



The
COUNTY
HIGH SCHOOL
Leftwich

Achieving Excellence

Welcome to Year 8 Information Evening
January 12th 2023



The County High School Leftwich

- *'This is a friendly and welcoming school'*
- *'staff have very high expectations'*
- *'a broad, ambitious and exciting curriculum'*
- Students *'achieve highly*, fulfilling their academic potential' and are
- *'exceptionally well prepared for the next phase.'*



Outstanding (Ofsted, April 2022)



The
COUNTY
HIGH SCHOOL
Leftwich

Achieving Excellence

Achieving Excellence through providing the highest quality education in a caring environment to secure outstanding outcomes for all.



Achieving Excellence



- **Aspiration** - *Aim high, dream big*



- **Kindness** - *caring for yourself and others*



- **Pride** - *in who you are and the success of others*





*'Teachers use their expert
subject knowledge to help
pupils.'*





Enrichment Provision and Celebrating Success

Opportunities for educational visits





The County High School Leftwich





Ofsted Outstanding

“Leaders, together with members of the local governing body, trustees and staff, are committed to ensuring that every pupil is given every possible opportunity to succeed both academically and personally.” Ofsted (April 2022)

[Find Out More](#)

Website: leftwichhigh.com

Facebook: facebook.com/countyhighschoolleftwich

YouTube: youtube.com/channel/UCcRkQUVTO8hkKg5gLIXhGDQ

Twitter: [@leftwichhigh](https://twitter.com/leftwichhigh)

Email: admin@leftwichhigh.com








The
COUNTY
HIGH SCHOOL
Leftwich

Achieving Excellence

Designing a Curriculum

C Thomas – Learning Leader Science

The Curriculum

Big Ideas	6	7	8	9	10	11	12
Substances, structures & properties 	<ul style="list-style-type: none"> Solids, liquids & gases - properties Change of state Properties of materials Separating mixtures Dissolving 	<ul style="list-style-type: none"> Recall separation techniques Solutions Dissolving - explain in terms of particles Solids, liquids & gases - particle model to explain properties Particle model Change of state 	<ul style="list-style-type: none"> Exothermic & endothermic - understand the difference Chemical & physical reactions Combustion Thermal decomposition Reactions of metals Displacement Conservation of mass Corrosion, ceramics & composites 	<ul style="list-style-type: none"> Evaluate Separation techniques Chromatography 	<ul style="list-style-type: none"> Bonding (ionic, covalent & metallic) Nanoparticles Purity 	<ul style="list-style-type: none"> DNA Instrumental methods 	<ul style="list-style-type: none"> Bonding Shapes of molecules Electronegativity & polarity Intermolecular forces
Chemical reactions 		<ul style="list-style-type: none"> Acids & Alkalis - properties & pH Neutralisation Indicators 		<ul style="list-style-type: none"> Displacement Metals & acids - word & chemical equations Testing gases Polymerisation - definition 	<ul style="list-style-type: none"> Reversible reactions Equilibrium Le Chatelier's Principle (H) Rates of reaction Exothermic & endothermic - interpret reaction profiles 	<ul style="list-style-type: none"> Ion testing Electrolysis Corrosion Polymerisation - condensation & addition Reactions of alkenes Alcohols, esters & carboxylic acids Reactions of metals - making salts 	<ul style="list-style-type: none"> Enthalpy changes Bond energies Hess's Law Enthalpy cycles Dynamic equilibrium & constants Rate of reaction Boltzmann distribution Redox Acids & alkalis Titrations
Atomic structure & the Periodic table 			<ul style="list-style-type: none"> Periodic table arrangement Atoms, elements, compounds & mixtures Structure of the atom Groups of the Periodic table 	<ul style="list-style-type: none"> Atomic structure - charge & mass of particles Electron configuration Group 1 - properties 	<ul style="list-style-type: none"> Atomic structure Electron configuration Ion formation Isotopes Size of the atom Groups of the Periodic table (1, 7 & 0) Patterns in the Periodic Table Transition metals 	<ul style="list-style-type: none"> Concentration of solutions Titration calculations 	<ul style="list-style-type: none"> Atomic structure Isotopes & ions Electronic structure - orbitals Trends in the Periodic table Ionisation energies Halogens
Quantitative 				<ul style="list-style-type: none"> Rf value Balancing equations 	<ul style="list-style-type: none"> Standard form Calculating rate Tangents (H) Relative formula mass Percentage by mass Moles (H) Mass of solute Reacting masses (H) Moles to balance equations (H) % yield Atom economy Volumes of gases Titrations calculations 		<ul style="list-style-type: none"> Moles Quantities Gas equations
Earth's resources 	<ul style="list-style-type: none"> Compare different rocks 	<ul style="list-style-type: none"> Earth's structure The rock cycle 		<ul style="list-style-type: none"> Extracting metals Crude oil LCA Carbon footprint Sustainability Earth's atmosphere Global warming 	<ul style="list-style-type: none"> Water (potable and waste water) 	<ul style="list-style-type: none"> Composites Polymers - thermosetting & thermosetting Ceramics Metals & alloys 	<ul style="list-style-type: none"> Isomers Alkanes, alkenes, alcohols & haloalkanes Mass spectrometry Infrared spectroscopy Ion testing

Comprehension

- Practical skills are planned throughout the course
- Students develop enquiry and problem solving skills
- They learn to collect data, present it, analyse and evaluate



Character

- Equality, Diversity and Inclusion are mapped across the curriculum
- Cultural and Historical links are made
- Interesting hooks to engage students



Creativity & Imagination

- Everyday links made so that students understand the relevance of the subject
- Gain an understanding of the World around them
- Appreciate how Science is key to innovation of human advancements



Making it stick

- Interrupting forgetting is mapped across the curriculum to revisit previously taught content
- Revisit and build upon
- Frequent opportunities to link key ideas together
- Planned revision

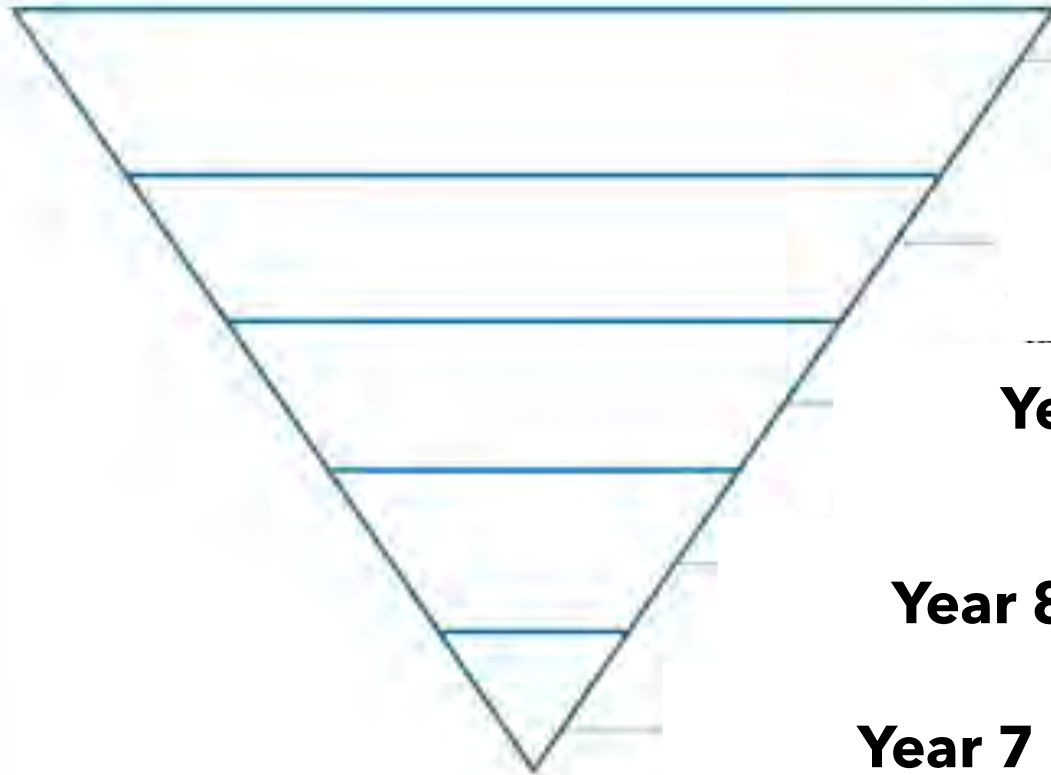


Building on foundations

- Revisit and build upon
- Lay the foundational concepts and then develop understanding of more abstract scientific ideas

Year 7	Year 8	Year 9	Year 10	Year 11
Understand particle theory.	Understand the structure of the atom	Understand electron configuration	Understand what an isotope is and how chemical bonds form	Understand chemical reactions and processes such as electrolysis

Building on Foundations



Year 11 - electrolysis & chemical reactions

Year 10 - atoms, ion & isotopes

Year 9 - atoms & electron configuration

Year 8 - Atomic structure

Year 7 - particle Theory



Planning a lesson within a series of lessons

What do we do?

H Ratcliffe – Learning Leader for Modern Foreign Languages





Start with the end in mind

- Following a series of staff training days, staff plan their lessons backwards.
- This means we plan towards what we want the students to have learnt by the end of the lesson.

What content do we include?

- As a member of staff we consider prior learning, so have the students seen any of the content before?
- There will be a recall task to link prior learning to help revisit prior learning and to help interrupt the forgetting



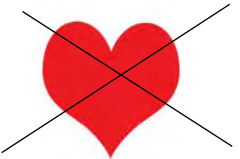
Recall of prior knowledge



J'adore

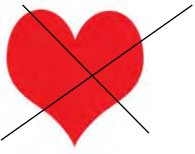
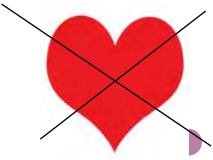


J'aime



Je n'aime

pas



Je déteste

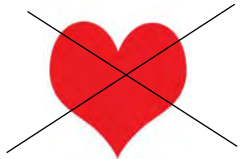
Introducing the new learning



J'adore

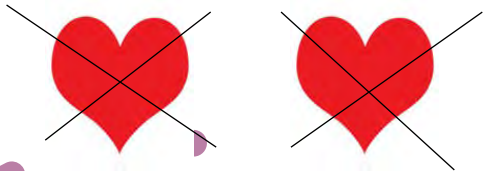


J'aime















Je n'aime

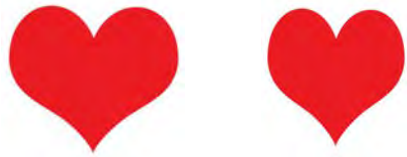
pas



Je déteste

	les comédies (f)	les émissions (f) de ...
	les dessins (m) animés	 cuisine
	les documentaires (m)	 musique
	les feuilletons (m)	 science-fiction
	les infos (f)	 sport
	les jeux (m) (télévisés)	 télé-réalité
	les séries (f) (policières)	

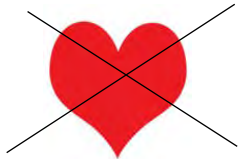
Let's test your memory



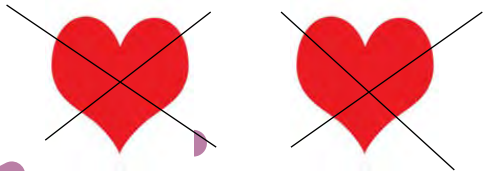
J'adore



J'aime



Je n'aime



pas
Je déteste

	les comédies (f)		les émissions (f) de ... cuisine
	les dessins (m) animés		musique
	les documentaires (m)		science-fiction
	les feuilletons (m)		sport
	les infos (f)		télé-réalité
	les jeux (m) (télévisés)		
	les séries (f) (policières)		

Et, aussi, en plus,
cependant

An answer from a Y8 student

- J'adore les dessins animé et j'aime les infos car c'est intéressant, mais je déteste les jeux télévisé car c'est nul!



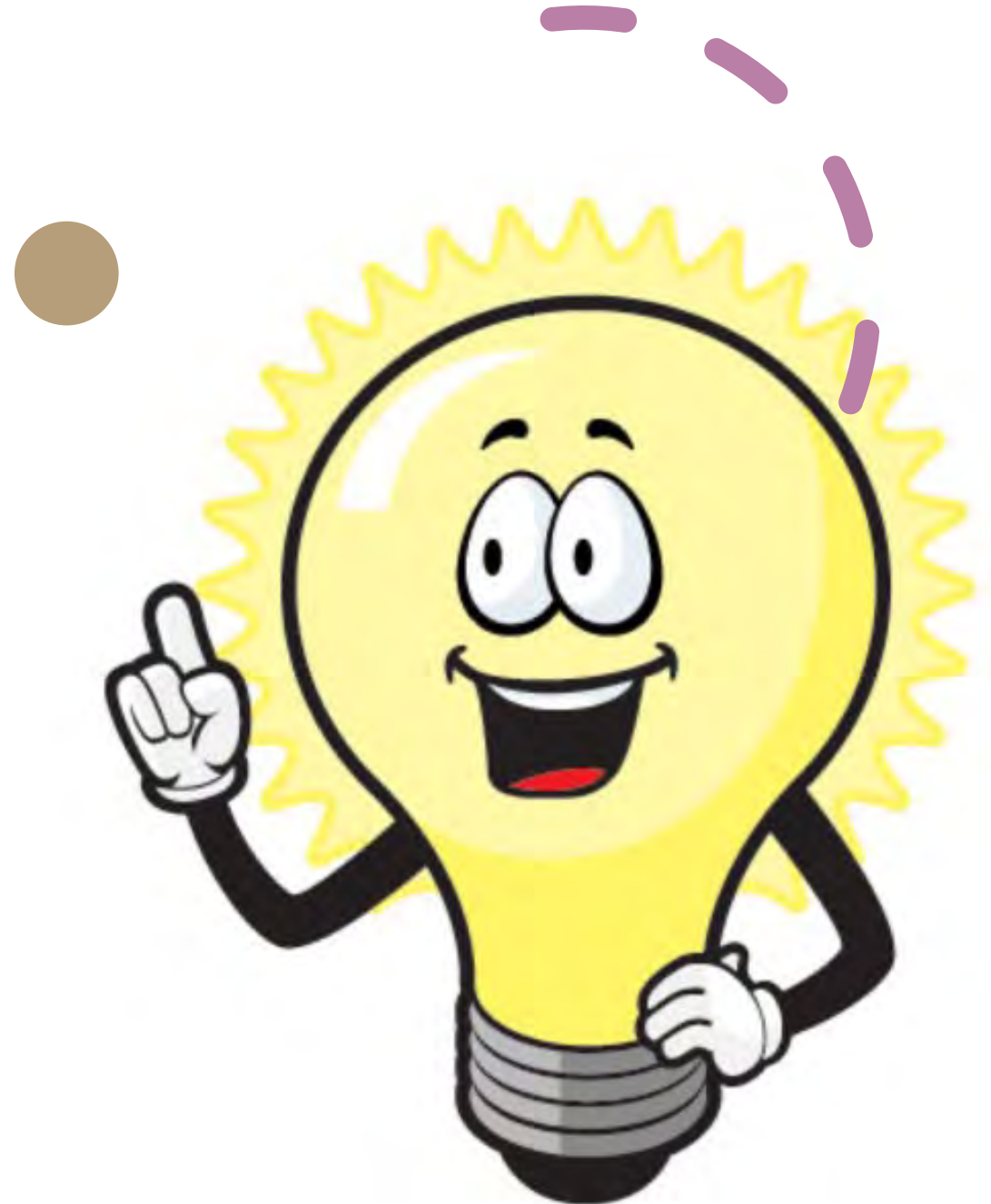
Planning tasks to support learning.

- Staff plan a variety of tasks to support practice from supported introduction through to independent completion of the new the new learning within a context. As I showed with the earlier task, in MFL we move from word level, to sentence level to text level quite quickly.



Ensuring there is stretch, challenge and support for all students

- Students are taught in deliberate groupings in many subjects so staff will ensure that students are continually stretched and challenge, regardless of their ability and will plan this into their lesson structure.
- There is high expectation for every student regardless of ability.



Teaching the lesson

- Staff are flexible and address any misconceptions throughout the lesson.
- A teacher may change what they are doing in a lesson to ensure students can achieve the intended goal at the end of the lesson

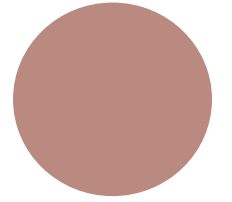


Assessing learning throughout and at the end of the lesson

- Throughout the lesson staff use a variety of techniques to ensure your child is learning, understanding and making progress.
- There will then be a task at the end to highlight progress and allow the teacher to plan for their next lesson.

Each lesson is a building block in a series of planned lessons for each half term

- Students complete formal assessment to showcase their progress and will complete teacher assessed class based tasks throughout the term too.



**"How do I
define History?
It's just one ... thing
after another!"**

Alan Bennet, The History Boys



A Oldham
Learning Leader
for History



**Progression
in History**

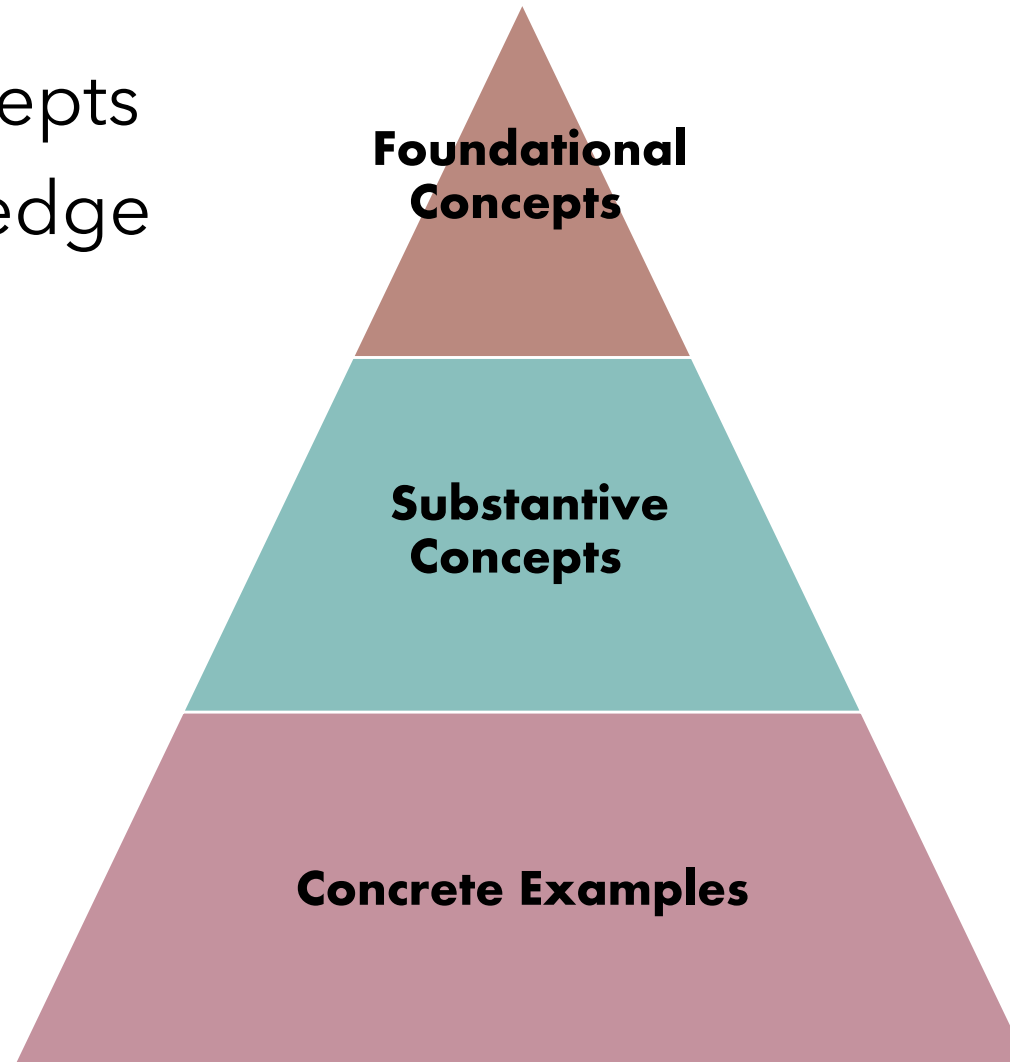
**Foundational
Concepts**

**Substantive
Knowledge**

**Disciplinary
Knowledge**

First Order Concepts

- Foundational Concepts
- Substantive Knowledge



**Foundational
Concepts**



Empire

**Substantive
Concepts**

Concrete Examples

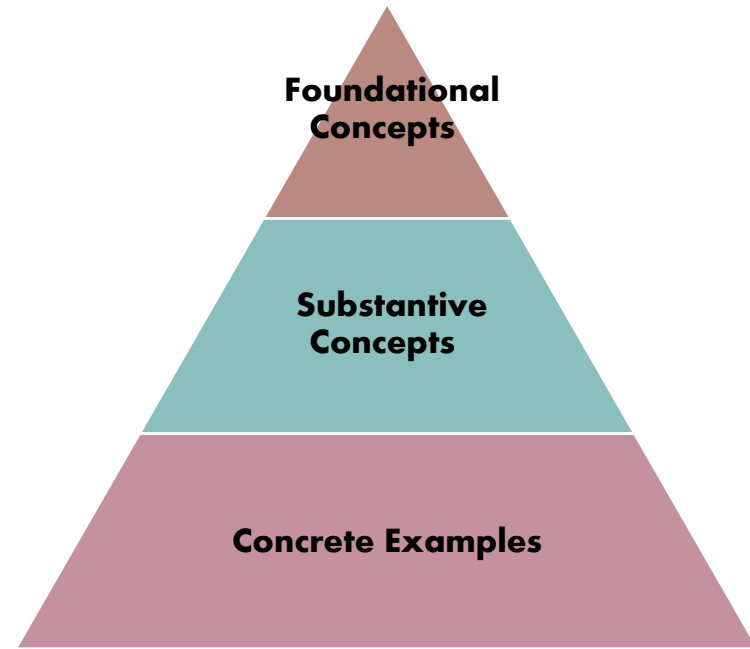
Year 7	Year 8	Year 9	Year 10	Year 11
Kingdom. Invasion. Empire:	Colonisation. Slavery. Empire:	Great War Empire troops:	Exotic Medicines, Imperial rivalries	Invasion, Sovereignty, Economic imperialism, Liberation:
Silk Roads connecting different civilisations . The creation of England. Angevin Empire. Mali Empire.	Roanoke and Newfoundland. English colonisation of North America. English joint- stock companies. Australia as a prison colony. British Raj.	Mike Mountain Horse, Senegales e Riflemen, Ganga Singh	Quinine, Kaiser's World View & Scramble for Africa	Third Reich and Greater Germany, Iron Curtain, Comiform, Comecon, Marshall Aid, VietMinh and Vietcong

First Order Concepts – ‘what’

- Foundational Concepts
- Substantive Knowledge

Second Order Concepts

- **Disciplinary Knowledge**
 - How to 'do' history.



Progression in History through Disciplinary Knowledge

Second Order Concepts - 'How' to do History					
Cause and Consequence	Change and Continuity	Historical Evidence	Historical Interpretations	Significance	Similarity and Difference

What leads to events in the past?

How much did the past change and how quickly?

How do we know about the past?

Does everyone agree on how the past happened?

Why are we learning about this now?

Did all people experience the past in the same way?



Disciplinary knowledge delivered through enquiry question focuses:

Enquiry Question 1: Who can tell us the most about the Silk Roads?


Second Order Concepts - 'How' to do History

Cause and Consequence	Change and Continuity	Historical Evidence	Historical Interpretations	Significance	Similarity and Difference
What leads to events in the past?	Is the past always changing?	How do we know about the past?	Does everyone agree on how the past happened?	Why is the past important?	Can we compare different parts of the past?

Year 7

Enquiry Question 1

Who can tell us the most about the Silk Roads?




Name :

Form:

Year 8 Enquiry Question 2:

Why had an English overseas empire emerged by the seventeenth century?



Name:

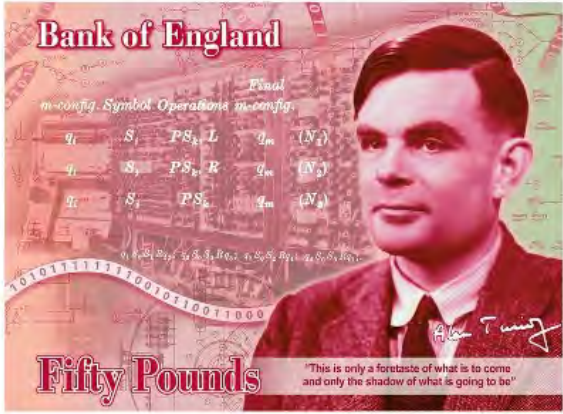
Class:

Teacher:

Year 9

Enquiry Question 2:

Why is Alan Turing on a £50 banknote?



Name :

Form :

History Teacher :

Overview of Disciplinary Knowledge

Second Order Concepts - 'How' to do History

Cause & Consequence	Change & Continuity	Historical Evidence	Historical Interpretations	Historical Significance	Similarity & Difference
<i>What leads to events in the past?</i>	<i>How much did the past change and how quickly?</i>	<i>How do we know about the past?</i>	<i>Does everyone agree on how the past happened?</i>	<i>Why do we learn this now?</i>	<i>Did all people experience the past in the same way?</i>

Year 7		Year 8		Year 9	
1. What can historical evidence reveal to us about the Silk Roads?	Evidence	1. How did Religion affect the fortunes of the Tudors?	Change & Continuity	1. What made the First World War 'GREAT'?	Significance
2. Where did 'the English' come from?	Evidence	2. Why did an English overseas empire emerge by the 17 th century?	Cause & Consequence	2. Why is Alan Turing on a £50 note?	Significance
3. Did the Normans bring a 'truck load of trouble' to England?	Change & Continuity	3. Why did people think the world had turned upside down between 1642-1660?	Significance	3. How should we remember the Holocaust?	Evidence
4. How did Medieval rulers differ?	Similarity & Difference	4. What role did the British Empire play in both the slave trade and abolition?	Evidence	4. How did Revolution change Russia?	Change & Continuity
5. Why has Timbuktu been called the Jewel of the Medieval world?	Interpretations	5. How did the Industrial Revolution change Britain?	Similarity & Difference	5. Health and the People GCSE – Why did Medicine 'stand still' in the Medieval period?	Variety
6. Were European and Islamic civilisations 'worlds apart'?	Similarity & Difference	6. What did 'revolution' mean in the Age of Revolution?	Interpretations		
7. God, gold, or glory: what caused the First Crusade?	Cause & Consequence	7. How important was violent protest in extending British democracy?	Change & Continuity		
8. How did the Renaissance change Europe?	Change & Continuity	8. How 'inglorious' was British India?	Interpretations		
9. Why is Henry VIII and important figure in English history?	Significance	9. Did African Americans really gain their freedom?	Change & Continuity		

How is disciplinary knowledge assessed?



REVIEW TASKS



ST EXAMS

Year 7
Enquiry Question 1

Second Order Concept
main focus :

Historical Evidence

How do we know about the past?



Source A

A leather shoe found in China by Aurel Stein. The shoe is made from both leather and wood.

Think about the material the shoe is made from. What does this tell us about the journey along the Silk Road?

1. the exchange of **ideas**
2. the **distance and danger** of the route
3. the **materials and commodities** traded
4. The **people** who travelled and traded



Source D

Xuanzang's travels' account

Xuanzang was an important traveller on the Silk Road. In 629 he arrived in Chang'an (China). Xuanzang then devoted the rest of his life to translating all of the manuscripts he had collected as he travelled on the Silk Road. During the same time, he wrote an account of his travels, The Great Tang Records on the Western Regions. The work provides a first-hand glimpse of the culture, politics, and religions along his route.

Xuanzang's translations remain one of the most flourishing and important texts we have about life along the Silk Road.

1. the exchange of **ideas**
2. the **distance and danger** of the route
3. the **materials and commodities** traded
4. The **people** who travelled and traded



Source H

Figures of two pedlars

The pedlars are carrying loads on their backs, which are made of wood and leather. They are wearing traditional Chinese clothing. The pedlars are carrying loads of goods, which are made of wood and leather. They are wearing traditional Chinese clothing. The pedlars are carrying loads of goods, which are made of wood and leather. They are wearing traditional Chinese clothing.



Source C

This camel was found in China and shows how camels were loaded with goods for Silk Road travel. From a blister or saddlebag was fixed around the two humps. Two slightly curved slanted panels of wood, part of the movable panels of the traditional nomadic tent, were fixed to either side. The large round saddlebags were filled with goods, and on top of these are rolls of silk, pots, a knife, sword and arrows. A small monkey perches on the back.

Think about our explorers who may have used these camels...

For what purpose?

1. the exchange of **ideas**
2. the **distance and danger** of the route
3. the **materials and commodities** traded
4. The **people** who travelled and traded



Source E

Buddha statues & Temples

The Mogao Caves are also known as the Thousand Buddha Grottoes or Caves of the Thousand Buddhas. They form a system of 492 temples 25 km (16 mi) northwest of the centre of Dunhuang in Gansu province, China. Discovered inside one cave were hidden for 900 years were manuscripts in many different languages.

The Mogao Caves

The Benetton Building in Afghanistan



Source I

Sir Aurel Stein: Photographed alone with his dog and with the expedition team.

Which sources of evidence can tell us the most about the Silk Roads?

	Theme What theme have you chosen?	Source of Evidence What is it? Where was it made, used and found?	What can it tell us? What can we learn about the Silk Roads from this evidence?
Source 1 Source E - Camel	1. the exchange of ideas 2. the distance and dangers of travel 3. the materials and commodities traded 4. The people who travelled and traded	Source E - This source is a model of a camel loaded for travel. It was made in China between AD 600-907. It carries a nomadic tent, rolls of silk, food and a knife sword and arrows. A monkey perches on the back.	It shows us that traders on the silk roads didn't just carry goods for trade (like silk, gold, lapis lazuli etc) but they also carried their homes. Tents, food and weapons. The weapons show that travelling the Silk Road could be dangerous.
Source 2	1. the exchange of ideas 2. the distance and dangers of travel 3. the materials and commodities traded 4. The people who travelled and traded		
Source 3	1. the exchange of ideas 2. the distance and dangers of travel 3. the materials and commodities traded 4. The people who travelled and traded		

Year 7
Enquiry Question 1

Second Order Concept
main focus :

Historical Evidence
How do we know about
the past?



Source A
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Source C
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Source D
Xuanzang, an important traveller on the Silk Road, is 643 he arrived in Chang'an (China). Xuanzang devoted the rest of his life to translating all of the manuscripts he had collected on his travels on the Silk Road. During the same time, he wrote an account of his travels, The Great Tang Records on the Western Regions. The work provides a first hand glimpse of the culture, politics, and religions along his route.

Xuanzang's translation remain one of the most flourishing and important texts we have from life along the Silk Road.

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Source H
Figures of two pedlars



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Source 1 Source D - Xuanzang	1. the exchange of ideas 2. the distance of travel 3. the materials and commodities traded 4. The people who travelled and traded	Source D - An important traveller on the silk roads called XuanZang. In 643 he arrived in Chang'an (China), where he found lots of Manuscripts and translated them. He wrote an account of his travels, The Great Tang Records.	The Great Tangs Records' book that XuanZang created tells us about cultures, politics, and religions - Who did he inspire? He inspired Sir Aurel Stein to explore the silk roads about 1,300 years later.
Source 2 Source B - The 3 hares	1. the exchange of ideas 2. the distance of travel 3. the materials and commodities traded 4. The people who travelled and traded	Source B - An image of 3 hares that may be an emblem or might represent a particular community in the Ancient World. The 3 hares image has been found in mostly England, or Europe, as well as in abt of Asia. The image is originally from China, so Suenists have no clue how the image spread all the way to parts in England.	As well as illnesses and ideas travelling on the Silk Roads, some logos or images like the '3 hares' might have travelled along it too because it got from China all the way to England.
Source 3 Source I - Mazar Tagh Ruins	1. the exchange of ideas 2. the distance of travel 3. the materials and commodities traded 4. The people who travelled and traded	Source I - The site of a ruined hill fort in Taklamakan Desert. Stein discovered a large rubbish heap on some slopes of the hill. He also discovered arrows, sheathes, shoes, dice, a comb and a pen.	This tell us that people might not have been very kind to the environment (the large rubbish heap). It also tell us some of the things people used, such as arrows, sheathes, shoes, dice, comb and pen. What type of people had been there? Sir Aurel Stein had been there in 1907 and 1913 and Mazar Tagh was excavated by him both times.

Year 9
Enquiry Question 3

Second Order Concept
main focus :

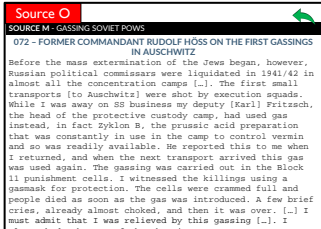
Historical Evidence
How do we know about
the past?

Source P




Zyklon B pellets were a common method of gassing at Auschwitz. The pellets converted to a lethal gas when exposed to air.

Source O




Source O - GASSING SOVIET POWS
1972 - FORMER COMMANDANT RUDOLF HOSS ON THE FIRST GASSINGS IN AUSCHWITZ
Before the mass extermination of the Jews began, however, Russian political commissars were liquidated in 1941/42 in almost all the concentration camps [...]. The first small transports (to Auschwitz) were shot by execution squads. While I was away on 88 business my deputy (Karl Fritsch), the head of the protective custody camp, had used gas instead, in fact Zyklon B, the prussic acid preparation that was constantly in use in the camp to control vermin and so was readily available. He reported this to me when I returned, and when the next transport arrived this gas was used again. The gassing was carried out in the Block 11 punishment cells. I witnessed the killings using a gasmask for protection. The cells were crammed full and people died as soon as the gas was introduced. A few brief cries, already almost choked, and then it was over. [...] I must admit that I was relieved by this gassing [...]. I always had a horror of the shootings.

Source E



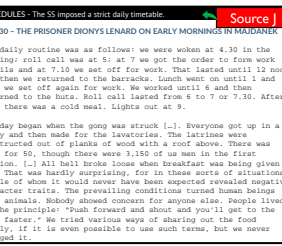
The text says:
"Father, why must we freeze at home when there is so much coal?"
Because the hand of the Jew lies heavily on the people!
A cartoon published in a Nazi newspaper in 1932.

Source F



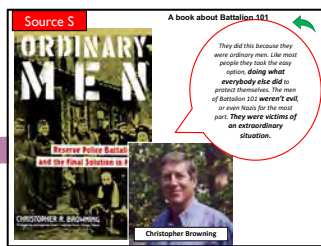
The labelling system for categorising inmates in concentration camps.
Use source A to help you work out the English translation?

Source J



SCHEDULES - The SS imposed a strict daily timetable
030 - THE PRISONER DIONYS LENARD ON EARLY MORNINGS IN MAUDANER
The daily routine was as follows: we were woken at 4.30 in the morning; roll call was at 5; at 7 we got the order to form work details and at 7.10 we set off for work. That lasted until 12 noon and then we returned to the barracks. Lunch went on until 1 and then we set off again for work. We worked until 6 and then returned to the huts. Roll call lasted from 6 to 7 or 7.30. After that there was a cold meal. Lights out at 9.
The day began when the gong was struck [...]. Everyone got up in a hurry and then made for the latrines. The latrines were constructed out of planks of wood with a roof above. There was room for 50, though there were 3.150 of us men in the first section. [...] All hell broke loose when breakfast was being given out. That was hardly surprising, for in these sorts of situations people of whom it would never have been expected revealed negative character traits. The prevailing conditions turned human beings into animals. Nobody showed concern for anyone else. People lived by the principle: "Push forward and shout, and you'll get to the food faster." We tried various ways of sharing out the food fairly, if it is even possible to use such terms, but we never managed it.

Source S



A book about Battalion 101
They did this because they were ordinary men. Like most people they took the easy option, doing what everybody else did in protest themselves. The men of Battalion 101 weren't evil, or even brutal for the most part. They were victims of an extraordinary situation.
Reverend Police Officer and the final solution is I
CHRISTOPHER BROWNING
Christopher Browning

How can we understand the Holocaust?

	Source 1	Commentary	Source 2	Commentary
Why did the Holocaust happen?				
Who were the victims of the Holocaust?				
What happened during the Holocaust?				
Who were the perpetrators of the Holocaust?				

Why teach disciplinary knowledge?

Not just one ... thing after another!

History Curriculum Intent:

'...offer students the tools to navigate a complex global present.'

'...vital to inoculate young people against the avalanche of alternative facts in the age of mass social media.'

'learn how to diagnose opinion from fact, to assess the validity of evidence against bias and points of view.'



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Achieving Excellence

The Importance of Literacy

Ms S Thornton - Whole-School Literacy

Why is reading important?

'Pupils who can read are overwhelmingly more likely to succeed at school, achieve good qualifications, and subsequently enjoy a fulfilling and rewarding career... All reading makes a difference, but evidence suggests that reading for pleasure makes the most.'

From Reading: The Next Steps, DfE, 2015



Benefits of reading for pleasure

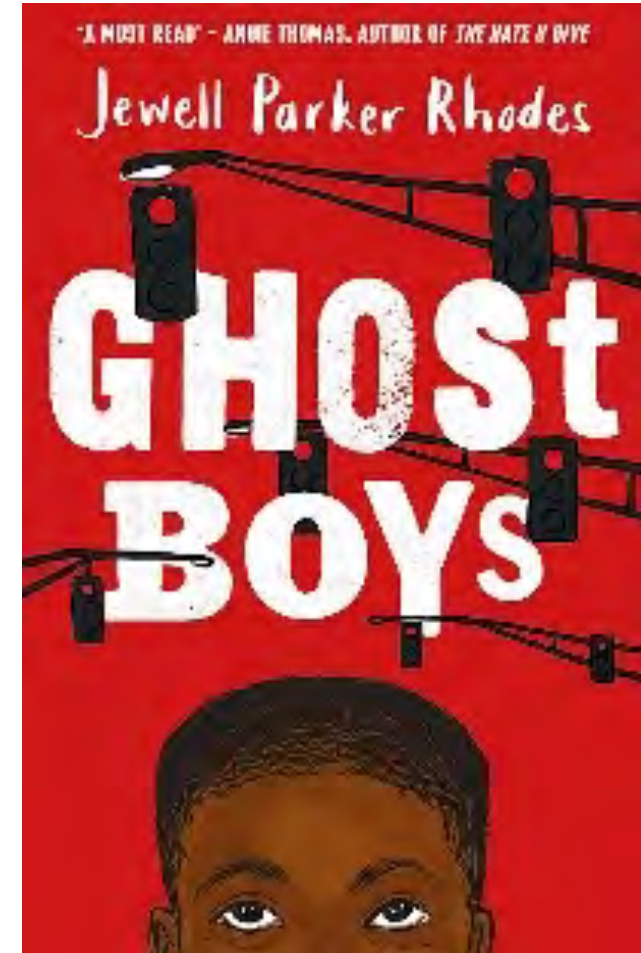
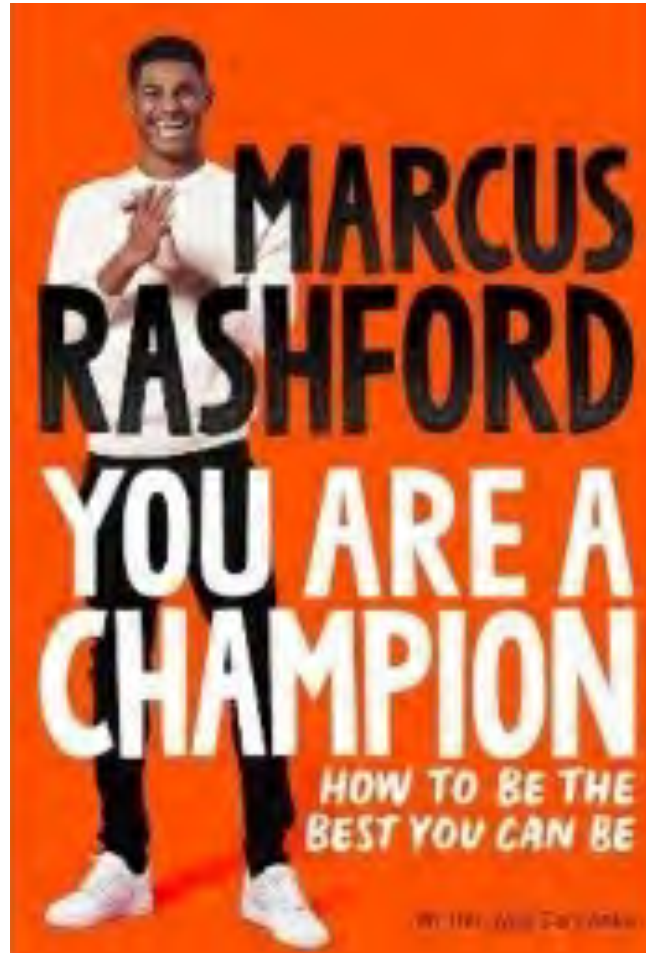
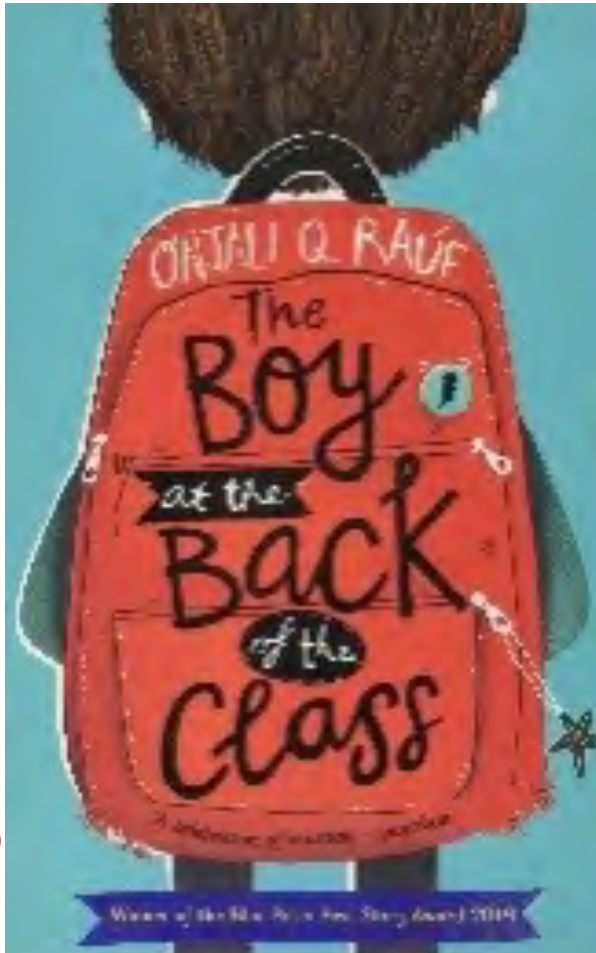
- Link between reading engagement and reading attainment
- Improved vocabulary
- Better general knowledge
- Understanding of grammar
- Improves spelling skills
- Improves writing abilities
- Works on mathematical skill
- Better academic performance
- Develops empathy for others
- Develops understanding of emotions and have the vocabulary to discuss these
- Promotes a better understanding of the world
- Develops self and social identities



How do we promote Reading for Pleasure?



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Weekly Literacy and Numeracy challenges



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Year 8
Week 1

Numeracy Challenge



Complete the multiplication grid
(Including the Purple Numbers)

×			5	4
	48		40	
	42		35	28
2				
			15	12

A hot dog lover ate 60 hot dogs over an 8-day period.

Every day, she ate one more hot dog than she had eaten the day before.

How many hot dogs did she eat on the first day?



Literacy Challenge

Definition:

Draw an image:

mandatory

Use it in a sentence:

Give non-examples (opposites):



Learning Support Morning Intervention Programmes

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Art Therapy SW	Maths Intervention + Touch Typing KS4 – AH KS4 Support Room		Maths Intervention – AH KS4 Support Room	
	Speech and Language Therapy – LM A16		Speech and Language Therapy – LM A16		Speech and Language Therapy – LM A16
	Social Skills – KT C7	Read Write Inc – SC B17	Spelling + Touch Typing KS3 – JS KS3 Support Room	Read Write Inc – SC B17	Read Write Inc – SC B17
		Spelling – JS KS3 Support Room		Social Skills – KT C7	Social Skills – KT C7
		Group Reading – AK A4-7	Art Therapy SW		
		Art Therapy SW			
After School			Homework supervision KS3 JS- Lego club	Homework supervision KS3 JS	
	Homework supervision KS4 AH	Homework supervision KS4 AH	Homework supervision KS4 AH	Homework supervision KS4 AH	
		SALT LM		SALT LM	

How can I support my child?



- Research shows that parents have an important role to play in developing a love of reading. One way you can help with this is to explore different texts with your child: magazines, blog posts, novels, online articles, etc.

Have *books, magazines and other texts at home.*

Talk about books you like or dislike

Explore your local library together.

Reading isn't confined to the pages of a book:
internet, instructions, recipes etc are still
reading.

*Audiobooks can improve children's reading
skills for reluctant readers*

Turn the subtitles on the TV



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Achieving Excellence

Year 8 Presentation Evening

**Supporting Students
throughout their Learning Journey**



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YEAR 8

Make It Count

**Every word, every
action, every day**

Aspiration

Kindness

Pride

Year Team:

**Form Tutors
Year Leader**

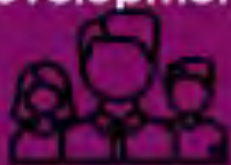


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Quality teaching and learning



**Behaviour and Attitudes
Personal and Character
Development**



Additional Support:

**SEND
SSC
ESWs
AESWs**



Well-being and Support



ABOUT US

KEY INFORMATION

SCHOOL LIFE

CURRICULUM

PARENTS

ADMISSIONS

POLICIES

FINANCIAL INFORMATION

OFSTED COMPLIANCE

PUPIL PREMIUM

SAFEGUARDING

SEND

EQUALITY & DIVERSITY

POST-16 LEARNING PATHWAYS





YEAR 7 LITERACY & NUMERACY CATCH-UP



EFL

Tutor Time Programme

Tutor Time Programme 2022-2023

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 8	 <p>Achieving Excellence (A) Character Development (B)</p> 	<p>Literacy /Numeracy Challenge</p>	<p>Heads Assembly</p>	<p>DEAR (Tutor-Led Drop Everything and Read)</p> 	<p>Year Leader Assembly (Gym)</p> 

Building Character



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Year 8



Achieving Excellence



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Leftwich



Leadership



Organisation



Resilience



Initiative



Communication

Be more like Betty ...



TEAMWORK



Welcome to Starting Well

Welcome to the Starting Well website! On here you will find lots of information about your health and wellbeing, guiding you to extra support if you need it.



BIM

DIG DEEPER, LOOK CLOSER, THINK BIGGER

NOBODY IS PERFECT.

BUT WE CAN ALL BE EXCELLENT



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Achieving Excellence

Celebrating US



I have a few tricks and dribbles which I use a lot and when I am playing well, it is natural that they become easier. But the tricks I use are the ones that will hopefully benefit the team. What I do as an individual player is only important if it helps the team to win. That is the most important thing.

Cristiano Ronaldo



THINK
U
KNOW
COMING

HOW TO HAVE FUN
HOW TO STAY IN CONTROL
HOW TO REPORT



At The County High School, Leftwich

We have 3 clear
behaviour expectations :



BE READY TO LEARN



BE RESPECTFUL
AND SAFE



EMBRACE
OPPORTUNITIES

Our expectation is that you
aspire to be the best version
of yourself, taking pride in
your achievements whilst
preparing for success both
during your time with us
and beyond.

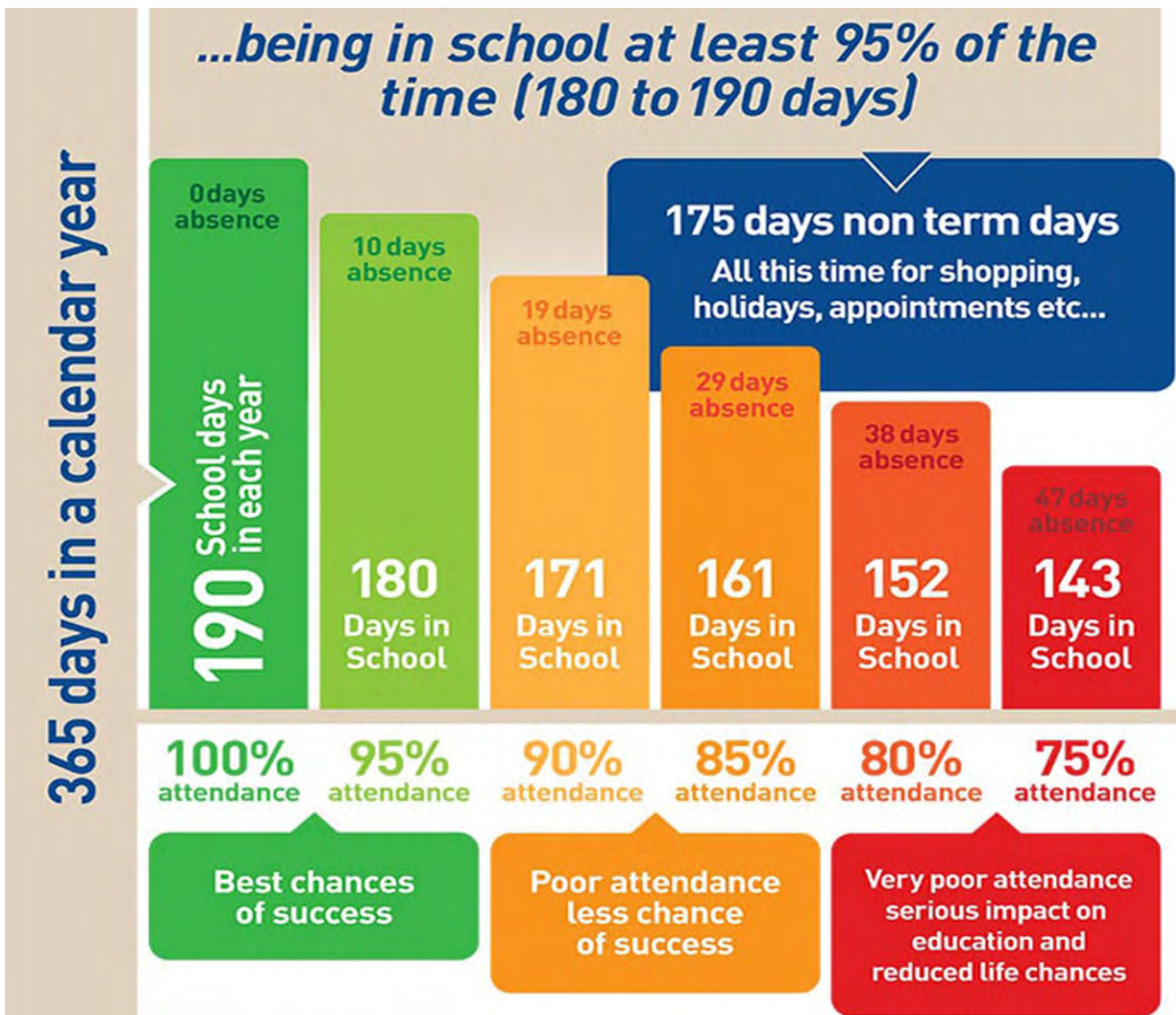
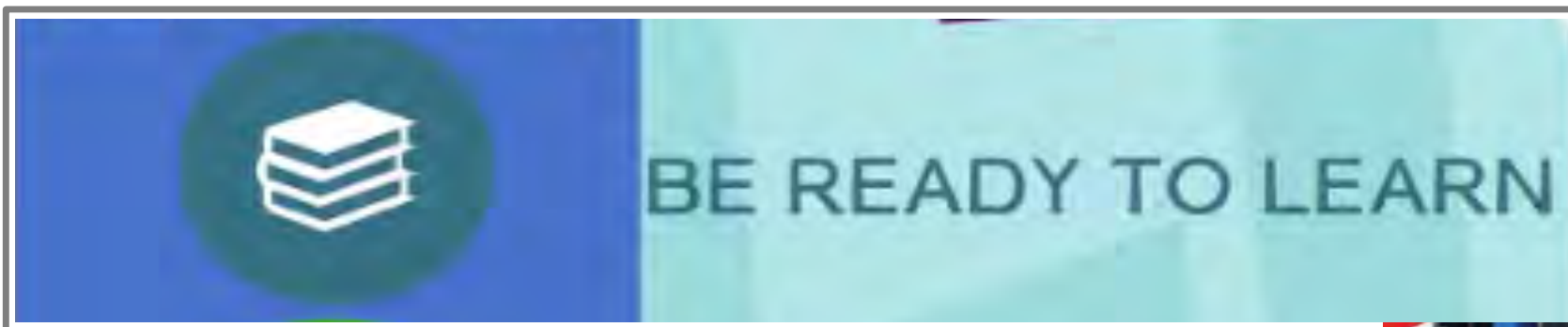


By meeting these expectations,
you will be fully equipped to develop

your *knowledge* and *skills*;
your *character* and
your *creativity* and *imagination*.



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Punctuality



Mins late per day during the school Year.	Days lost of learning in the school year.
5 mins	3.4 days
10 mins	6.9 days
15 mins	10.3 days

Independent Learning and ongoing revision

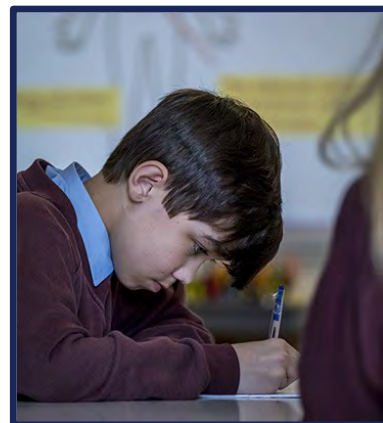
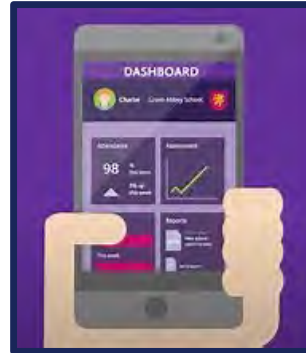
Menu		
Language / Vocabulary / SPaG	Context / Theme	Creative / Imaginative
<p>Write 4 seasonally themed sentences (Spring, Summer, Autumn + Winter). Each sentence must be highlighted/labelled with:</p> <p>Noun Verb Adjective Adverb Preposition</p> <p>Example: Cautiously, John tiptoed towards the sleeping dog.</p> <p>Language is constantly evolving. We lose words, gain words and observe words alter/expand their meaning. Find and define:</p> <ul style="list-style-type: none"> Five coined (new) words from the last 100 years. Five obsolete (lost/forgotten) words from the last 100 years. Five words which have additional / altered meanings in the last 100 years. <p>Produce a table of varied sentence starters to develop your sentence variation. Try to include: -ING Verb, -ED Verb, Prepositional and Adverbial.</p>	<p>Research a disaster which happened more than 100 years ago. Create a <i>before, during and after</i> chart showing the chronology of the disaster.</p> <p>Spread good cheer by sourcing a clip of a <i>funny disaster</i> (i.e. one where nobody is hurt/killed, nothing is seriously damaged). Script or film a news segment reporting it.</p> <p>Write a review of a dystopian short story, novel or film.</p>	<p>Imagine you are trapped in a room with no windows and only a locked door. You have a rucksack with you (you can decide the contents). You need to get to your underground bunker due to a disaster above ground. Flow chart what you do.</p> <p>Choreograph a dance. Decide the actions, motions, movements to reflect a disaster you have studied. Add music / a track list if you wish. Submit a description OR a filmed performance.</p> <p>Create a costume for a heroic character to wear in a disaster-themed movie. Sketch and label the costume.</p>

Achieving Excellence Points Available

Out of this World = 7-8 Excellence Points

Amazing = 5-6 Excellence Points

Very Good = 3-4 Excellence Points



Preparing for student tracking exams

ST₁ - 6th December 2022

ST₂ - 8th May 2023



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YEAR 8
ST 1 REVISION PLANNER

Subject Tracking Preparation

TOP REVISION TIPS



What should I revise? (notes / bullet point list)

English	Maths	Science	History	Geography	RS	Languages	PE	D & T	Music

WEEK 1 15.11.21 MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY SUNDAY	REVISION TECHNIQUES

WEEK 2 22.11.21 MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY SUNDAY	REVISION TECHNIQUES



Use your brain

Revision Tool

#No1 Flashcards

Don't just look at them –
USE THEM!

Subject Focus
History / Science



Write down key words, questions or topic on one side.
Write down definitions, answers or a list of key features on the reverse.

With a partner – test one another by showing the partner the key word, question or topic.

By yourself – turn the cards over so that the answers are facing up, then you think of the key word, question or topic.

SHARE ANY OTHER IDEAS YOU HAVE ABOUT USING FLASHCARDS



BE RESPECTFUL
AND SAFE

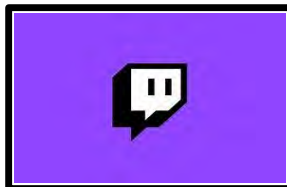


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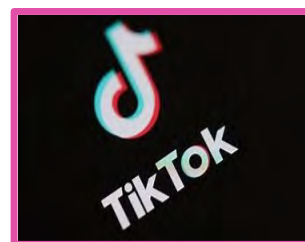
One person, all people



School Community



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You may consider some or all of the following purposeful:



If you do allow your child access to social media, check their apps – which sites are they using and to whom are they talking?



Check the settings of those apps – is content being shared only with friends or with anyone who views their profile?



Periodically view the images shared with friends to ensure they are appropriate.



Talk with your child about internet safety, cyberbullying and the dangers the internet can pose.



Ensure your child knows the legal implications of taking and sharing images of another person without their permission.



ABOUT US

KEY INFORMATION

SCHOOL LIFE

CURRICULUM

PARENTS

ADMISSIONS

SCHOOL DAY

SCHOOL COUNCIL

NEWSLETTERS

ENRICHMENT ACTIVITIES

LIBRARY

SPORTS FIXTURES

DUKE OF EDINBURGH'S AWARD

CATERLINK CAFETERIA

ONLINE SAFETY



EMBRACE OPPORTUNITIES



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Day	Activity	Years	Staff Contact	Times	Where
MONDAY LUNCH	Year 7 Football	Year 7	Mrs Marklove/Mr Trevithick	12:45 – 1:15	AstroTurf
	Woodwind Group	All Years	Miss Puckey	12:45 – 1:15	C7
MONDAY AFTER SCHOOL	GCSE Trampoline	Year 11	Mrs Marklove/Mrs Towers	3:20 – 4:30	Gym
	Fitness	Year 8-11	Mr Turner	3:20 – 4:30	Studio
	Primary Festivals and Sports Leaders	GCSE	Mrs Marklove	3:20 – 4:30	Fields
	Library Reading & Homework Club	All Years	Mrs Allen	3:20 – 4:30	Library
	Warhammer	All Years	Mr Walker	3:20 – 4:00	B9
	Green Fingers Gardening Club (Week 8 only)	All Years	Mrs Taylor/Miss Oliver	3:20 – 4:00	A13
	Robot Club/CCM Club	All Years	Mr Tomlin	3:20 – 4:00	B18
TUESDAY LUNCH	Year 7-9 Dance Club	Year 7-9	Mrs Berry	12:35 – 1:15	Studio
	Year 8 Football	Year 8	Mrs Marklove/Mr Trevithick	12:35 – 1:15	AstroTurf
	Year 7-9 Table Tennis	Year 7-9	Mr Turner	12:35 – 1:15	Gym
	Debate Club	Years 7-9	Miss Hobson & Miss Barnett	12:45 – 1:15	B15
	Aspire in English (Week 8 only)	Year 11	Mrs Butcher & Miss Thornton	12:45 – 1:15	B16
	LGBTQ+	All Years	Mrs Freedman	12:45 – 1:15	B9
	Flute Group	All Years	Mrs Moss	12:45 – 1:15	C7
	Brassed Off	All Years	Mrs Powelson	12:45 – 1:15	Recording Studio
TUESDAY AFTER SCHOOL	Board Games	All Years	Mr Lennon	12:35 – 1:05	B26
	Sports Fixtures	All Years	PE Department	3:20 onwards	Various
	Year 7-10 Hockey	Year 7-10	Mrs Marklove	3:20 onwards	AstroTurf
	Year 10-11 Art Catch-Up	Year 10-11	Miss Huxley	3:20 – 4:00	C3
	Year 10-11 Art Club	Year 10-11	Miss Heawood	3:20 – 4:00	C2
	Library Reading & Homework Club	All Years	Mrs Allen	3:20 – 4:30	Library
	Pop Choir	All Years	Mrs Williamson/Mr Keenan	3:20 – 4:00	C7
	Key Stage 3 Homework Support	Year 7-9	Mrs Szevców/Mrs Hughes	3:20 – 4:00	KS3 Support Room
	Key Stage 3 Lego/Games Club	Year 7-9	Mrs Szevców/Mrs Hughes	3:20 – 4:00	KS3 Support Room
	Band	All Years	Mrs Curry	3:20 – 4:00	Recording Studio
	GCSE Music Practice/Coursework	Year 10-11	Mrs Curry	3:20 – 4:00	C5

Day	Activity	Years	Staff Contact	Times	Where
WEDNESDAY LUNCH	Year 8 - 9 Handball	Year 8-9	Mrs Towers	12:45 – 1:15	Gym
	Year 7-8 Art Club	Year 7-8	Miss Heawood	12:45 – 1:15	C2
	Year 9 Art/Photography Club	Year 9	Miss Huxley	12:45 – 1:15	C3
	Bookworms	All Years	Mrs Allen	12:45 – 1:15	Library
	Drama Club	All Years	Mrs Shewring & Mrs Gerratt	12:40 – 1:15	Studio
WEDNESDAY AFTER SCHOOL	Philosophical Film Club	All Years	Mr Darcy and Miss Smith	12:45 – 1:15	B25
	Library Reading & Homework	All Years	Mrs Allen	3:20 – 4:30	Library
	Key Stage 3 Homework Support	Year 7-9	Mrs Szevców /Mrs Hughes	3:20 – 4:30	KS3 Support Room
	Key Stage 3 Lego/Games Club	Year 7-9	Mrs Szevców /Mrs Hughes	3:20 – 4:30	KS3 Support Room
THURSDAY LUNCH	Year 10 – 11 Dance Club	Year 10-11	Mrs Berry	12:45 – 1:15	Studio
	Year 10 – 11 Table Tennis	Year 10-11	Mr Turner	12:45 – 1:15	Gym
	Horse Lovers Club	All Years	Miss Whitfield	12:45 – 1:15	A3
	Eco-Society	All Years	Miss Philips and Miss Roach	12:45 – 1:15	B20
	Pokémon Club	All Years	Mrs Turner	12:45 – 1:15	A11
	Cubers Club	All Years	Mr Webster	12:45 – 1:15	B10
THURSDAY AFTER SCHOOL	Maths Homework Support	All Years	Mrs Measures	12:45 – 1:15	B8
	Sports Fixtures	All Years	PE Department	3:20	Various
	Year 7-9 Basketball	Year 7-9	Mr Trevithick	3:30 – 4:30	Gym
	Year 7-11 Netball	Year 7-11	Mrs Towers, Mrs Marklove, Mrs Sayle, Miss Lamb	3:20 – 4:30	Netball Courts
	Year 9-11 Boxing	Year 7-11	Mr Turner	3:20	Studio
	Library Reading & Homework Club	All Years	Mrs Allen	3:20 – 4:30	Library
	Key Stage 3 Homework Support	Year 7-9	Mrs Szevców /Mrs Hughes	3:20 – 4:30	KS3 Support Room
	Key Stage 3 Lego/Games Club	Year 7-9	Mrs Szevców /Mrs Hughes	3:20 – 4:30	KS3 Support Room
	Key Stage 4 Homework Support	Year 10-11	Mrs Hadfield/Mrs Williamson	3:20 – 4:00	KS4 Support Room
	Gym	All Years	Mr Kinder	3:20 – 4:00	Studio



Achieving Excellence

A student's perspective

Life in Year 8 and beyond at The County High School Leftwich

Year 11 Junior Leaders



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Achieving Excellence

*“I gave my students
a saying to say:*

'I am somebody.'

I was somebody when I came.

***I'll be a better somebody
when I leave.***

***I am powerful, and
I am strong.***

*I deserve the education
that I get here.'”*

- Rita Pierson, Educator





COUNTY HIGH SCHOOL LEFTWICH

01606 333300

admin@leftwichhigh.com

www.leftwichhigh.com



Messages

5 New

Weekly Attendance	2 Oct 2021
Weekly Attendance	2 Oct 2021
PE polo shirt and half-zip top	30 Sep 2021
Polo shirt and half-zip top	30 Sep 2021
Weekly Attendance	25 Sep 2021



Calendar

0 Today

0 Tomorrow



Activities



SIMS Options

If you haven't already signed up for the SIMS app, please do. You should have received an email from noreply@sim.s.co.uk. Should you need support in setting it up, please contact admin@leftwichhigh.com

A parental questionnaire will appear as a message on the SIMS App at 20.00.