

Dear Parents and Carers,

Re: Curriculum Information for Half Term 5 (20th April to 23rd May)

The information in this letter outlines Curriculum, Assessment, and Extra-curricular activities for the start of the Summer term. All year groups are currently working towards End-of-Year assessments, and we are excited to see them get the opportunity to show off all that they have learnt throughout this year.

Throughout this half-term, additional information will be communicated regarding topic lists and timetables for End-of-Year assessments. Please note already, that the majority of Year 8 assessments will take place in the week commencing June 8th, and these will be undertaken within a classroom setting. As I discussed with you in September, our Year 8 cohort performed superbly last academic year. Whilst this is not the sole purpose of our curriculum, it was still pleasing to see that their commitment and engagement to their learning reaped rewards in assessments.

This year, it has been incredible to see just how many of our Year 8 students have received golden tickets for their hard work within the ‘independent work’ section of our lessons. This ambition, and thirst for learning, ensures a wider development of character, and sets our students up for a life rich with opportunity. Please do take advantage of any opportunity you have to discuss your child’s learning with them, to continue enthusing them in their academic journey.

Below is the content that Year 8 students should expect to be taught during half-term 5 of this academic year:

| Subject | What will my Year 8 child learn in this subject during Term 5? |
|------------------|---|
| English | Social Justice anthology unit looking at non-fiction and poetry. |
| Maths | Averages and Measure of Spread including Mean, Mode and Median and Range from lists and from frequency tables; Stem & Leaf Diagrams; Properties of 3D shapes. |
| Science | Physics – Space. |
| RE | The study of Hindu Dharma and other Dharmic traditions. |
| Geography | Continuing to study plate tectonics with an emphasis on case studies. |
| History | Students will find out about the Industrial Revolution, why it happened and how life changed in Britain. |
| French / Spanish | Grammar focus on verb conjugation in the present, past and future tenses. |
| Art | Natural world art - Birds, painting and 3D work linked to recycling. |
| Computer Science | Web development in HTML and CSS. |
| Drama | Verbatim Theatre - ‘Let Him Have It’ |

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| Food Tech | Understand how to make a starch-based sauce through the scientific process of Gelatinisation. They will apply this in practice through making Macaroni cheese. |
| Music | The Creative Musician (Blues and Jazz) - Practical playing and use of DAW software |
| PE | Develop core skills, tactics, and leadership through striking and fielding activities. Students will be able to exercise for sustained periods in athletics, demonstrating good levels of cardiovascular fitness, muscular strength, muscular endurance, and power. |
| Textiles | Using the Mexican festival, The Day of the Dead, design and make a keyring with an e-textiles circuit. |
| PSHE | Living in the wider world: <i>Human rights in the UK and around the world; The law in the UK.</i> |

Home-Learning Reminder

Further information regarding Home Learning can be found in the Curriculum letter from half-term 1. We utilise Knowledge Organisers alongside online platforms to set student homework, and access to the following sites is key:

MS Teams – Using their school email address and password.

Sparx – Using the ‘Log in with Microsoft’ button. *Used for Literacy, Maths and Science.*

Seneca - Using the ‘Log in with Microsoft’ button. *Used for Humanities and Languages.*

Arbor – Parents/Carers are able to track both positive and negative points within school on the Arbor app, as well as attendance and the school timetable.

If you have any queries regarding accessing any of the above platforms, please do not hesitate to contact your child’s tutor.

Assessment

Assessment, both summative and formative, form a crucial part of education at HEA – knowing what our students know at any given time is crucial in supporting them further. Whilst students receive ongoing feedback during elements of independent work each lesson, a summative point of formal assessment is useful in gathering information on how the curriculum has landed for all.

During each big term, students should expect at least one formal assessment in each subject – these are then used as the main evidence-point for report writing, and feed back into any re-teaching of common misconceptions. To avoid one specific part of the term becoming heavily weighted towards assessment, our assessments are placed at the best point in the curriculum journey for that subject.

All assessment overviews appear on our school website here - [Assessment](#)

Subject leaders will ensure that revision topics, where appropriate, are made clear on Microsoft Teams, but a broader overview is available in our departmental overviews - [Curriculum](#)

Absence and the Curriculum

We understand that it is unavoidable at times for a student to be absent from school, for varying reasons. We are keen, however, to ensure that access to the curriculum, and continued learning, is made available to those who are absent. Completing portions of work, whilst at home, can be vitally important in ensuring fewer gaps in learning upon return – making the return to school far smoother for the young person.

Our full curriculum (outside of practical elements) is available to all students on Microsoft Teams, within a year group folder. This is split by half-term, or titled, to aid students in identifying which lesson they may have missed. Whilst this is not as purposeful as accessing the lesson with support from the teacher, exposure to the content can ensure greater engagement upon return.

Alongside this, our online home learning portals (Sparx/Seneca) also offer access to 'independent learning' sections for students to access outside of homework.

Extracurricular Activities

| Week A | | | |
|--|--|--|-------------------------------------|
| Tuesday | Wednesday | Thursday | Friday |
| Year 7 Singers MU1 08:30 Year 7 | 8+ Voices MU2 08:30 Year 8+ | Orchestra MU2 08:30 All Years | HPQ GG2 Lunch time Year 10 |
| String Group MU2 08:30 All Years | Flute Group MU1 08:30 All Years | Theory Club MU2 Lunch time All Years | |
| Drone Club GG2 Lunch time | Eco Gardening Club DT6 Lunch time All Years | Thunks Club H12 Lunch time KS4/5 | |
| Karaoke Club MU2 Lunch time All Years | GCSE Geology GG2 15:30 – 16:30 Year 10 | GCSE Geology GG2 15:30 – 16:30 Year 9 | |
| Sewing & Craft Club DT6 Lunch time Year 7 & 8 | CAD Club DT4 15:30 – 16:30 Year 10+ | Science Club SC11/SC12 15:30 – 16:30 | |
| Year 7/8 Rounders Bottom Field 15:30 – 16:30 Year 7 & 8 | Year 9/10 Rounders Bottom Field 15:30 – 16:30 Year 9 & 10 | Athletics Top Field 15:30 – 16:30 All Years | |
| Year 7/8 Cricket | Year 9/10 Cricket | | |



**Respect
Ambition
Resilience**

Headteacher: Mrs Katie Boyes

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|--|---|--|--|
| Top Field 15:30 – 16:30 Year 7 & 8 | Top Field 15:30 – 16:30 Year 9 & 10 | | |
|--|---|--|--|

| Week B | | | |
|--|--|--|-------------------------------------|
| Tuesday | Wednesday | Thursday | Friday |
| Year 7 Singers MU1 08:30 Year 7 | 8+ Voices MU2 08:30 Year 8+ | Orchestra MU2 08:30 All Years | HPQ GG2 Lunch time Year 10 |
| Drone Club GG2 Lunch time | GCSE Geology GG2 15:30 – 16:30 Year 10 | Theory Club MU2 Lunch time All Years | |
| Karaoke Club MU2 Lunch time All Years | CAD Club DT4 15:30 – 16:30 Year 10+ | Thunks Club H12 Lunch time KS4/5 | |
| Year 7/8 Rounders Bottom Field 15:30 – 16:30 Year 7 & 8 | Year 9/10 Rounders Bottom Field 15:30 – 16:30 Year 9 & 10 | GCSE Geology GG2 15:30 – 16:30 Year 9 | |
| Year 7/8 Cricket Top Field 15:30 – 16:30 Year 7 & 8 | Year 9/10 Cricket Top Field 15:30 – 16:30 Year 9 & 10 | Science Club SC11/SC12 15:30 – 16:30 | |
| | | Athletics Top Field 15:30 – 16:30 All Years | |

Yours sincerely,

Mr Davis
Vice Principal – Quality of Education



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