



Year 8 Parent Information Evening Presentation



Mr Fullman
Deputy Principal
Head of Lower School

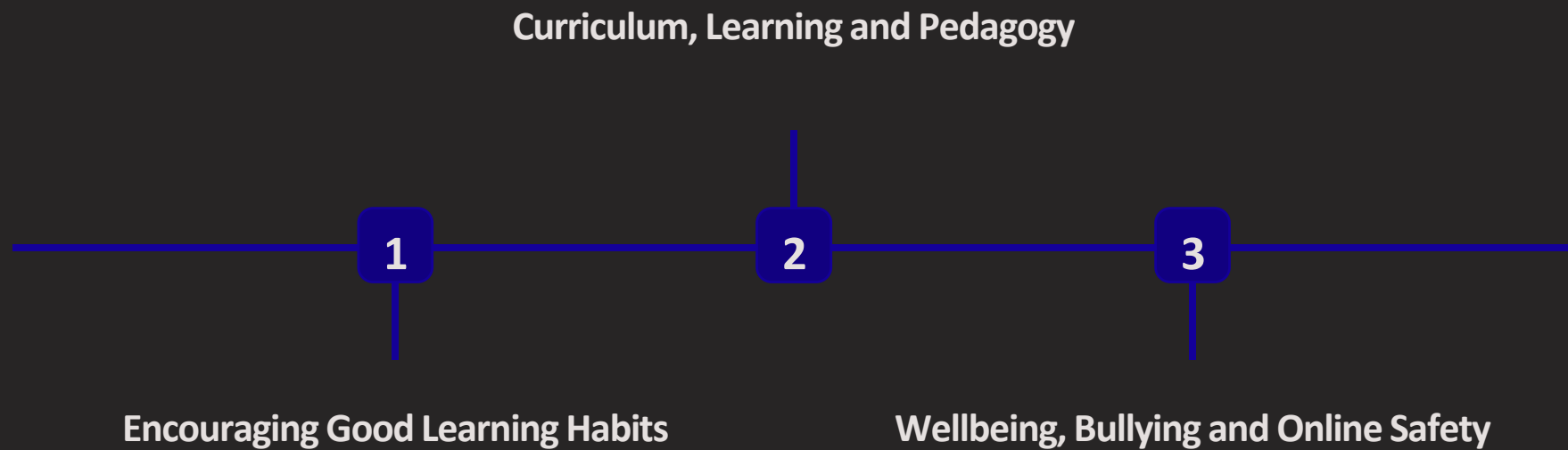
Miss Jacobs
Assistant Head of Learning

Mr Blewitt
Head of Learning

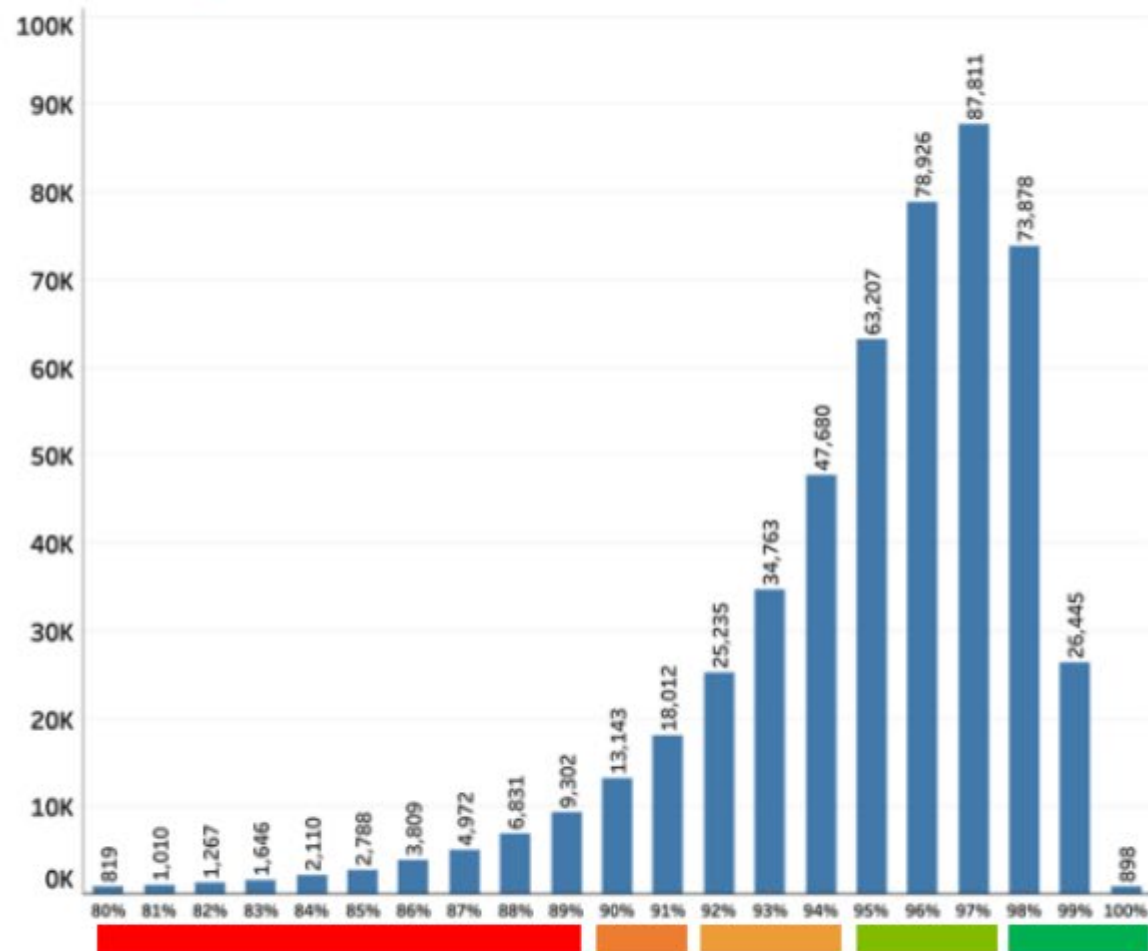
Mr Priestley
Inclusive Development

Meet The Year 8 Team

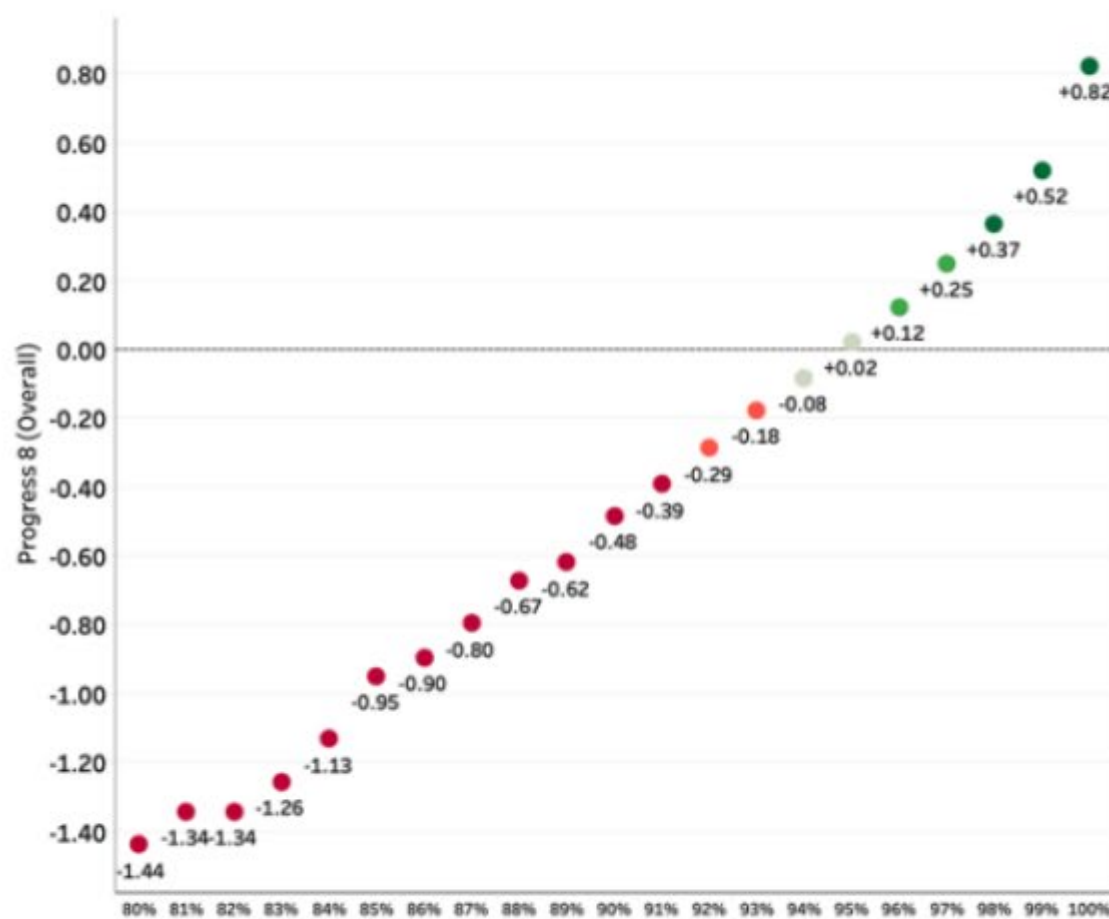
The Program Today



Why is attendance so important?



Attendance profile: cohort of 500,000 students who finished Year 11 (KS4) in 2018

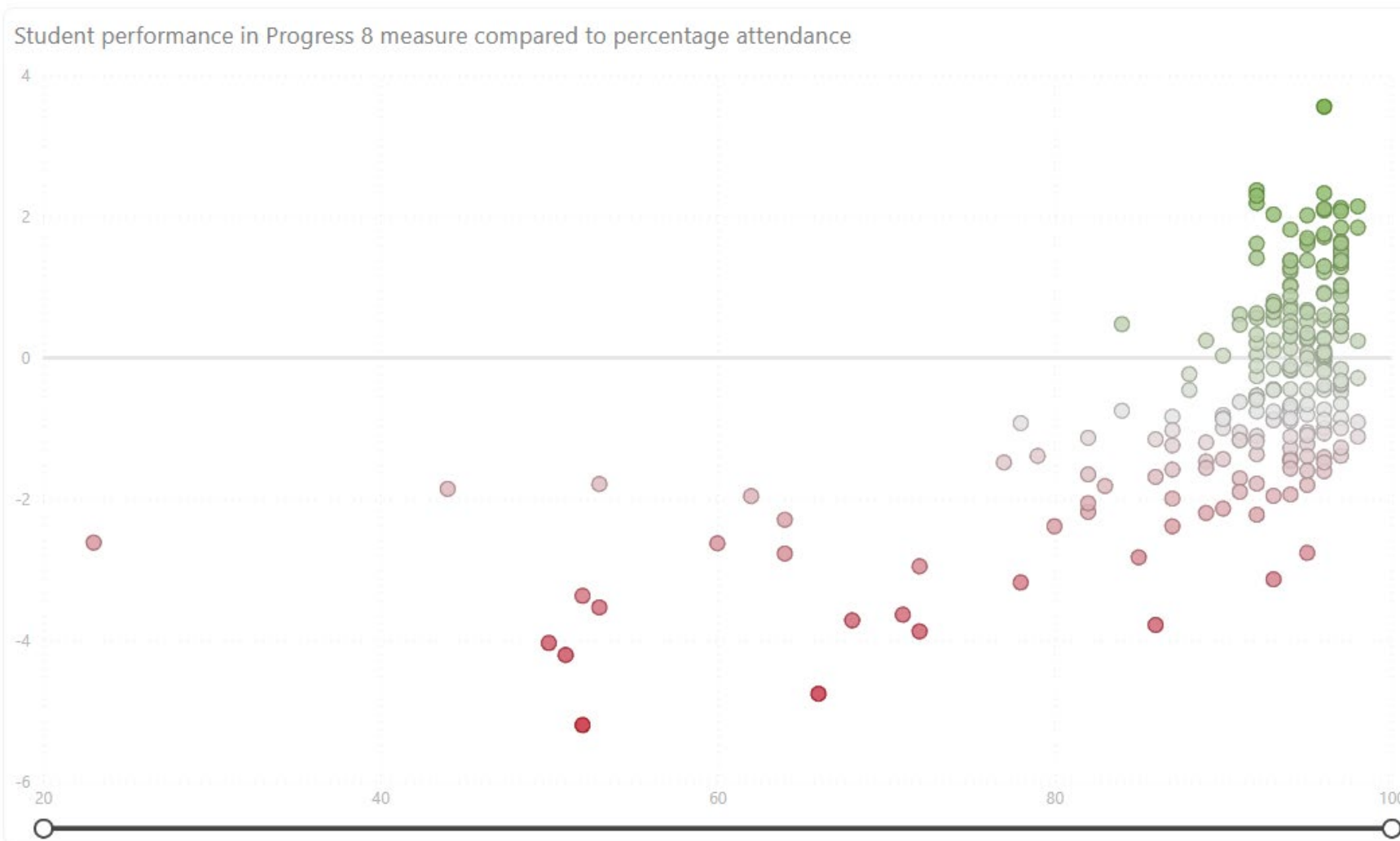


Average Progress 8 score and attendance

Bottisham Village College KS4 Results analysis

Student learning habits

Actual Grade - 2023 Leavers



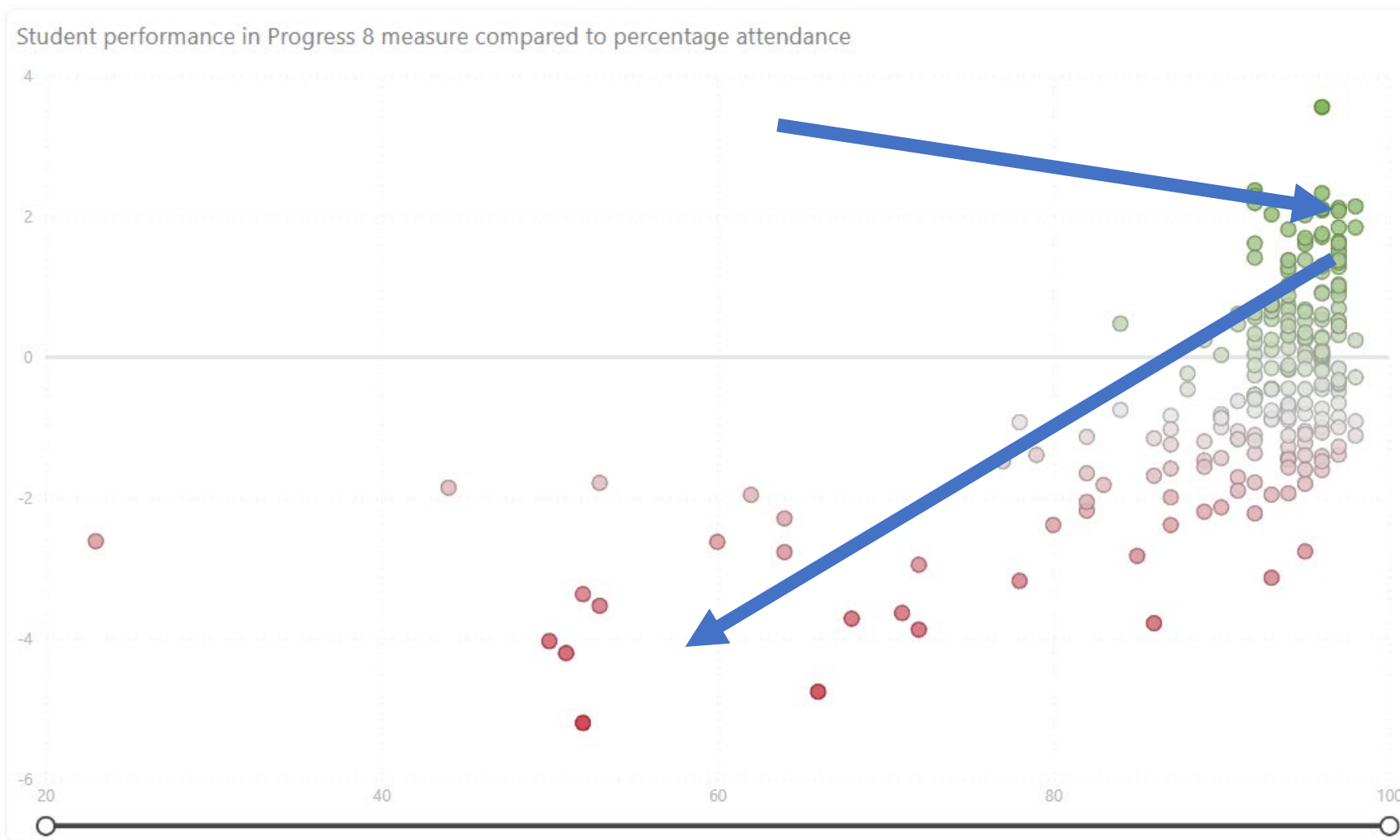
Progress

Attendance
%

Bottisham Village College KS4 Results analysis

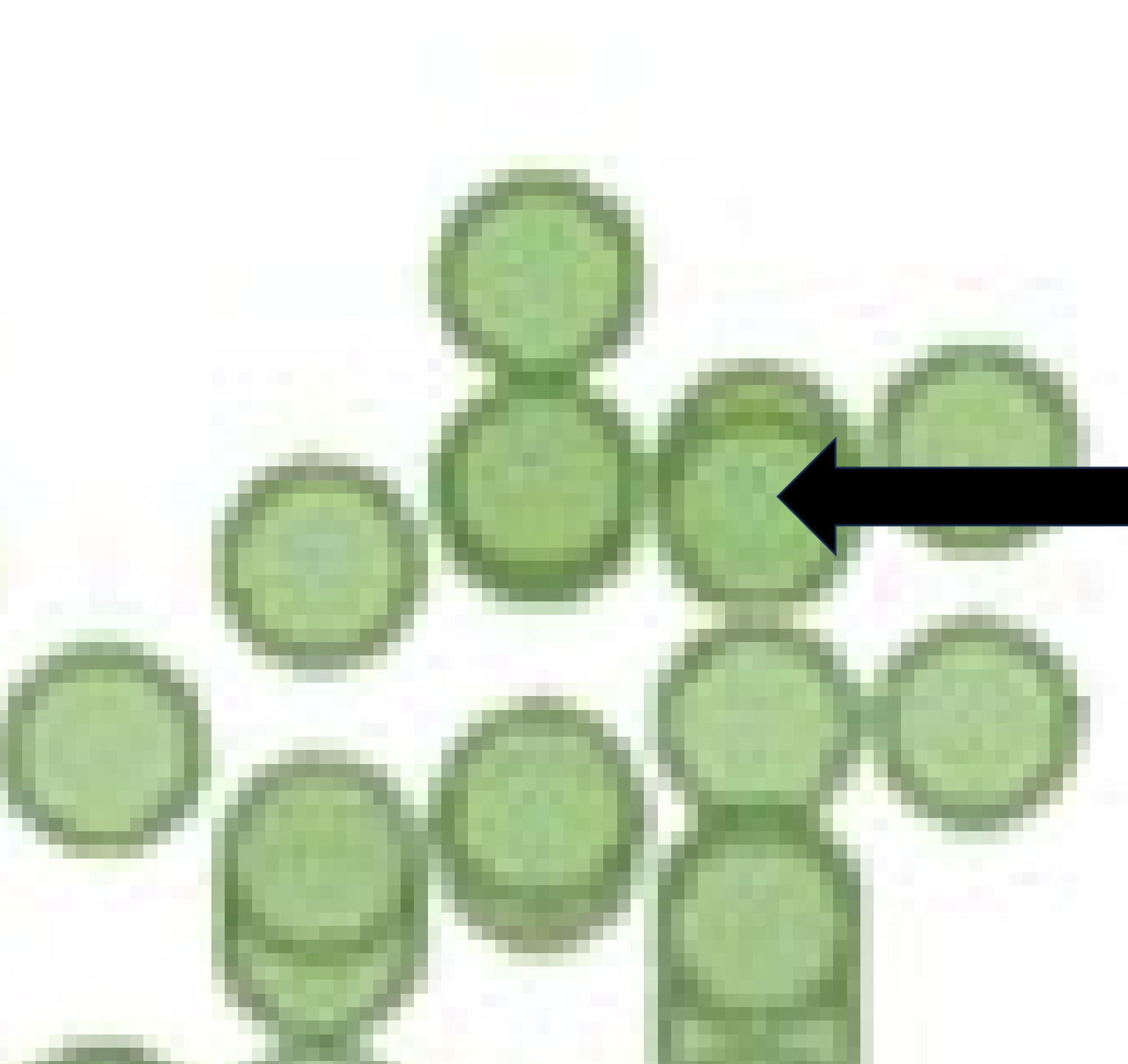
Student learning habits

Actual Grade - 2023 Leavers



Progress

Attendance
%



98% attendance

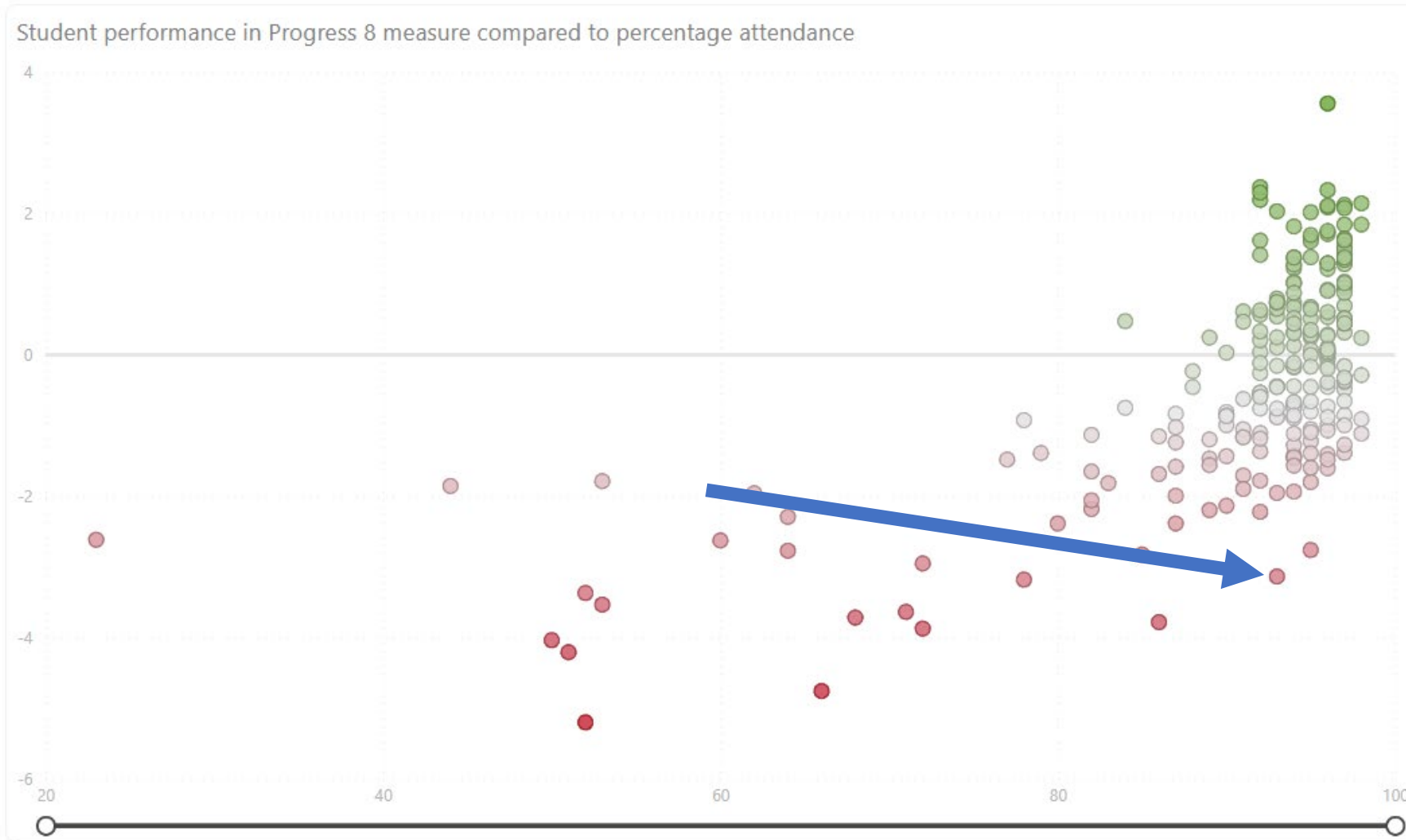
On average, achieved 2
grades higher than
expected in his GCSE
examinations.

Target grade 5 but
achieved grade 7.

Bottisham Village College KS4 Results analysis

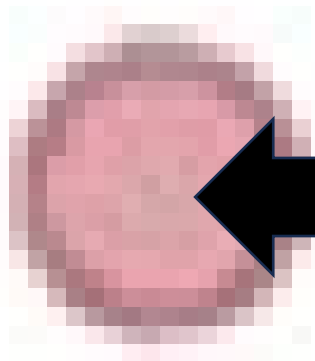
Student learning habits

Actual Grade - 2023 Leavers



Progress

Attendance
%



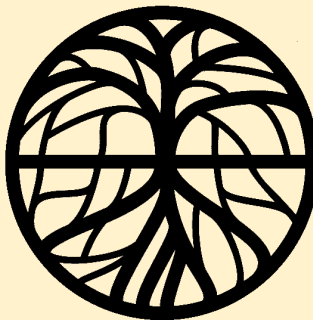
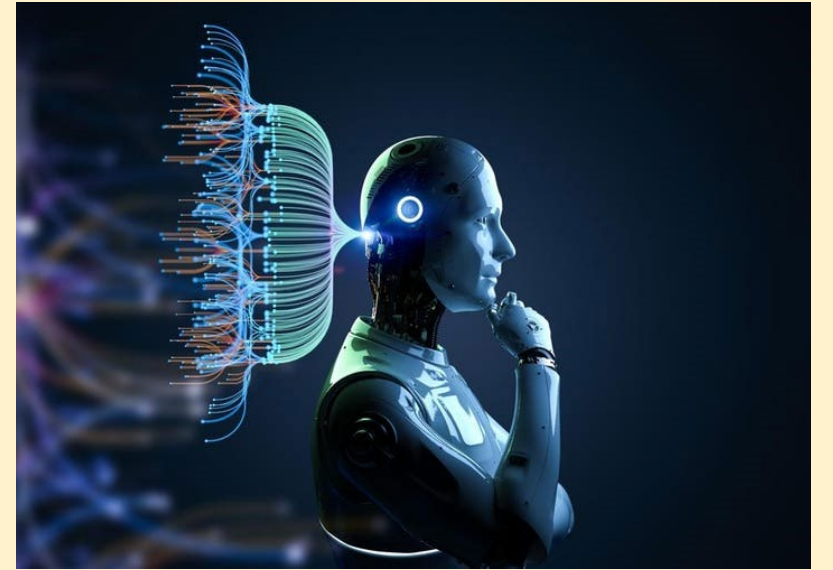
95% attendance

On average, achieved 2
grades LOWER than
expected in his GCSE
examinations.

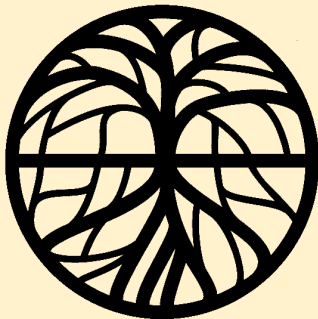
Target grade 5 but
achieved grade 3 or 4.

The Year 2029





What does the Business world want?



What does the Business world want?

People who can -

Top 10 skills of 2025

Type of skill

- Problem-solving
- Self-management
- Working with people
- Technology use and development

- 
-  Analytical thinking and innovation
 -  Active learning and learning strategies
 -  Complex problem-solving
 -  Critical thinking and analysis
 -  Creativity, originality and initiative
 -  Leadership and social influence
 -  Technology use, monitoring and control
 -  Technology design and programming
 -  Resilience, stress tolerance and flexibility
 -  Reasoning, problem-solving and ideation

Source: Future of Jobs Report 2020, World Economic Forum.



ARMY
BE THE BEST

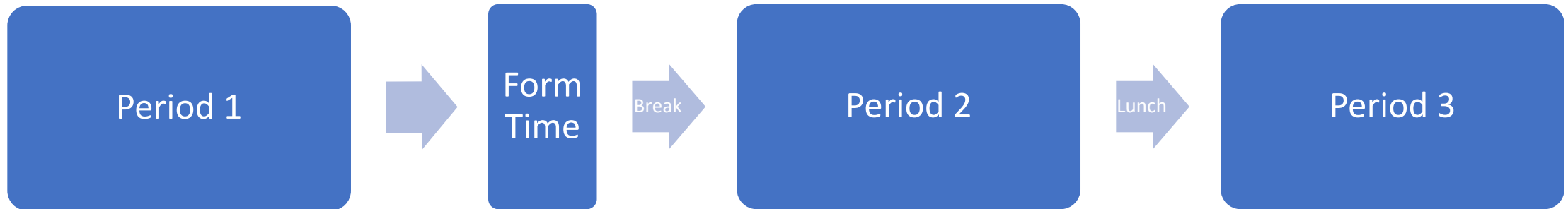


What do we want our classrooms to look like?

1. Students 'thinking hard' and achieving 'deep learning' during the lesson
2. Collaboration, peer learning and group work
3. Responsive teaching with feedback that can be acted upon
4. Self regulation of learning 'metacognition'
5. Lessons to be enriched and students emersed in the learning environment
6. Creativity of delivery (time for trips / visits / outside speakers / workshops)



100 Minute lessons



Homework

As we will now have three lessons a day the expectation will be that students complete a homework activity for each one:

The goals of this are to:

- 1) Build learning habits
- 2) Consolidate learning to allow for thinking hard activities in lessons
- 3) To allow time for students to participate in enrichment activities

Year 8 – 15 minutes per subject (maximum of 45 minutes)

Homework Task: Clear description of the tasks with links posted on class charts

How will this Homework task be used next lesson: Clear description of how this will be used during the learning journey.



What does a great Year 8 Learner look like?

- High levels of attendance
- On time for all lessons
- Open minded in all lessons
- Prepared for all lessons

- Completes all homework and prior learning
- Reads a variety of books

A clear sense of their own “metacognition”

- They can be reflective about their own learning and what they need to do to improve as a learner.

- Has productive down time – participates in clubs /activities / fitness / well-being activities

TEENAGERS

tired of being
harassed by
your parents?

ACT NOW!

Move out, Get a job,
& Pay your own way,

QUICK!

while you still
know everything!

Dialogue about learning.....

01

Talk about
their learning

02

Ask questions

03

Show an
interest in the
topics they are
studying

04

Ask them to
teach you!



The best way to use these organisers at home, is to follow a simple mantra: Look at a certain aspects of a particular knowledge organiser Cover up part of their knowledge organiser Write it out from memory Check and correct any spelling mistakes, missing bits or mistakes.

All Knowledge Organisers can be downloaded or viewed below

| YEAR 7 | YEAR 8 | YEAR 9 |
|----------------------------|---|--|
| Term 1 Knowledge Organiser | Term 1 Knowledge Organiser | Term 1 Knowledge Organiser |
| Term 2 Knowledge Organiser | Term 2 Knowledge Organiser | Term 2 Knowledge Organiser |
| Term 3 Knowledge Organiser | Term 3 Knowledge Organiser | Term 3 Knowledge Organiser |
| LANGUAGES | LANGUAGES | LANGUAGES |
| Year 7 French All Year | Year 8 French All Year Year 8 German All Year Year 8 Spanish All Year | Year 9 French All Year Year 9 French FCSE All Year Year 9 German All Year Year 9 Spanish All Year |

GEOGRAPHY YEAR 8: Settlement

| Key term | Definition |
|----------------|--|
| Rural | An area away from a town or a city (the countryside) |
| Urban | An area within a town or a city |
| Urbanisation | The process of more people living in cities |
| Sustainability | Actions and forms of progress that meet the needs of the present without reducing the ability of future generations to meet their needs. |
| Settlement | Settlements are places where people live. Many settlements have things in common and so they can be grouped to make it easier to study them. |



The population of each type of settlement increases as the number of settlements of that type decreases.

Site and Situation

Settlements are places where people live. Many settlements have things in common and so they can be grouped to make it easier to study them.

Site - this is the place where the settlement is located, e.g. on a hill or in a sheltered valley.

Situation - this describes where the settlement is in relation to other settlements and the features of the surrounding area, e.g. is the settlement surrounded by forest or is it next to a large city?

Early settlements

Early settlers often looked for certain features in an area to make life easier:

- **Flat land**, to make building easier and safer
- Local raw materials, e.g. wood and stone, to build homes
- A local **water supply** for drinking, washing, cooking and transport
- A defensible site, e.g. a hilltop or river bend, to protect from attackers
- **Fertile soils**, so people could grow crops

Sustainable Cities Case Study: Curitiba, Brazil

Key features of Curitiba that have made the city more sustainable include:

- An efficient public transport system
- A large amount of green space
- A way of encouraging *everyone* to recycle
- Access to education and affordable housing

Sustainable Housing Designs



Fieldwork techniques can be used to assess the **quality of environment within and between settlements**. Two techniques are:

Land use maps

The land use map is used to show a general pattern for the distribution and location of different types of land use. They are often used when investigating the function of a site or when planning the development of an area.

Environmental Quality Survey (EQS)

Compares the Environmental Quality (e.g. building quality, noise, open space) in different places.



**ANTI-BULLYING
ALLIANCE**

UNITED AGAINST BULLYING

This certifies that:

Bottisham Village College

.....
is a United Against Bullying Bronze School and has demonstrated
its commitment to stopping bullying and improving the
wellbeing of its pupils.

Signed:

Date:

23rd August 2023

**NATIONAL
CHILDREN'S
BUREAU**
Part of the family



**BRONZE
SCHOOL
2023**

Funded by



**Department
for Education**

What is bullying?

The ABA
(Anti-Bullying
Alliance) defines
bullying as:

‘The **repetitive**,
intentional hurting of one person
or group by another person or
group, where the relationship
involves an **imbalance of power**.
Bullying can be physical, verbal
or psychological. It can happen
face-to-face or online’.

Repetitive

Hurtful

Intentional

Power
imbalance

Reporting

To report bullying:

**Form Tutors
Pastoral Staff**

support@bottishamvc.org

What can parents do to help?

- Clarify, is it bullying?
- Work with your child, and empower them to report the bullying
- Don't dismiss their experience as 'banter' or 'part of growing up'.
- Work with the school (and be patient)
- Avoid speaking to other parents or posting on social media
- Encourage your child to keep a log or diary
- Contact the police if the bullying happens outside of school hours and involves sexual harassment or abuse
- We recommend reporting cyberbullying to the police and the school using the Child Exploitation and Online Protection Center (CEOP) command.

The Rise of Social Media



It's more addictive than you think

Studies show that the average teenager spends nine hours a day on social media. It can become an unhealthy addiction.



The power of influence

Undoubtedly, social media has made teens feel like they need to keep up with the latest trends, trends, leading to peer pressure pressure and unhealthy competition.



Exposure to age-inappropriate content

The internet doesn't discriminate - discriminate - young people can easily access age-inappropriate inappropriate content, from violent violent to sexually explicit.

Online Grooming and Harassment

1

A risk that's closer than you think

Over 1 in 4 children have come into contact with online predators. Know who your child is talking to online.

2

Unwanted attention

Cyberstalking and cyber harassment can lead to physical harm and emotional trauma. Help your child understand what behaviours are acceptable and unacceptable.

3

The dangers of oversharing

Sharing too much information online, like full names, age, school, or location can make your child an easy target for cyber predators.



Teaching Your Children to Protect Themselves

Encourage open communication

Make your child feel comfortable to talk openly about their online activity so that they can learn to identify risky behaviour and not be afraid to speak up.

Teach online privacy

Ensure that your child knows how to protect their personal information and understands the importance of strong passwords.

Set a good example

As a parent, model appropriate online behaviour and limit your own screen time, so that your child does the same.

Set safety guidelines

Be clear about what is and isn't appropriate for your child when it comes to online activity. Set controls, rules, and guidelines to ensure that your child is staying safe.

The importance of monitoring online activity

Be vigilant

Paying attention to changes in behaviour, attitude, and sleep are critical signs that something may be wrong with your child's online activity.

1

Establish trust

Ensure that your child understands that monitoring their activity is done to keep them safe and that it helps build trust.

2

Know the tools to monitor activity

Use parental controls and monitoring tools to limit access to sites, block inappropriate content, and track your child's activity.

3

The Responsibility of Internet Safety

Parents:

- Monitor online activity
- Establish open communication
- Lead by example

Schools:

- Include online safety in curriculums
- Have strict policies to prevent cyberbullying
- Provide counselling services and support for victims of cyberbullying

Government:

- Hold online companies accountable for their algorithms
- Enforce safe online regulations for children
- Amend criminal law to tackle online abuse

The Program Today

