime, examples being Child abduction, County Lines, Cybercrime, Family members in prison. Serious violent crime (violence) and organise crime groups, Sharing of nude/semi-nude images (including sexting), Trafficking.</li> <li><b>Different Forms of Abuse (Term 3):</b> Education and awareness of the different forms of abuse and how students might recognise them and seek support, examples being Child Criminal Exploitation (CCE), Child Sexual Exploitation (CSE), Domestic Abuse, Emotional Abuse, Financial Abuse, Grooming, Neglect, Physical and Verbal Abuse, Sexual Abuse, Sexual Harassment and Violence, etc.</li> <li><b>Charity (Term 4):</b> Looking into not only the house charities but local community charities. What do we know about the charities and what is charity important? What can we do as individuals, groups or a school as a whole to support charities?</li> <li><b>Mental Health (Term 5):</b> Looking into understanding and being able to identify the impact of mental health and wellbeing which also includes the awareness of Peer on Peer (Child on Child) Abuse and Teenage Relationships.</li> <li><b>Single Focus Points (Term 6):</b> One off topic which are covered, examples being Homelessness, Hazing or Initiation Rituals, Children Missing from Education (CME), Stalking, Honour Based Abuse and Radicalisation, etc.</li> <li><b>Literacy Development (Term 1 to 6):</b> Reading sessions in tutor time allowing students to develop their literacy skills as well as their understanding of language.</li> </ul>	<ol style="list-style-type: none"> <li>By engaging in conversations with your child about the focus point in each weekly tutor session which will be shared via the weekly parent school bulletins.</li> <li>By encouraging your child to read anything! Did you know research shows that a child who reads/is read to for 5 minutes a day will expose them to around 400,000 words a year? Increasing that to 21 minutes exposes them to 1,823,000 words a year. 40 minutes results in 3,646,000 words a year.</li> <li>Go through any resources which are shared from the school for further information</li> </ol>
<b>Consisting of:</b>	5 x 25-minute tutor sessions per week

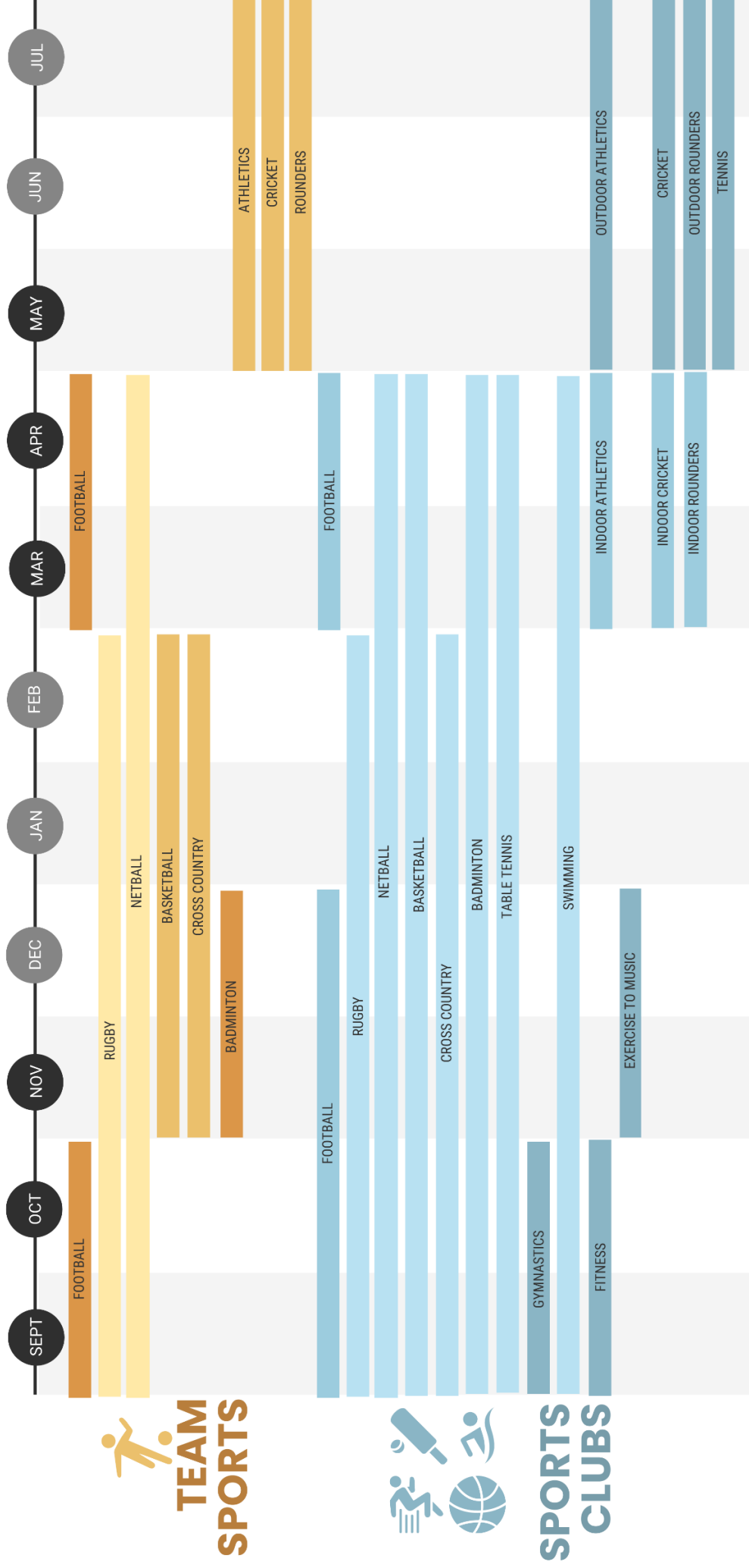
What we're studying this year...				How parents and carers can help...
National Focus Days				
<ul style="list-style-type: none"><li>There are numerous national and global focus awareness events which we make students aware of and where possible education around their importance. Some of these include:</li></ul>				<ol style="list-style-type: none"><li>By engaging in conversations with your child about the focus event (shared via the weekly parent bulletin).</li><li>Encouraging your child to participate in national focus days, especially if it is an area of interest.</li><li>Get involved with fundraising, campaigning and any other events that can boost the wellbeing of others.</li></ol>
National Read A Book Day	Sexual Health Week	Youth Mental Health Day	Recycle Week	
Black History Month	National Braille Week	Family Learning Festival	ITS NOT OK Day	
National Stress Awareness Day	Remembrance Day	Anti-Bullying Week	Road Safety Week	
Veg Pledge	Christmas Jumper Day	National Grief Awareness Week	New Year's Resolutions	
STIQ Day	Big Energy Saving Week	Parent Mental Health Day	LGBT History Month	
Time to Talk Day	Sexual Abuse & Sexual Violence Awareness Week	Children's Mental Health Week	Safer Internet Day	
World Book Day	100 Miles in March for Mind	National Careers Week	British Science Week	
Mothering Sunday	Stress Awareness Month	National Share A Story Month	Mental Health Awareness Week	
National Children's Day	National Conversation Week	Child Safety Week	BNF Healthy Eating Week	
Learning Disability Week	Father's Day	Children's Art Week	Thank You Day	
World Population Day	Festival of British Archaeology			
Consisting of:				5 x 25-minute tutor sessions per week

## Extra Curricula Opportunities

At Yateley School we are very proud of the opportunities that exist for our students to flourish outside of normal lesson time by participating in our extra-curricula activities:

Extra Curricula Activity:	7	8	9	10	11	Start	End	Contact
<b>Student Groups</b>								
Anti-Bullying Ambassadors						September	July	Mr R Keeble
Welfare and Wellbeing						September	July	Mr R Keeble
Inclusivity and Diversity						September	July	Mr R Keeble
Student Voice						September	July	Mr R Keeble
<b>Performing Arts: Drama</b>								
House Drama						September	December	Miss S TOTTMAN
Main School Production						September	July	Miss S TOTTMAN
<b>Performing Arts: Music</b>								
House Music						September	December	Mrs T Pejovic
Jazz Band						September	July	Mrs T Pejovic
Rock Choir						September	July	Mrs T Pejovic
Ukulele Ensemble						September	July	Mrs T Pejovic
<b>Performing Arts: Dance</b>								
House Dance (Monday) Wilberforce and Nightingale						September	October	Mrs H Wearing
House Dance (Tuesday) Darwin and Pankhurst						September	October	Mrs H Wearing
Dance Live (Thursday)						September	February	Mrs H Wearing
Year 7 Dance Club (Friday)						September	July	Mrs H Wearing
<b>Clubs and Societies</b>								
Architecture Design Group						October	June	Mr D Sibbald
Robotics Club						April	July	Mrs C Cobbold
Debating Society						September	April	Mrs C Robinson
Chess Club Wednesday						September	July	Mr J Messenger
National Cipher Challenge						September	December	Mr T Glendinning
Warhammer/ Dungeons and Dragons Club						September	July	Miss G Williams
Micro:Bit Coding Club						October	December	Mrs C Cobbold
STEM Masterclass						September	July	Miss S Williams
School Cooking Club						December	May	Mr M Scanlon
Creative Writing Club						September	July	Mrs S Meadows
Board Game Club (In MFL)								Miss S Rives
Photography Workshop								Miss N Parish
KS3 Art Club						October	July	Mrs S Breen
GCSE drawing booster (Art)						October	December	Mrs S Breen
Maths Wednesday						September	July	Mrs K Colloff
<b>Trips and Visits (with many more added in-year)</b>								
Gurdwara - Sikhism Trip						April	-	Mr A Bristow
Poland: Auschwitz and Kraków						July	-	Mr A Bristow
Places of Worship - Reading						July	-	Mr A Bristow
Duke of Edinburgh						September	July	Mrs C Uttley
An Inspector Calls Trip						November	-	Mrs S Meadows
Bude Trip						October	-	
Runways End						September	-	

## Teams and Clubs: Sport Opportunities for 2022–2023



## Core Subjects:

What we're studying this year...	How parents and carers can help...
<b>English</b>	
<p>- <b>Travelling the World:</b> Non-fiction reading and writing. What's the difference between a traveller and a tourist? How do Karl Pilkington, Michael Palin and Bill Bryson create a personal voice and vivid sense of place and can you do the same?</p> <p>- <b>Understanding Victorian England – Extracts from Victorian Literature:</b> What was life like in Victorian England? How did the literature reflect the mind of the Victorian and can Dickens, for example, teach us anything new?</p> <p>- <b>Dystopian Fiction - The Hunger Games and Conflict poetry:</b> Why does the fiction of the future seem so bleak? Do you agree that Katniss is a true hero and can you recreate the missing section of the story?</p> <p>- <b>Understanding Shakespeare -The Tempest:</b> How were groups of people marginalised in Shakespeare's time? Is it still the same today? What did Elizabethans find funny and can Shakespeare still make us laugh? How has Shakespeare influenced modern culture?</p> <p><b>Descriptive Writing and Reading for Pleasure:</b> How can a writer use visual images to inspire creative texts? How can you find the right words to express what you're feeling?</p>	<ol style="list-style-type: none"> <li>1. Visit Yateley Library or charity/book shops to find reading material that both you and your child enjoy and can share the pleasure of reading.</li> <li>2. Show awareness that language has power - engage in conversations with your child to discuss how the intent of certain vocabulary choices and imagery can impact its audience. This might be discussing the ideas presented in a work of fiction or discussing the language choices in an advert or news article.</li> <li>3. By contacting the English department whenever you need additional support or have questions about the course <a href="mailto:English@yateley.hants.sch.uk">English@yateley.hants.sch.uk</a>.</li> </ol>
Consisting of:	7 x Lessons per fortnight
<b>Mathematics</b>	
<p><b>September-December:</b> Can every number in the world be written as the product of a set of prime numbers? Does algebra still work with negative numbers and indices? How many different shapes can you construct with a compass and ruler? How does one value relate to another if they are in proportion? How many different types of sequence are there? What information can be derived from the angles in a polygon?</p> <p><b>January-April:</b> Can every equation be solved? What is a prism? How do you compare length, area or volume of two similar shapes? What does it mean if two graphs have the same coordinate? What is the likelihood of two events happening?</p> <p><b>May-July:</b> Given the final price, what was the original price? How much money will you owe if you borrow money over several years? How many lengths and angles can you find in a right-angle triangle?</p>	<ol style="list-style-type: none"> <li>1. Ensure your child has all the Maths equipment that may be needed at all times. At any point a calculator, ruler, compass, protractor, pencil or rubber could be required in a Maths lesson.</li> <li>2. Encourage your child to approach their Maths homework as an opportunity to ensure they have a good understanding of that specific topic, completing it with plenty of time to get help.</li> <li>3. Students are encouraged to select areas for improvement following every topic assessment. Ask your child what topics they have chosen and let them describe what they have done to ensure their understanding has improved. This should involve 'doing' some Maths.</li> </ol>
Consisting of:	6 x Lessons per fortnight
<b>Science</b>	
<ul style="list-style-type: none"> <li>• <b>Biology:</b> Why do we chew food and how does food help us grow? How can we encourage plants to grow and how do they make their own food? What is the difference between breathing and respiring? How do we inherit characteristics from our parents? What processes have driven evolution over time? Why was Darwin controversial?</li> <li>• <b>Chemistry:</b> Why do some things get hot and some things get cold when we mix them together? Why do some reactions seem to lose mass, even though atoms aren't ever destroyed? How can we make reactions happen faster or slower if we need to?</li> <li>• <b>Physics:</b> Why does a huge ship float but a stone sinks? Why do plastic cups keep drinks warmer than metal cups? How do the waves in the sea look like they are moving forward when they are moving up and down? What is a magnet?</li> </ul>	<ol style="list-style-type: none"> <li>1. Set time aside to talk through the Science that they're learning in class. Ask them to explain it to you, and/or try and relate it to your daily life.</li> <li>2. There are many science programmes on TV now, some are specific to physics (watching anything presented by Brian Cox or Jim Al-Khalili would be excellent), other programmes are specific to biology and chemistry, BBC, Discovery Channel &amp; Smithsonian are good sources.</li> <li>3. Visit the Science &amp; Natural History Museums in London, The Science Centre in Winchester or The National Space Centre in Leicester.</li> </ol>
Consisting of:	6 x Lessons per fortnight



Physical Education	
<ul style="list-style-type: none"> <li>Do you promote the enjoyment and engagement in physical activity in lessons and extracurricular activities?</li> <li>Have you developed basic skills and applied them to more complex movement patterns?</li> <li>Do you understand the relationship between health and fitness and use this to understand how physical activity can enhance their own physical fitness and mental wellbeing?</li> <li>Have you developed the skills needed to evaluate your own performance as well as the performance of others?</li> <li>Can you identify the core values and strength of character; respect, humility, ambition and tenacity? (accepting defeat and failure with a positive mind-set).</li> <li>Can you explain what leadership is and identify qualities of good leaders?</li> <li>Can you safely lead warm ups and cool downs for teammates and peers?</li> <li>Have you developed your curiosity, having a deeper understanding of how the body works and responds to physical activity using the Components of Fitness?</li> </ul>	<ol style="list-style-type: none"> <li>Encourage an active lifestyle – More walking less driving, sports clubs or Gym memberships.</li> <li>Healthy meal plans – encourage students to be involved in buying, prepping and cooking meals.</li> <li>Encourage face to face socialising.</li> </ol>
Consisting of: 2 x Lessons per fortnight	
PSHEE (Personal Social Health and Economic Education) + RSE (Relationship Sex Education)	
<ul style="list-style-type: none"> <li><b>Celebrating Diversity and Equality:</b> LGBT+ - what is it? LGBT+ - homophobia in society. Support someone (LGBT focus). LGBT – challenging homophobia. Transphobia. LGBT – Coming Out.</li> <li><b>Health and Wellbeing:</b> Health and wellbeing. Child abuse (physical and emotional and neglect). Types of bullying and responding to bullying. What is Mental Health? Positive body image. Healthy eating and cholesterol. Stress and what it is?</li> <li><b>Rights, Responsibilities and British Values:</b> Laws. Desert island making decisions. Criminal laws and society. Desert island living. Desert island living complete. How are laws made in society? Prison reform and punishment.</li> <li><b>Life Beyond School:</b> What are enterprise skills? Proud to be me. Careers interests and jobs. Boosting self-esteem. FC – labour market information. FC – exploring careers.</li> <li><b>Staying Safe, Online &amp; Offline:</b> County lines – what is it (gang culture). County lines – who is at risk? Substance misuse. Grooming (boys and girls). Drugs – alcohol and society. Cyber bullying and online safety. CEOP lesson.</li> <li><b>Relationships and Sex Education:</b> RSE – Sexual orientation. RSE – What is gender identity? RSE – What is RSE? RSE – Dealing with conflict. RSE – Healthy respectful relationships. RSE – What is love? Introduction to contraception. Periods and menstrual cycle.</li> </ul>	<ol style="list-style-type: none"> <li>By engaging in conversations with your child about the focus point in each PSHE/RSE lesson which will be shared via the weekly parent school bulletins.</li> <li>Go through any resources which are shared from the school for further information</li> <li>Watch lots of current affairs programmes and listen with your child to items on Radio 4. TED talks are also an excellent mind-expanding forum.</li> </ol>
Consisting of: 1 x Lesson per fortnight	

## Ebaccalaureate Subjects:

What we're studying this year...	How parents and carers can help...
<b>History</b>	
<ul style="list-style-type: none"> <li><b>Tudor England:</b> Why did Henry VIII break away from the Catholic Church? How did Tudor monarchs maintain their power over England? How accurate are our ideas about Black Tudors?</li> <li><b>Stuart England:</b> Who was the most responsible for the Gunpowder Plot? Why did civil war break out in England? Who had the most power after 1660?</li> <li><b>Industrial Revolution:</b> How far did life improve during the Industrial Revolution? How fair was society in Industrial England? Who was the most significant inventor and scientist of the Industrial Revolution?</li> <li><b>Empire &amp; Slavery:</b> Was the British Empire a force for good or bad? Why did New World slavery have such a big impact on attitudes towards Africans? How did Britain's abolition of slavery impact the rights and opportunities of Black people?</li> </ul>	<ol style="list-style-type: none"> <li>Visiting sites and museums such as the Victoria and Albert Museum, The British Museum, the Museum of London and Hampton Court will bring the subject to life!</li> <li>By engaging in conversations with your child to connect them with their family history and, by extension, to the world around them. When discussing History always be keen to ask "why?" to boost their understanding and develop deeper thinking.</li> <li>By contacting the History department whenever you need additional support or have questions about the course <a href="mailto:history@yateley.hants.sch.uk">history@yateley.hants.sch.uk</a>.</li> </ol>
Consisting of: 3 x Lessons per fortnight	



Geography	
<ul style="list-style-type: none"> <li>• <b>Study of the Middle East:</b> Why is the Middle East an important world region? How does physical Geography influence the region? Why is the population so diverse?</li> <li>• <b>Urbanisation:</b> What are the factors affecting urbanisation? What is life like living in the slums? Where is London and what is its significance in the wider world? What does a sustainable city look like?</li> <li>• <b>Coasts:</b> Why are coasts important? What processes operate on coastlines? What are coastal landforms? How can we protect our coastlines?</li> <li>• <b>Globalisation:</b> How global are you? What are TNCs? How is the world interconnected? What are the impacts of globalisation?</li> <li>• <b>How do tropical storms and tornadoes differ?:</b> Where do tropical storms form? How do the impacts differ between developed and developing countries? How are tornadoes different from tropical storms?</li> <li>• <b>Fieldwork:</b> What secondary data is useful in our enquiry? What primary data is useful in our enquiry? How do we design a method? How successful was our investigation?</li> </ul>	<ol style="list-style-type: none"> <li>1. Going for walks – investigating your local area – this can help with map reading skills but also an appreciation of different human and physical environments</li> <li>2. Watch Geographical documentaries and television programmes</li> <li>3. Discuss what is in the news – lots of stories relate and link to Geography.</li> <li>4. By contacting and following @Geography_YS on twitter for department updates and articles. For further recommendations contact Geography@yateley.hants.sch.uk</li> </ol>
Consisting of:	3 x Lessons per fortnight
French	
<ul style="list-style-type: none"> <li>• <b>Media:</b> Can I say what I do online and discuss what TV, films, and books I like and dislike?</li> <li>• <b>A visit abroad:</b> Can I use the past tense in a cultural context to say where I went on holiday, what I did there and how it was?</li> <li>• <b>My identity:</b> How do I present myself to others through personality, clothes, music you like and my passions in life?</li> <li>• <b>Where I live:</b> Where do I live, what is my house like? Can I use 3 tenses to describe planning for and looking back on a party?</li> <li>• <b>Talents:</b> Do I have a special talent? Can I use modal verbs to persuade others to join in with activities?</li> </ul>	<ol style="list-style-type: none"> <li>1. Find anyone in your family who can have a chat to the student in the language on a regular basis</li> <li>2. Encourage your student to steadily revise vocab and try one of the apps like duolingo daily</li> <li>3. Help prepare for end of unit assessments together by revising vocab and grammar</li> </ol>
Consisting of:	2 or 4 x Lessons per fortnight
German	
<ul style="list-style-type: none"> <li>• <b>Who I am:</b> Can I describe myself, my age, birthday, what I look like, where I live and the weather? Can I talk about myself and others using the 1st and 3rd person singular?</li> <li>• <b>Family &amp; Pets:</b> Who is in my family? What do they look like and what are their personalities like? Why do I like them? Have I got a pet and what are they like? What jobs do family members do and where do they work? Can I compare appearances and personality using comparatives?</li> <li>• <b>Where I live:</b> Where do I live and where am I from? What is the weather like where I live? Do I know the geography of Germany?</li> </ul>	<ol style="list-style-type: none"> <li>1. Find anyone in your family who can have a chat to the student in the language on a regular basis</li> <li>2. Encourage your student to steadily revise vocab and try one of the apps like duolingo daily</li> <li>3. Help prepare for end of unit assessments together by revising vocab and grammar</li> </ol>
Consisting of:	0 or 2 x Lessons per fortnight
Spanish	
<ul style="list-style-type: none"> <li>• <b>My life:</b> Can I describe myself, my family, pets and birthday?</li> <li>• <b>Pastimes:</b> What are my free times activities, sports, and how do I feel about them? What is the weather like?</li> <li>• <b>School:</b> What school subjects do I like and dislike. Can I describe my school, the school day and what I do at break?</li> <li>• <b>My family &amp; friends:</b> Who is in my family, what do I and other people look like and where do I live?</li> <li>• <b>Where I live:</b> Can I describe my town or village, tell the time, order in a café and say what I will do on the weekend?</li> </ul>	<ol style="list-style-type: none"> <li>1. Find anyone in your family who can have a chat to the student in the language on a regular basis</li> <li>2. Encourage your student to steadily revise vocab and try one of the apps like duolingo daily</li> <li>3. Help prepare for end of unit assessments together by revising vocab and grammar</li> </ol>
Consisting of:	0 or 2 x Lessons per fortnight

Computer Science	
<ul style="list-style-type: none"> <li><b>September-December:</b> Can I solve harder programming problems using Python? What does data validation mean and why is it important in systems such as spreadsheets. How do I program my spreadsheet to give me information dependent on what was typed in?</li> <li><b>January-April:</b> How do networks work? How can I program a simple website?</li> <li><b>May-July:</b> Why are databases so important and how do I set them up? How can I program a database to make use of the information within them? What is AI and how does it impact people? How does machine learning work?</li> </ul>	<ol style="list-style-type: none"> <li>Encourage your child to understand how important ICT &amp; Computing are to their future life, explain how you use it in your lives.</li> <li>Encourage your child to approach their ICT &amp; Computing homework as an opportunity to ensure they have a good understanding of that specific topic, completing it with plenty of time to get help before the due date.</li> <li>Encourage your child to contact their teacher if they are struggling with a topic to get extra help.</li> </ol>
Consisting of:	1 x Lesson per fortnight

## Open/Creative Subjects:

What we're studying this year...	How parents and carers can help...
<b>Religious Studies</b>	
<ul style="list-style-type: none"> <li><b>Who was Jesus?</b> Where did Jesus grow up? What is a parable and is it a good way to teach a lesson? Did Jesus perform miracles? What does resurrection mean for Christians? Was Jesus an ordinary man?</li> <li><b>Buddhism :</b> Who was the Buddha? Why did a prince in Nepal leave his palace? Why is there suffering in the world? How does meditation help Buddhists to become better people? What are the key teachings of Buddhism? What are the four Noble Truths and the Eightfold Path? How do Buddhist monks live?</li> <li><b>Inspirational figures:</b> What is discrimination? What are human rights? What do we mean by prejudice and racism? Who was Malala and who were the Taliban? Why did they prevent girls attending school? Who was Martin Luther King and how did work for equal rights? Who was Gandhi?</li> </ul>	<ol style="list-style-type: none"> <li>Visiting places of worship such as Churches, Mosques and Gurdwaras in London. Attending the RS trips to places of worship.</li> <li>By engaging in conversations with your child about current ethical topics in the news and media, abortion, euthanasia, crime and punishment and extremism are often debated in the press.</li> <li>Read the 'His Dark Materials Trilogy' by Philip Pullman – full of religious and ethical themes to stimulate discussion.</li> </ol>
Consisting of:	1 x Lesson per fortnight
<b>Design Technology</b>	
<ul style="list-style-type: none"> <li><b>Cereal Box Design</b>– What are the techniques of marketing?? What are the five basic requirements of all food packaging? How can I sketch ideas effectively? How do I use PowerPoint and Photoshop to create an industry standard packaging design? What are nets and developments really like in commercial use? What are the most common printing processes?</li> <li><b>Lighting Project</b>– How does current flow in a circuit? How do I make a switch? How do I solder effectively? What are the common softwoods, hardwoods and manufactured boards. What are the attributes of thermoplastic polymers? How can I use CAD to create a design which represents the work of another designer? How can I assemble a quality product and adapt it to my own taste?</li> </ul>	<ol style="list-style-type: none"> <li>Visit the Design Museum in London and the Royal College of Art Summer Show which features Product Design, Architecture, Textiles and the whole range of Design special areas.</li> <li>Make sure your suggestions for help are accepted, two or three heads are better than one (they can ignore it later at school but will have a choice).</li> <li>Help students with their research effort particularly by acting as a client or end user.</li> </ol>
Consisting of:	1 x Lessons per fortnight
<b>Food Technology</b>	
<ul style="list-style-type: none"> <li>Can you design a muffin with a healthy balance of nutrients? Can you describe the functions of ingredients in muffins?</li> <li>What information do food labels contain? How are they useful?</li> <li>What is fair trade and why is it important? Can you explain the difference between different types of eggs? Should we buy eggs from caged hens? Can you work out the food miles for different kinds of food? Do you know how yeast grows? Do you know the functions of ingredients in bread? Can you evaluate your practical work in detail? Can you work out the cost of your food dish? What is a high-risk food? Can you carry out a fair experiment? Can you analyse the results? How is milk processed? What foods contain fibre and why is this important? Can you name all 5 nutrients?</li> </ul> <p><b>Practicals:</b></p> <ul style="list-style-type: none"> <li>Muffins, soup, sponge flan, bread rolls, bread investigation, pasty, vegetarian chilli and rice, melting moments, Easter biscuits, pasta salad, Vegetable curry and Naan, samosas, pinwheels, choc chip cookies.</li> </ul>	<ol style="list-style-type: none"> <li>To help your child organise themselves for practical lessons but encourage them to pack and weigh ingredients themselves. To give them feedback on the dishes they make..</li> <li>To encourage your child to cook at home and to cook with them to build up enthusiasm and confidence.</li> <li>To regularly check their tasks on 'show my homework' and discuss their work with them.</li> </ol>
Consisting of:	1 x Lesson per fortnight

Art	
<ul style="list-style-type: none"> <li><b>Introduction to Developing an Idea:</b> How do you develop an idea? How do you make a sculpture of a drawing? How do you make collages? How do you develop a painting from a collage? Why is a drawing of an apple not an apple?</li> <li><b>Clay Figures:</b> How do you make larger structures out of clay? What is coil work? What do you have to consider when using it? How does clay change as it dries? How can you work from plans? How do your plans change when you make them? How do you evaluate your work?</li> <li><b>Story Boards (Introduction to Independent Ideas):</b> What is a storyboard? What are the conventions and actions? How do you choose a suitable idea to develop? How do I make my scene dynamic?</li> </ul>	<ol style="list-style-type: none"> <li>Talk to your child about their work. Ask them to explain what they are doing and why. Being asked to verbalise their ideas will help them bring clarity to their thinking.</li> <li>Create space for them to work at home – preferably somewhere where they can leave work set up.</li> <li>Visiting galleries and museums is good but even visiting places where they may come across interesting art, design or architecture. Encourage them to take lots of photos and then select the best.</li> </ol>
Consisting of:	
1 x Lesson per fortnight	
Drama	
<ul style="list-style-type: none"> <li><b>Creating a Character:</b> How can body and voice be used to create a character? How can posture, gestures, gait and mannerisms be used to shape this? How can pitch, pace, volume and tone also help this? How can rehearsal techniques such as hot seating deepen a character? What is a monologue and dialogue? How do we write this to show a character? How can this be developed and refined in a performance?</li> <li><b>Commedia del arte:</b> How has comedy from the past shaped comedy today? How can we use exaggerated character skills to play bold, characters from this style? How can we use slapstick and bold characterisation to create humour?</li> <li><b>Melodrama:</b> How has the style of Melodrama shaped the well made play structure we know today? How can we use the structure of melodrama to create an effective structure and tension within my own work? How can we develop characterisation further to explore the caricatures of this style?</li> <li><b>Option: Macbeth (GCSE link):</b> How can we lift Drama from the page to the stage to create meaning for an audience? What meaning can be found in Shakespeares work that is relevant to a 21<sup>st</sup> Century audience? How can characters be developed from script to performance? How can staging be used to impact an audience?</li> <li><b>Option: Grand Guignol:</b> How can the skills of 18<sup>th</sup> Century horror be used to create exciting physical theatre and grotesque characters? How can we create manipulate the mood and atmosphere using sounds and images?</li> </ul>	<ol style="list-style-type: none"> <li>Encourage students to get involved in extracurricular Drama (House Drama or the Main School production)</li> <li>Take students to the theatre</li> <li>Rehearse at home - help students learn their lines - encourage them to read the full play</li> </ol>
Consisting of:	
1 x Lesson per fortnight	
Music	
<ul style="list-style-type: none"> <li><b>Expressionism and serialism:</b> What is a tone row? How does inversion work? What does tritonus sound like? How can you verticalise your tone row? Can you notate it? Who were the composers of the second Viennese school?</li> <li><b>Classical Era and Minuet:</b> Why does human ear appreciate musical symmetry? What is 'Da Capo al Fine'? How does Alberit bass work? Can you compose own Minuet, notate and perform it while coordinating both hands? Who were Mozart, Haydn and Beethoven?</li> <li><b>Calypso:</b> What is a triad? Can you perform a complex rhythmic pattern while coordinating both hands, dance steps and vocal melody? Why is Calypso often heard at carnivals? How are steel drums made and tuned?</li> <li><b>Hindustani Classical Music:</b> What are ragas and talas? Can you improvise using tala Tintal and raga Bhairav? Can you explain why sitar has a buzzing sound and tabla can produce different pices? What are alap, mind and tihai? Who are Anoushka Shankar and Zakir Hussain?</li> <li><b>Jazz:</b> Can you explain the development of Jazz, improvise a melody using basic pentatonic scale with added blue notes? Can you develop syncopated rhythms and play a basic drum patters using all four limbs? What are extended and sustained chords? Who were Duke Ellington, Ella Fitzgerald and Charlie Parker 'Bird'? What is Herbie Hancock's contribution to jazz fusion? What is on offer at Ronnie Scott's?</li> </ul>	<ol style="list-style-type: none"> <li>Supporting students in their aspiration to learn to play chosen music instrument.</li> <li>By engaging in conversations with your child about music to connect them with the music you appreciate and enjoy.</li> <li>Sharing with your child your own vinyl/cassette tape/CD/download collection and engaging them in active listening.</li> <li>Visiting music concerts, festivals and gigs with your child.</li> </ol>
Consisting of:	
1 x Lesson per fortnight	

Dance	
<ul style="list-style-type: none"> <li>• <b>Cultural Dance: African:</b> What are the stylistic features of African Dance? Where did the 'Gumboot Dance' originate from and why? How is 'The Lion King' musical so successful through Dance and Movement skills? What performance skills are required as a professional dancer in a performance?</li> <li>• <b>Army/War Theme:</b> How does a choreographer explore a theme? Introduction to Ballet Boyz and Rosie Kay 5 Soldiers. What is contact work? How can contact work enhance choreography and build trust? What are expressive skills? and how can this enhance a performance?</li> <li>• <b>Social Dance/lindy Hop</b> - Where did the Charleston originate? How is it still relevant today? What are air lifts? How can a dancer show musicality and projection in performance? Why are transitions important? Use of a chair, how can a chair enhance a dance idea? Inspiration taken from Rosas Danst Rosas and 'Office Life' by Pacman</li> </ul>	<ol style="list-style-type: none"> <li>1. Encourage them to want to do well regardless of their interest or experience – Dance is for all!</li> <li>2. Understand that Dance is more than just performing, it is about thinking, having self discipline and a desire to improve, being able to work alone and with others</li> <li>3. Encourage your child to get involved in clubs, House Dance and local dance competitions that the school enters into e.g Dance Live! and the Gremlin Dance Challenge</li> </ol>
Consisting of:	
1 x Lesson per fortnight	

## Still got questions?

We are always happy to help, so if you want to contact us in relation to any issue, please use the following details:

Admin: [admin@yateley.hants.sch.uk](mailto:admin@yateley.hants.sch.uk)

Absence: [attendance@yateley.hants.sch.uk](mailto:attendance@yateley.hants.sch.uk)

Subject questions: <https://www.yateleyschool.net/staff-and-departments/>

Pastoral/wellbeing: Please email your child's tutor as the first port of call for pastoral issues. If you wish to contact the head of house then please email:  
[ahoh@yateley.hants.sch.uk](mailto:ahoh@yateley.hants.sch.uk)

Learning support: [studentsupport@yateley.hants.sch.uk](mailto:studentsupport@yateley.hants.sch.uk)

Examinations: [exams@yateley.hants.sch.uk](mailto:exams@yateley.hants.sch.uk)

Kitchen/catering: [kitchen@yateley.hants.sch.uk](mailto:kitchen@yateley.hants.sch.uk)

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