



# Stanborough School Newsletter



28 January 2019

Ut Prosim – That I may serve Him

## A Message from the Headteacher

Kaz James



Dear parents, carers and members of the local community,

As mentioned in the previous newsletter, staff have been working exceptionally hard to ensure your child enjoys their learning and is successful whilst at Stanborough Secondary. Marking and feedback have been particular areas of focus this term. Staff are more effective in giving feedback to ensure we accelerate learning. In addition to this, we have introduced a new assessment system.

Your daughter/son has recently taken a progress test in English, Mathematics and Science. Each test is standardised against national benchmarks using GL Assessment ([www.glassessment.co.uk](http://www.glassessment.co.uk)). The purpose of the tests are to provide information to support your child's progress in each subject, which includes:

- Future curriculum planning;
- Adjustments to learning, teaching, assessment and planning;
- Indicates potential performance;

- To show where your child is at now and identify any additional support;
- Identify any barriers or gaps in knowledge;
- Whole-school assessment approach to support each individual learner;
- Test current knowledge and skills appropriate to age-related expectations and year group.

Outcomes from the tests will be reported home to each parent/carer to identify your child's key strengths and areas requiring greater focus. We will also be holding a brief parent workshop over the next few weeks to ensure that you are fully aware of how you GL assessments can help move your child's learning on. The date for the parent workshop is Thursday 13th February at 6pm and all parents/carers are welcome.

## EFL Director Returns From Maternity Leave

L. Milis-Hopa

Going back to work after maternity leave is only bearable when you are coming back to something great, and that is what happened to me last week. Having welcomed new Full Immersion Students from Spain and Brazil, I am excited about this term and about the future of the international aspect of Stanborough School. We have enjoyed partnerships with schools from all over the world and it is our intention to strengthen these and to reach out to new schools in 2020. Furthermore, my

team has already started talking about summer camp 2020, so if you are thinking of applying to work at summer camp, watch out for the adverts going out in February!

Helping Stanborough's international students reach for the stars as they become confident communicators in English is the only job worth coming back to after maternity leave, so no wonder I am back. Thanks to all staff for a warm welcome!

### Upcoming events:

#### FEBRUARY

|     |       |   |
|-----|-------|---|
| Tue | 11    | Year 9 Option Preference Meeting with Parents<br>15:45 – 17:00  |
| Thu | 13    | Pupil Association Banquet<br>Parent Workshop for GL Assessments |
| Fri | 14-23 | Half Term Holiday   |
| Mon | 24    | School Resumes  |

## Homework Timetable (updated January 2020)

|                         | 7  | 8  | 9   | 10X   | 10Y  | 11XY   |
|-------------------------|--|--|---|---|--|--|
| <b>Monday</b>           | Music<br>Chemistry<br>Maths<br>Computer St                                     | Music<br>Maths<br>Geography (Odd)<br>Chemistry         | Music<br>French/Spanish<br>Music<br>English             | French/Spanish<br>Art/Music<br>Biology<br>Business/<br>Computer Sci             | French/Spanish<br>Maths<br>Art/Music<br>Business/Comp<br>Sci               | Business/Comp<br>Sc/Hist/Art<br>Maths<br>Physics<br>Spanish/French               |
| <b>Tuesday</b>          | French<br>Physics<br>Food Tech<br>Religious<br>Education                       | French<br>Computer St<br>Physics<br>Geography          | History<br>Art<br>Computer St<br>Religious<br>Education | Physics<br>English Language<br>Geography<br>Maths                               | Geography<br>Physics<br>Biology<br>English Language                        | Chemistry<br>Maths<br>English Lit<br>Geography                                   |
| <b>Wednesday</b>        | Art<br>English<br>Geography<br>Maths   | Food Tech<br>History<br>English                        | Maths<br>Physics<br>Geography<br>Chemistry              | Compu Sci/Bus/<br>Hist<br>Religious Studies<br>English<br>Language<br>Chemistry | Chemistry<br>Religious Studies<br>English Language<br>Business/Comp<br>Sci | Biology<br>Business/Comp<br>St/Hist/Art<br>Religious Studies<br>English Language |
| <b>Thursday</b>         | English<br>Spanish   | Spanish<br>Maths<br>Art                                | Biology<br>History<br>Maths                             | Eng Lit<br>Physics<br>Biology   | Eng Lit<br>Chemistry<br>Geography<br>Religious Studies                     | Maths<br>French/Spanish<br>Physics<br>Biology<br>English Language                |
| <b>Friday</b>           | Biology<br>French (Odd)<br>History (Odd)<br>Spanish (Even)<br>Geography (Even) | Religious<br>Biology<br>Spanish (Odd)<br>French (Even) | English<br>Art<br>French/Spanish<br>Geography           | Geography<br>English Lit<br>French/Spanish<br>Chemistry                         | English Lang<br>Biology<br>Physics<br>Spanish/French                       | Chemistry<br>English Lit<br>Physics<br>Geography                                 |
| <b>Time per subject</b> | <b>30 mins</b>   | <b>30 mins</b>   | <b>30 mins</b>  | <b>30-40 mins</b>   | <b>30-40 mins</b>  | <b>30-40 mins</b>  |

Stanborough School uses [Show My Homework](https://stanboroughsecondary.satchelone.com/) to help students, teachers and parents track and monitor homework. Assigned homework is viewable at <https://stanboroughsecondary.satchelone.com/>. To monitor and view your child's homework, click Login on the top right corner.

## Spring 1 Curriculum Overview

Recently, parents have requested to be informed of the curriculum areas taught each half term. This will help them to support their child at home and enable students to pre-learn topics prior to them being taught in class. Please see below for most of the topics taught at Stanborough for Spring 1. Hopefully you will find this useful.

### Biology

|     | Week 1                                       | Week 2   | Week 3  | Week 4                                    | Week 5                                     | Week 6  |
|-----|--|--|---|---|--|---|
| Y7  | Flowers                                      | Seed and Fruit formation                               | Seed dispersal  | Assessment                                | Organisms and their habitats.              | Food chains and food web  |
| Y8  | The skeletal system                          | Muscles and movement                                   | Joints and movement   | Assessment                                | Variation                                  | Genes, Chromosomes and DNA  |
| Y9  | Diffusion                                    | Osmosis  | Osmosis in plants   | Active Transport                          | Assessment                                 | Exchanging materials  |
| Y10 | Antibiotics and pain killers<br>Vaccinations | Discovering drugs<br>Developing drugs                  | Making monoclonal antibodies<br>Uses of monoclonal antibodies | Assessment<br>Non-communicable diseases   | Cancer<br>Smoking and the risk of diseases | Diet, exercise and disease<br>Alcohol and other carcinogens                     |
| Y11 | Genetics                                     | Inherited Disorders<br>Screening for genetic disorders | Variation<br>Evolution by natural selection                   | Selective breeding<br>Genetic Engineering | Assessment<br>Cloning                      | Ethics of genetic technologies<br>History of Genetics vs. Theories of evolution |

## Art

|     | Week 1  | Week 2   | Week 3   | Week 4  | Week 5  | Week 6  |
|-----|---|--|--|---|---|---|
| Y7  | <b>Mark making and Still-Life</b><br>Drawing<br>Annotation/<br>evaluation               | <b>Colour and Pointillism</b><br>Drawing<br>Graphics<br>Annotation/<br>evaluation                            | <b>Aboriginal Dreaming's</b><br>Drawing<br>Stipple painting<br>Annotation/<br>evaluation | <b>Aboriginal Boomerangs</b><br>Drawing<br>Sculpting<br>Annotation/<br>evaluation | <b>Printmaking Natural forms</b><br>Drawing<br>Painting<br>Annotation/<br>evaluation    | <b>Printmaking Patterns</b><br>Drawing<br>Printing<br>Annotation/<br>evaluation |
| Y8  | <b>Collage Animals</b><br>Research<br>Drawing<br>Collaging<br>Annotation/<br>evaluation | <b>Photomontage Living Room</b><br>Drawing<br>Graphics<br>Annotation/<br>evaluation                          | <b>Still-life and Pointillism</b><br>Stipple painting<br>Annotation/<br>evaluation       | <b>Clay Portrait Sculpting</b><br>Drawing<br>Annotation/<br>evaluation            | <b>Flora Drawing Painting</b><br>Annotation/<br>evaluation                              | <b>Fauna Drawing Painting</b><br>Annotation/<br>evaluation                      |
| Y9  | <b>Still-Life and Equilibrium</b><br>Research<br>Drawing<br>Annotation/<br>evaluation   | <b>Equilibrium Graphics</b><br>Painting<br>Annotation/<br>evaluation   | <b>Pop Art Drawing</b><br>Annotation/<br>evaluation                                      | <b>Pop Art Painting</b><br>Annotation/<br>evaluation                              | <b>Celtic Art Drawing</b><br>Annotation/<br>evaluation                                  | <b>Celtic Art Painting</b><br>Annotation/<br>evaluation                         |
| Y10 | <b>Nature</b><br>Observational drawing, mind maps and artist studies.                   | <b>History of Art</b><br>A table of artist researched from different times and cultures with colour swatches | <b>Nature and Computer graphics</b><br>Annotation<br>Observational research              | <b>Nature</b><br>Composition and exploration                                      | <b>Nature</b><br>Evaluation, refinement final response and mounting work for exhibition | <b>The Figure</b><br>Observational drawing, mind maps and artist studies.       |
| Y11 | <b>Own Title Observational Research</b><br>Annotation/<br>evaluation                    | <b>Own title</b><br>Composition<br>Final evaluation  | <b>Own Title Observational Research</b><br>Drawing<br>Annotation/<br>evaluation          | <b>Annotation Own title</b><br>Composition<br>Final evaluation                    |   |   |

## GCSE English Language

|     |  |   |                                    |  |  |                         |
|-----|--|---|------------------------------------|--|--|-------------------------|
| Y10 | Writing to argue - essay   | Spoken Language presentations                                 | Spoken Language presentations      | Reading Paper 1  | Persuasive Writing                     |                         |
| Y11 | Reading Papers 1 & 2 – Overview<br>Narrative/<br>descriptive Essay | Reading Paper 1<br>Question 3<br>Structure Notes and examples | Reading Paper 1<br>Question 3 Test | Reading Paper<br>Question 4<br>Persuasive writing notes and examples | Persuasive Writing<br>Writing Workshop | Reading Paper 1<br>Test |

## GCSE English Literature

|     |  |  |   |                                       |                                 |                              |
|-----|--|--|---|---------------------------------------|---------------------------------|------------------------------|
| Y10 | An Inspector Calls<br>Overview                 | AIC – Essay –<br>Inspector Goole   | Shakespeare<br>Research/ Romeo and Juliet<br>Prologue | Romeo and Juliet –<br>Act one and Two | Romeo and Juliet –<br>Act Three | Romeo and Juliet –<br>Themes |
| Y11 | Poetry –Comparing two poems – Exam<br>Revision | Comparing poems –<br>London and Ozymandias<br>Pride and Prejudice<br>Summary | Comparing poems –<br>London and Ozymandias - Essay    | Pride and Prejudice                   | Pride and Prejudice             | Pride and Prejudice          |

## GCSE Business

|     |                                      |   |   |  |                             |                            |
|-----|--------------------------------------|---|---|--|-----------------------------|----------------------------|
| Y10 | Business Objectives/<br>Stakeholders | Case Study –<br>Michelin Group          | Data Response<br>Question<br>Business Growth  | Test<br>Market Research                                  | Marketing Mix<br>Group work | Marketing Mix<br>Groupwork |
| Y11 | Overview of<br>Finance/Revision      | Cashflow<br>Forecasts<br>Practical work | Data Response<br>Question<br><br>Consumer Law | Production<br>processes<br>Quality of goods and services | The Sales Process           | Business Location          |

## Physical Education: Badminton

|       |  |   |                                       |                                   |                   |  |
|-------|--|---|---------------------------------------|-----------------------------------|-------------------|--|
| Y7–11 | <b>Grip:</b><br>Forehand & Backhand<br><b>Service:</b><br>Below hip level. | Doubles and singles court lines and scores. | <b>Clear:</b><br>Overhead & underarm. | <b>Drop:</b><br>Slow & Fast drop. | <b>Assessment</b> | <b>Singles:</b><br>Rules revision and games. |
|-------|--|---|---------------------------------------|-----------------------------------|-------------------|--|

## English as an Additional Language

|    | Week 1   | Week 2   | Week 3   | Week 4  | Week 5  | Week 6   |
|----|--|--|--|---|---|--|
| A1 | <ul style="list-style-type: none"> <li>Placement test (reading, listening, writing, speaking and grammar)</li> <li>Target setting</li> <li>Writing an Action Plan</li> <li>Exam preparation: paper structure and strategies</li> </ul> | <ul style="list-style-type: none"> <li>This is me!</li> <li>Exam preparation: Reading</li> </ul>   | <ul style="list-style-type: none"> <li>Using verb "to be" to construct simple sentences</li> <li>Exam preparation: Writing</li> </ul>      | <ul style="list-style-type: none"> <li>Using Present Continuous for everyday communication</li> <li>Exam preparation: Listening</li> </ul>  | <ul style="list-style-type: none"> <li>Using basic prepositions in communication</li> <li>Exam preparation: Speaking</li> </ul>                       | <ul style="list-style-type: none"> <li>Using Present Simple for basic communication</li> <li>Exam preparation: teaching to gaps</li> </ul>   |
| A2 |  | <ul style="list-style-type: none"> <li>This is me – now tell me about yourself!</li> <li>Exam preparation: Reading</li> </ul>                                  | <ul style="list-style-type: none"> <li>Communicating in everyday situations</li> <li>Exam preparation: Writing</li> </ul>                  | <ul style="list-style-type: none"> <li>Using Present Continuous with a range of meanings</li> <li>Exam preparation: Listening</li> </ul>  | <ul style="list-style-type: none"> <li>Using prepositions in communication</li> <li>Exam preparation: Speaking</li> </ul>                             | <ul style="list-style-type: none"> <li>Using Present Simple for everyday communication</li> <li>Exam preparation: teaching to gaps</li> </ul>  |
| B1 |  | <ul style="list-style-type: none"> <li>This is me – questions and negatives</li> <li>Exam preparation: Reading</li> </ul>                                      | <ul style="list-style-type: none"> <li>Sounding polite</li> <li>Exam preparation: Writing</li> </ul>                                       | <ul style="list-style-type: none"> <li>Using Present Continuous and Present Simple in communication</li> <li>Exam preparation: Listening</li> </ul>   | <ul style="list-style-type: none"> <li>Using prepositions and articles in communication</li> <li>Exam preparation: Speaking</li> </ul>                | <ul style="list-style-type: none"> <li>Using Past Simple and Past Continuous to convey meaning</li> <li>Exam preparation: teaching to gaps</li> </ul>                                |
| B2 |  | <ul style="list-style-type: none"> <li>Introducing people: constructing sentences prompted by visual cues</li> <li>Exam preparation: Use of English</li> </ul> | <ul style="list-style-type: none"> <li>Using phrasal verbs in everyday situations</li> <li>Exam preparation: Reading</li> </ul>            | <ul style="list-style-type: none"> <li>Using Present Continuous, Present Simple and Present Perfect to convey meaning</li> <li>Exam preparation: Writing</li> </ul>                             | <ul style="list-style-type: none"> <li>Using prepositions, articles and collocations in communication</li> <li>Exam preparation: Listening</li> </ul> | <ul style="list-style-type: none"> <li>Using Past Simple, Past Continuous and Past Perfect to convey meaning</li> <li>Exam preparation: Speaking</li> </ul>                          |
| C1 |  | <ul style="list-style-type: none"> <li>Ways to agree and disagree to an extent</li> <li>Exam preparation: Use of English</li> </ul>                            | <ul style="list-style-type: none"> <li>Using phrasal verbs and idioms in everyday situations</li> <li>Exam preparation: Reading</li> </ul> | <ul style="list-style-type: none"> <li>Using Present Continuous, Present Simple, Present Perfect and Present Perfect Continuous to convey meaning</li> <li>Exam preparation: Writing</li> </ul> | <ul style="list-style-type: none"> <li>Using prepositions, articles and collocations in communication</li> <li>Exam preparation: Listening</li> </ul> | <ul style="list-style-type: none"> <li>Using Past Simple, Past Continuous, Past Perfect and Past Perfect Continuous to convey meaning</li> <li>Exam preparation: Speaking</li> </ul> |

## English

|    |  |  |  |   |   |  |
|----|--|--|--|---|---|--|
| Y7 | <b>The Silver Sword</b><br>To recognise how war affects families and countries through literature. | <b>The Silver Sword</b><br>To predict outcome and to use evidence from the text to support our opinions. | <b>Dialogue</b><br>To discuss how dialogue can make a story and its characters more interesting.         | <b>Comprehension</b><br>Drawing valid inferences<br>Using evidence from the text to support our responses | <b>Story writing</b><br>To convey mood, setting and character through word choice and sentence structure. | <b>Story Analysis</b><br>To explore the development of the story so far. |
| Y8 | <b>Carrying out research</b><br>To consider different viewpoints on a topic.                       | <b>Presenting facts</b><br>To learn how to present a balanced account of an event or issue.              | <b>The development of Language</b><br>To perceive how language changed overtime.                         | <b>Classical Languages</b><br>To explore how Greek and Latin have contributed to English language.        | <b>Early Modern English</b><br>To explore the development of English Language                             | <b>Dialects</b><br>To explore the different dialects of English.         |
| Y9 | <b>MAAN</b><br>To do research on Shakespeare and his work.   | <b>MAAN</b><br>To understand who the main characters in the play are and how they are related.           | <b>MAAN</b><br>Learn to make precise points about MAAN and back my opinions with evidence from the text. | <b>MAAN</b><br>Move a discussion on deception forward.  | <b>MAAN</b><br>To recite a chosen MAAN passage.   | <b>Focus on Oracy</b><br>To give an effective oral presentation.         |

## Chemistry

|     |   |  |   |  |  |                                     |
|-----|---|--|---|--|--|-------------------------------------|
| Y7  |   | Combining Atoms  | Chemical symbols and the periodic table | Test on Chapter name, symbol and atomic number of the 20 elements of the table | Acids and alkali/ indicators             | Dilution and safety/ Neutralisation |
| Y9  | Development of the periodic Table           | Electronic structure and the periodic                    | The alkali metals                       | The halogens   | Test on 1 to 4                           | Review of test                      |
| Y10 | Reactivity series and displacement reaction | Test on Chapter 4 and extraction of metal                | Making salts from different compounds   |  | Acid and Alkali/ Neutralisation          | Required practical                  |
| Y11 | Exam review                                 | Global warming/ greenhouse gases/ atmospheric pollutants | Test on chapter 13                      | Safe water and treating waste water  | Required practical Life cycle assessment | Rusting and useful alloy            |

## Computer Science

|     | Week 1                   | Week 2                                  | Week 3                                    | Week 4                      | Week 5                                   | Week 6                                     |
|-----|--------------------------|---|---|-----------------------------|--|--|
| Y7  |                          | GL assessment                           | An introduction to Flow charts            | Continuation on Flow charts | Sequence, iteration and procedures       | Test Flow charts                           |
| Y8  | Pseudo code While loops  | GL assessment                           | Test Pseudocode                           | Logic gates introduction    | Logic gates and truth tables             | Boolean algebra                            |
| Y9  | Recap representing sound | Test Representing sound and images      | Introduction to databases: Paper database | Creating fields and records | Completing data base tables              | Creating relationships within databases    |
| Y10 |                          | The internet: Webpages/ Hardware needed | Network topologies/Wireless networking    | Protocols/Layers            | Packet & circuit switching / Test Unit 1 | Review test/Intro network threats          |
| Y11 |                          | Logic gates and truth tables            | Boolean expressions                       | Design programs/ Project    | Errors and testing/ Project              | Translators and facility language/ Project |

## Physics

|     |                                  |   |  |  |                          |             |
|-----|----------------------------------|---|--|--|--------------------------|-------------|
| Y7  | <b>4.1</b> Energy from the sun   | <b>4.2</b> Energy from the fossil fuels | <b>4.3</b> Energy from moving water          | <b>4.4</b> More renewable resources                            | Test on Energy resources | Topic recap |
| Y8  | <b>9.1</b> Travelling light      | <b>9.2</b> Reflection and refraction    | <b>9.3</b> Focussing light                   | <b>9.4</b> Coloured light                                      | Test on light topic      | Topic recap |
| Y9  | <b>P3.1</b> Energy demands       | <b>P3.2</b> Energy from wind and water  | <b>P3.3</b> Power from the Sun and the Earth | <b>P3.4 &amp; 5</b> Energy and environment & Big energy issues | Topic test               | Topic recap |
| Y10 | <b>P7.1</b> Structure of an atom | <b>P7.2</b> Ions and isotopes           | <b>P7.3</b> Alpha, beta and gamma emission   | <b>P7. 4</b> Half life   | Topic test               | Topic recap |
| Y11 | <b>P14.1</b> Reflection of light | <b>P14.2</b> Refraction of light        | <b>P 14.3</b> Light and colour               | <b>P14.4</b> Lenses and using lenses                           | Test on topic light      | Topic recap |

## French

|     |   |   |  |   |  |   |
|-----|---|---|--|---|--|---|
| Y7  | Ma journée: morning & evening routine       | Mes matières: school subjects using 'nous'                            | Au centre-ville: to ask about places in town                   | Ma maison: Talking about house                                  | Ma chambre: describing your bedroom.                               | Au snack-bar: ordering drinks & snacks  |
| Y8  | Les vêtements: talking about clothes        | Faire les magasins: shopping in town                                  | Les pays: talking about countries and languages/ nationalities | On part...les vacances: talking about holidays                  | Bon appétit: talking about food                                    | On prépare une fête: to be able to prepare for a party  |
| Y9  | Les sports extrêmes: taking risks in sports | Les vêtements: talking about clothes                                  | Faire les magasins: shops and shopping                         | Au marché: shopping for food,using de with quantities.          | Fête: preparing for a party  | Les pays: talking about countries and languages/ nationalities, using the prepositions à                |
| Y10 | Les sports extrêmes: taking risks in sports | La fête: how we celebrate, festivals, traditions, describing an event | Ma region: describing a region                                 | Trouver ta ville jumelée idéale: describing what a town is like | Mon travail bénévole: charity work and the importance of charities | Mon mode de vie avant et maintenant: comparing old and new health habits, describing health resolutions |
| Y11 | Les sports extrêmes: taking risks in sports | La fête: how we celebrate, festivals, traditions, describing an event | Ma region: describing a region                                 | Trouver ta ville jumelée idéale: describing what a town is like | Mon travail bénévole: charity work and the importance of charities | Mon mode de vie avant et maintenant: comparing old and new health habits, describing health resolutions |

## Spanish

|     |                                |   |                          |                                  |  |                        |
|-----|--------------------------------|---|--------------------------|----------------------------------|--|------------------------|
| Y7  | ¿Tienes hermanos?              | En mi familia                             | ¿Tienes animales?        | ¿Cómo eres?                      | Tengo los ojos azules                  | Revision and grade     |
| Y8  | ¿Adónde fuiste?                | ¡Buen viaje!                              | ¿Qué hiciste?            | ¿Qué tal lo pasaste?             | Un viaje estupendo                     | Revision and grade     |
| Y9  | Me duele...                    | En la farmacia                            | ¿Tienes una dieta sana?  | La vida sana                     | Mis pecados                            | Revision and grade     |
| Y10 | ¿Qué haces en tu tiempo libre? | Hablando del tiempo libre y de los planes | Vamos a comer afuera     | Una cena especial                | ¿Qué deporte harás?                    | El deporte en el mundo |
| Y11 | ¿Cómo ser un buen estudiante?  | ¿Qué tal el instituto?                    | Las reglas y el uniforme | Lo bueno y lo malo del instituto | My studies; life at school and college | Revision and grade     |

## Humanities

|        | Week 1   | Week 2   | Week 3   | Week 4   | Week 5   | Week 6   |
|--------|--|--|--|--|--|--|
| Topics | Placement Tests and Goal Setting   | UK, Great Britain and England  | Fundamental British Values                           | British Customs  | Kings and Queens of England                                      | Famous People In British History   |
| Y8/9   | To be able to assess my knowledge/ starting points and set goals for the term. | To understand the difference between United Kingdom, Great Britain and England | To understand the basic principles of British Values | To understand why British people celebrate certain special dates | To be able to recognise and name the Kings and Queens of England | Identify and describe famous people who played a positive role in British History  |
| Y10    | To be able to assess my knowledge/ starting points and set goals for the term. | To discover why Ireland is not part of the United Kingdom                      | To discuss why Values are important                  | To compare British customs to my customs                         | To explore what role the Royal family plays in England           | To explain what made these people famous and their contribution to British History |

## Music

|            |                                      |   |  |   |  |  |
|------------|--------------------------------------|---|--|---|--|--|
| Y7         | The Elements of Music                | Nationalism<br>Composer L Janáček                 | Sinfonietta and Pitch, Duration, Dynamic                 | Instrument families                                       | Orchestra I  | Orchestra II   |
| Y8         | Chord and The Primary Chord          | Ancient instruments, Cornette, Valveless trumpet  | Steel pans music from the Caribbean                      | Steel pans music – listening                              | Chord Patterns   | Listening to music inspired by carnivals                     |
| Y9         | Ground Bass                          | Performing 'Where is the Love' on Keyboard        | Composing matters  | Performing 'Time Lapse' in Ensemble                       | Listening to 'Time Lapse'                                  | Sibelius   |
| Y10<br>Mon | Time Signature and Tempo             | Haydn Symphony No.101, 2 <sup>nd</sup> Movement I | Haydn Symphony No.101, 2 <sup>nd</sup> Movement II       | 20C Music in orchestra and Aaron Copland I                | 20C Music in orchestra and Aaron Copland II                | British music of Arnold, Britten, Maxwell Davies and Tavener |
| Y10<br>Tue | Compose a simple melody for 8 bars I | Compose a simple melody for 8 bars I              | Compose a music for 8 bars using the harmony Structure I | Compose a music for 8 bars using the harmony Structure II | Compose a music for 8 bars using the harmony Structure III | Add other harmony instruments to the composition I           |

## Religious Education

|                     |   |  |  |   |  |  |
|---------------------|---|--|--|---|--|--|
| Y7                  | <p><b>The Cross</b><br/> <b>The question:</b> Why did Jesus come?<br/> <b>The truth:</b> Jesus came to win the war.<br/> <b>The issues:</b> Choice, sin, God's love, obedience, acceptance<br/> Pupils will learn that our God is the One who has given His all for us since the beginning of time.<br/> <b>Key learning:</b> To discover that the war is won but the battles are not yet over.</p> |  |  |   |  |  |
| Y8                  | <p><b>Joseph</b><br/> <b>The Question:</b> Is a God-life easy?<br/> <b>The Truth:</b> God calls us to be faithful in spite of what our current reality might be.<br/> <b>The Issues:</b> Pain and suffering, loyalty to God, the silence of God, doing what is right, God's blessings.</p>  |  |  | <p><b>Moses</b><br/> <b>The Question:</b> How can I be a leader for God?<br/> <b>The Truth:</b> God can use me powerfully in spite of my mistakes.<br/> <b>The Issues:</b> God's vision for my life, humility, connecting with God, submission, availability.<br/> <b>Key Learning:</b> To explore what a leader of God looks like.</p>                       |  |  |
| Y9                  | <p><b>Reality of God</b><br/> <b>The Question:</b> Is God real/how can I know?<br/> <b>The Truth:</b> God is real and I know this because of evidence around me every day.<br/> <b>The Issues:</b> Existence of God and proof, role of faith, pictures of God, personal testimonies.<br/> <b>Key Learning:</b> To explore how God brings good from evil.</p>  |  |  | <p><b>Character of God</b><br/> <b>The Question:</b> What is God like?<br/> <b>The Truth:</b> God is everything that is good and loving and so much more.<br/> <b>The Issues:</b> God's names; His love, awesomeness and many other characteristics; the Trinity.<br/> <b>Key Learning:</b> An exploration of the characteristics and personality of God.</p> |  |  |
| KS4 to be confirmed |   |  |  |   |  |  |

## History

|     |   |  |   |   |   |   |
|-----|---|--|---|---|---|---|
| Y7  | <b>The Norman Town Life</b><br>To discover how far life changed under the Normans.                                      | <b>An English Lesson</b><br>To trace the historical roots of the English language.                   | <b>13th Century London</b><br>To investigate how life was like in London between 1200 and 1300. | <b>The BLACK DEATH!</b><br>To understand how the Black Death impacted England and people's views concerning it. | <b>Beliefs on Hell</b><br>To find out about the medieval perception of hell.        | Examination Week  |
| Y8  | <b>So Long America...</b><br>To understand why Britain lost control of the American colonies in 1781.                   | <b>Land of the Free?</b><br>To find out how life changed in America after the war of independence.   | <b>Peterloo Massacre 1819</b><br>Find out what happened at the Peterloo Massacre.               | <b>The Cato Street Conspiracy</b><br>To learn how governments dealt with protesters perceived as a threat.      | <b>Chartism</b><br>LO: Discover why people supported the chartist movement.         |   |
| Y9  | <b>CIVIL RIGHTS Intro</b><br>To become acquainted with the theme and key concepts related to the civil rights movement. | <b>Rosa Parks</b><br>To identify the reasons why an individual protest became a national phenomenon. | <b>Malcolm X</b><br>To understand why Malcolm X was killed.                                     | <b>Martin Luther King</b><br>To explore the impact of MLK in the civil rights movement.                         | <b>MANDELA</b><br>To understand the role of Mr Mandela in the struggle for justice. | <b>Fighting Terrorism</b><br>To assess and reach conclusions as to possible solutions to terrorism. |
| Y11 | Learning review   | Tensions in Whitechapel Policing the nation  | Investigative policing in Whitechapel   | The origins of the Republic, 1918–19  | The early challenges to the Weimar Republic, 1919–23                                | The recovery of the Republic, 1924–29   |

## Geography

|     | Week 1                   | Week 2   | Week 3   | Week 4   | Week 5  | Week 6  |
|-----|--------------------------|--|--|--|---|---|
| Y7  | How does it rain?        | Types of rainfall  | The hydrological cycle   | Forecasting the weather – anticyclones         | Forecasting the weather – depressions<br>Assessment         | Why is our weather so changeable?                                       |
| Y8  | A closer look at a river | A river at work  | River landforms  | Rivers and us                                  | Our water supply<br>Assessment                              | River flooding  |
| Y9  | Natural hazards          | A slice through the earth  | Our cracked earth  | A closer look at plate movements               | Earthquakes<br>Assessment                                   | Case study of earthquakes in Chile and Nepal                            |
| Y10 | Learning review          | Extreme weather in the UK  | What is the evidence for climate change?<br>What are the human causes of climate change? | What are the natural causes of climate change? | Managing the impacts of climate change (1 & 2)              | Assessment  |
| Y11 | Learning review          | Changing population structures<br>Causes of uneven development<br>Uneven development – wealth and health | Uneven development – migration<br>Reducing the development gap                           | Reducing the development gap                   | Nigeria – A Newly Emerging Economy<br>Exploring Nigeria 1&2 | Nigeria in the wider world<br>Balancing a changing industrial structure |

### Full Immersion Students Trip to London

Michelle Romagnoli



On Sunday, 19th of January, we went with a group of boarders to London. We went on a tour of the main tourist spots in the city, including Buckingham Palace, London Eye, Tower Bridge and the Tower of London. It was a time of relaxation and fun and at the same time of great cultural absorption.

### Parents Survey

Thank you kindly for the parents who have completed the online survey. We do value your opinions and this is a valuable way of considering your views and help raise standards at our school.

If you have not managed to do so yet, please may I ask you to do so by clicking the link or alternatively scanning the QR code to the right.

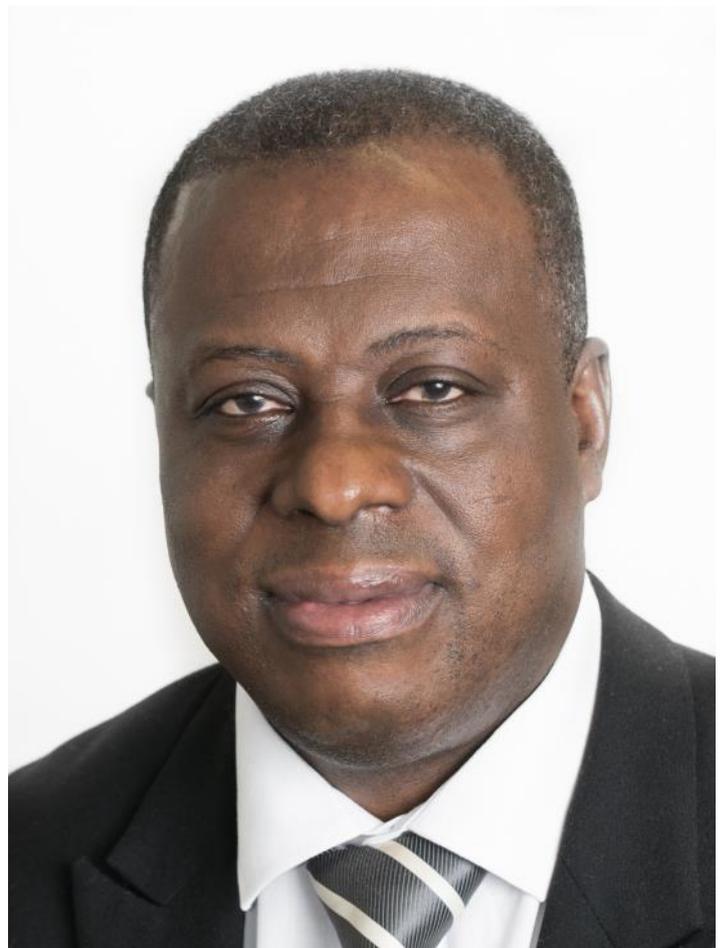


<https://forms.gle/fPNYM2EEQpnuDoA88>

### A Note from A Former Student

To Mr. Amo,

Hope you are doing well! This is just a note to say thanks for supporting and believing in me when I was at Stanborough and for being a great Year 11 tutor. Thanks to you, I'm now in my second year of medical school at the University of Bristol and I'm enjoying it a lot! I hope you have a good academic year and that the students aren't causing you too much stress!



### Celebrate reading at our Scholastic Half Price Book Fair!

Mon 27 January – Fri 1 February 2020  
School Library  
During school breaks and after school

Prices starting from £2.99  
Gift vouchers available at  
[www.bookfairs.scholastic.co.uk/gift-vouchers](http://www.bookfairs.scholastic.co.uk/gift-vouchers)

### Health Week Highlight: Mental Health

- All of us have mental health and, like our bodies, our minds can become unwell.
- 1 in 10 young people will experience a mental health problem.
- These include depression, anxiety disorder, eating disorders, psychosis or bipolar disorder.
- It is important to talk about mental health and get help early if things don't feel right, just like we would for our physical health.

## KS3 History Trip to the Imperial War

The History department conducted a curriculum enrichment visit to the Imperial War Museum, London on 25 November 2019. The biting cold winter weather on the day was not enough to wane the excitement and anticipation that filled the air. The patronage, needless to say, was excellent, as all our Years 7-9 pupils attended. Accompanied by four members of the teaching staff, the day run smoothly, departing from the school at 9:30 am and returning safely back at 4 pm.

On arrival, we quickly discovered that any thoughts having a 'quiet day' was only a wishful thinking! We were in good company, though. The museum was literally teeming with primary and secondary pupils from across London and beyond, not discounting the members of the general public. As expected, we had divided into four groups, each led by a member of staff, so we were not unnerved by the by the crowd.

The ground floor, which houses the First World War gallery, was a good starting point. Through the eyes of the British people and the Empire both on the home and the fighting fronts, there were on display, over 1,300 objects, including weapons, uniforms, diaries, film and art. Quoting a source from the Museum's publication, "Each object on display gives a voice to the people who created them, used them or cared for them and reveals stories not only of destruction, suffering and loss, but also endur-

ance and innovation, duty and devotion, comradeship and love."

We were met with a fascinating array of objects pertaining to the Second World War on the first floor. Prominent among them were a Harrier jet and Spitfire plane, suspended over a V-2 rocket.

The journey to the Lord Ashcroft Gallery on the fourth floor was not the fainthearted. However, the defying the long steps brought us face to face some the boldest stories in warfare ever told. This gallery explores the concept of bravery and what motivates people to undertake acts of heroism. It holds citations about people who have won the Victoria Cross, the highest and most prestigious award of the British honours system. It is awarded for valour "in the presence of the enemy" to members of the British Armed Forces.

Time went by quickly. We reconvened around 2:30 pm and made our way back to school. Feedback from the students showed that they learned and enjoyed themselves fantastically. Questions about when the next trip would take place, even before we alighted from the coach said it all.

**Attendance so far: 96.19%**

# Stanborough School Newsletter



28 January 2019

Stanborough Park  
Watford, Hertfordshire WD25 9JT  
[www.spsch.org](http://www.spsch.org)  
[info@spsch.org](mailto:info@spsch.org)  
01923 673268

