



EXCITING TIMES IN YEAR 8



One of the main events in the lives of Year 8 students has been made a real priority in the past couple of weeks, through the launch of the options process.

This was promoted to students just before we broke up for half term, allowing them time to research different careers and which GCSEs would stand them in best place to reach their goals. I have heard many conversations around the different subjects and what students are thinking about choosing to study for the next three years of their school life; all students seem to embracing this process and treating it with the importance it deserves.

At the time of writing, we are putting the final finishes to the Options Information Evening, which would have taken place by the time you are reading this. I hope it was informative and served as an additional resource for families and students to gather as much information as possible about all the options available. There is still plenty of time for conversations and research to take place, as the deadline for submitting the options form is **Friday 22nd March**. I suggest this time is used wisely, as a truly informed decision will allow students to enjoy their schooling, achieve the best possible results and provide a range of opportunities that suit their goals post-16.

I would like to take this opportunity to remind you of some things to consider when making the decision.

When making the decision for option subjects it is important to consider the following points

- You have spoken to the relevant teachers as to your ability to do the course.
- The course interests you or it is required for future studies you want to do.
- The course gives you a good spread of subjects keeping your options open for A level.

When you select an option make sure it is not for the following reasons

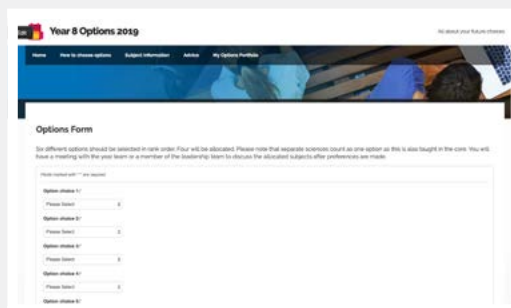
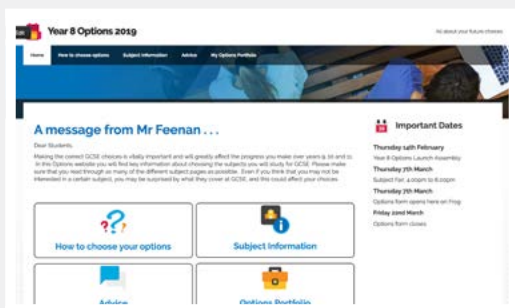
- My brother/sister took it and said it was good.
- I like the teacher I have this year.
- My friends are doing the same subject.
- It looks easy.
- I just picked it.
- I get to go on a certain trip.

This, and similar advice, can be found on the student online learning platform FROG.

When families are happy with the options that students have selected, students can choose the six options, in rank order, that are right for them as an individual. The options choices selected on the form, which is available on FROG, can be amended as many times as is required up until the submission deadline of Friday 22nd March.

Once the deadline has passed, the options selected will be available for parents/carers to review on the parental FROG platform, where they will need to confirm they have discussed these with their child(ren) and agree with the subjects that have been chosen.

Mr Feenan (Head of Year 8) and Ms Wilson (Deputy Head of Year 8)



Deadline for submitting the options form – Friday 22nd March





FOCUS ON PSHE

In Year 8, students are currently focusing on first aid in their PSHE (Personal, Social and Health Education) lessons. The British Heart Foundation has a vision of us to be a nation of life savers – where everyone has the skills needed to save a life.

Students now have an understanding what the signs of an emergency situation is and how to cope in a situation. Students have been given the opportunity to demonstrate the skills to resuscitate and put a casualty into the recovery position.

Every year in the UK over 30,000 cardiac arrests occur out of hospital. That's 30,000 opportunities to help save a life. Cardiac arrests are often witnessed by family members or friends. Without help, the person can die within minutes, but effective and immediate cardiopulmonary resuscitation (CPR) can help double the chance of survival in some cases. In the UK, less than one in ten people survive an out of hospital cardiac arrest. Yet, in Norway, where CPR training is taught to all students at school, survival rates are one in four. If the UK achieved the same survival rate as Norway, we could save the lives of up to an additional 5,000 people every year.



Earlier in the year, students focused on a unit called *schools to life*. This unit allowed students to consider who they are now and who they hope to be as adults. They set realistic goals, bringing the future nearer and helping them see that what they do now is directly connected to what they want for their future. Students also had an insight into the responsibilities of adult life, each student was given a job/career and they had an overview of the importance of education and qualifications in getting the jobs they want, how occupational choice impacts upon lifestyle, income and leisure opportunities. The underlying aim was for students to understand that working hard in school now is crucial to becoming the adult they want to be in the future.

Miss Webb, Head of PSHE

IMPORTANT LETTER FROM MR HOUSE

Mr House requests that families contact their local MP about the current funding crisis:

<https://www.greenshaw.co.uk/news/?pid=25&nid=2&storyid=363>





FOCUS ON HISTORY

Year 8 began the year with a study into the British Empire. They were asked to consider why Britain might have wanted to control other countries and ideas such as prestige and trade were discussed. They also asked the even bigger question as to whether the British Empire was a good thing for the world and there were some very informed and heated discussions taking place in history classrooms across the school.

Their study of the British Empire has led neatly into this term's work on the First World War. This has so far focused primarily on the reasons why the world went to war in 1914 and students have been asked to consider a wide range of issues, including growing militarism and the assassination of Archduke Franz Ferdinand. We will soon be moving on to a deeper study into the fighting during the war, in particular the reason for and description of trenches. To aid this study 80 of our Year 8 pupils will be travelling to the French battlefields to see these trenches up close and personal. Last year's trip is pictured below.

Students will then be asked to look at the consequences of the war and how it changed the world. These skills will become increasingly important over the coming years for those Year 8s that choose to pick history amongst their upcoming GCSE options.

In the summer term, the Year 8 historians will inevitably move onto the study of WW2 and the holocaust. We will look at the causes of the conflict, before moving on to take an in depth look at the fighting; during which time students will be asked the following questions and many more:

- Were the Americans right to drop the atomic bomb?
- Was the Treaty of Versailles fair on Germany?
- How were conscientious objectors treated?
- What happened during the Blitz?
- How and why were the Jewish treated so badly under the Nazis?



These lessons will be particularly emotive for many, as we take a deeper look at some of the horrors of the past. This is a key part of learning history at any school as these events are those that future generations will of course want to prevent.

Mr Bell
Key Stage 3 History Co-ordinator

SPORTS RESULTS



U13 girls' futsal team

Congratulations to the under 13 girls' futsal team who represented Sutton in the Surrey finals last week, beating schools from Kingston, Wimbledon and Leatherhead to make the regional finals. They will be competing at the University of Bedford in March hoping to make it to national finals later on in the year.





SKI TRIP 2019

During February half term, 50 students from Years 8 to 12 travelled to Warth, Austria for a fantastic week of skiing.

After a challenging 20 hour coach journey, the group arrived at the Pension Birkenhoff on Saturday morning and we were immediately impressed by the landscape and climate in which our home for the week was set.

After a restful night's sleep, students took to the slopes on Sunday morning. Beginning on the nursery slopes, they were starting to find their way on their skis and after the first day, they were able to make their way up the mountain to explore the slopes of Warth. By the end of the week, beginners were skiing down from the top of the mountain, with some taking on the mighty red and, in some cases, black run.

The evenings were equally busy, with students enjoying a series of activities including bowling, swimming and a fiercely competitive quiz night. In between activities, they were able to enjoy the hotel's facilities during some well-deserved down time; playing pool and table tennis or supervised trips to the local village to purchase some well-needed snacks.

I would like to thank the glorious sunshine which greeted us each day on the slopes, the enthusiastic ski instructors, our committed Greenshaw staff, and finally, the high standards of behaviour from all students which together made it a very successful trip.

Mr Carter, Assistant Headteacher





GREENSHAW HIGH SCHOOL TO LEAD SUTTON SCHOOLS' MENTAL HEALTH PILOT

Greenshaw High School will lead the first wave of schools in a new 'trailblazer pilot' which aims to reduce rates of self-harm in children and young people across Sutton. The school will work alongside other Sutton schools in both primary and secondary phases, and schools from mainstream and special school sectors.

The Sutton Clinical Commissioning Group successfully bid for a mental health support team, with each one expected to support an approximate population of 8,000 children and young people. The workers located in the Sutton schools taking part will undertake their training with Health Education England, delivered at Kings College London, before the pilot goes live in the autumn.

Sutton was announced as one of 25 mental health 'trailblazers' in England which will roll out new mental health services to 500,000 people in the country.

Mr House, Headteacher, explained: "We are very fortunate to be involved in this work. The purpose of the 'trailblazer pilot' is for groups of schools to work together, alongside significant investment from health, and see what we can all do better in supporting the wellbeing of young people. This is the most important thing for the next generation of young people to be healthy. Exam grades are of little use if the students that gain them are not confident and happy."

Dr Jeffrey Croucher, clinical lead for Sutton CCG, said: "This is all about reducing self-harm in children and young people in Sutton. We've already heard that there's a high incidence of this and what we hope to do over the next three years is to reduce that incidence by 20 per cent.

"We're trying to build emotional resilience in our young children, supporting the teachers, support for ADHD [attention deficit hyperactivity disorder] and ASD [autism spectrum disorder] children, and support for the parents."

WHY WE USE DIFFERENTIATED QUESTIONING IN CLASS



You may be aware that in lessons, when teachers are checking for understanding, we expect our teachers to direct their questions at individuals rather than asking the class for hands up. There are several benefits of this approach. It ensures all students get the opportunity to share their ideas, and to develop their oracy skills and confidence when speaking in public. In classrooms where the teacher takes hands up responses, often only the most confident answer and sometimes students will stop thinking if they are under the impression someone else will always answer. The approach also ensures that the teacher is in control of finding out who knows what in a class, directing their questions to specific students to see what they have understood and whether they need to re-explain the material.

Selecting individual students by name enables the teacher to target differentiated questions at specific students, thereby using their questions to assess students' learning rather than just taking contributions from students who already know the answer. This differentiated questioning can also be used to really stretch and challenge certain students and assess the understanding of fundamental concepts for other students. Also, when students sit with their hand up during class discussion, it becomes difficult for them to really carefully listen to what the teacher or students are saying as they can become preoccupied with thinking about what they want to say. It is important to point out that if a student has a question they want to ask or they need some help or clarification, we absolutely encourage and welcome this.

Mrs Wallace, Deputy Headteacher





OUR IMPACT ON THE WORLD

In recent assemblies, students from Year 8 and Year 13 have been raising environmental awareness. Harriet, Isobel, Jahzarrah, Zaman, Lauren and Phoebe, used shocking imagery and descriptions to highlight deforestation and plastic pollution of the oceans.

They revealed that many of our daily actions have global consequences. For example, just eating a KitKat will contribute to destruction of rainforests. The students gave suggestions of small changes we could all make, to reduce our impact on the world.

Mr Booth, Geography Teacher



YEAR 8 ASSEMBLIES – SPRING TERM

- 21st March – Holocaust Memorial Day 2019
- 4th April – Making our mental health better

KEY DATES – YEAR 8

Options information evening	7th March (4pm-6pm)	Start of summer term	23rd April
Battlefields trip	15th March	May half term	27th May to 31st May
End of spring term	5th April	End of summer term	23rd July

SUTTON COUNCIL TO CELEBRATE HINDU AND BUDDHIST NEW YEAR

Sutton Council will officially celebrate the Hindu and Buddhist new year for the first time at Stanley Park High School, on Sunday 14th April, 5.30pm.

The full council agreed an amended motion by Councillor Param Nandha on 28 January to promote all major festivals of main religions as notified to council.

Councillor Param Nandha said: "I am delighted Sutton Council has adopted this motion. In this difficult time of division in our nation and communities, it is a well timed

chance to celebrate another nation's faith and culture, and to reinforce the values that all parties in our borough have been proud to support and proclaim.

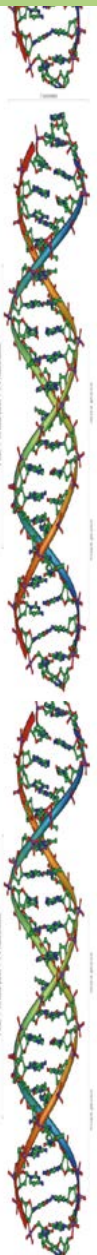
"Our differences, and the opportunities arising from them, bring us closer together and bring us a better understanding of ourselves as Suttonites, Londoners and as Brits."

Local schools and local community groups will be contacted to promote the events.





It's science week from the 11th – 15th March
Science will be running amazing experiments every day!
Sign up on the sheets outside the science office



Ever wondered why chickens can't fly?

Tuesday 12th March
3.10 – 4.00pm

Ever wondered how this happens?

Monday 11th March
3.10 – 4.00pm



Ever wondered what a forensic scientist does?

Thursday 14th March
3.10 – 4.00pm

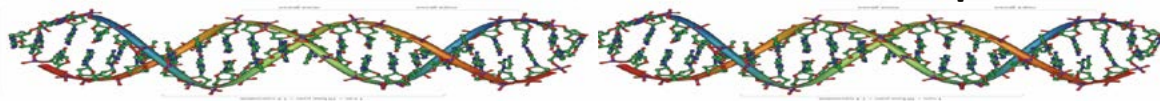
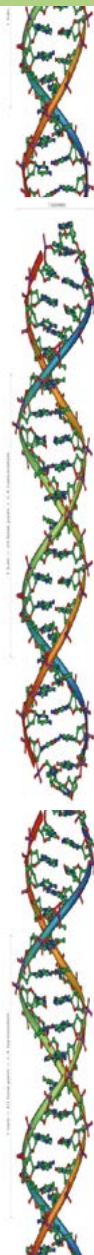
Ever wondered how fireworks are made?

Wednesday 13th March
2.15 – 3.00pm



Ever wondered how bath bombs are made?

Friday 15th March
3.10 – 4.00pm





FANTASTIC OPPORTUNITY TO GET INTO TEACHING...

We currently have a fantastic opportunity for someone who is looking for an opportunity to gain classroom experience in a successful and forward thinking school.

Greenshaw High School is looking for a highly motivated and committed individual with excellent organisational skills and a desire to work with young people to join our curriculum support team as a Curriculum Support Officer. The successful candidate will supervise classes in the absence of teaching staff, prepare and display curriculum materials and co-ordinate school trips. For the right candidate, this is a fantastic opportunity to gain classroom experience and an insight in to our successful curriculum departments.

The curriculum support team is a well-established and integral part of the classroom experience at Greenshaw High School. Our curriculum support officers play an active role in supporting teaching staff across the school, and many have gone on to pursue careers in education and teaching, or to study for post- graduate qualifications.

If you are interested in applying, please see the school website: <https://tinyurl.com/yynr5gyo>

YEAR 8 CONTACT LIST

Head of Year: Mrs R Blackham (maternity leave)

Acting Head of Year: Mr M Feenan – mfeenan@greenshaw.co.uk

Deputy Head of Year 8: Ms J Wilson – jwilson@greenshaw.co.uk

8ABL – Miss A Brailsford – abrailsford@greenshaw.co.uk

8AGY – Dr A Grey-Areben – agrey-areben@greenshaw.co.uk

8CI – Miss C Izzard – cizzard@greenshaw.co.uk

8DRL – Mr D Rollins – drollins@greenshaw.co.uk

8MCH – Mr M Chanter – mchanter@greenshaw.co.uk

8MDC – Miss M Decret – mdecret@greenshaw.co.uk

8MSY – Mrs M Sayarh – msayarh@greenshaw.co.uk

8NWF – Miss N Wiffill – nwiffill@greenshaw.co.uk

8SRB – Mrs S Robb – srobb@greenshaw.co.uk

8ST – Mr S Trafford – trafford@greenshaw.co.uk

8THV – Mrs T Harvey – tharvey@greenshaw.co.uk





KS3

Classics Club!



Have you ever wondered where the word *hippopotamus* comes from?

Have you ever wondered where the *Harry Potter* spells are from?

Have you ever wondered why the Romans loved watching people die in the Colosseum?

or

Why London is even called London?

If you have, and you are in years 7 or 8, then come and explore the Ancient World with us!

You will learn about Greek mythology, Ancient Greek and Roman history and learn some Latin and Greek as well!

Every THURSDAY (starting from March 21ST) in E8

Sign up on the sheet by reception





ACTIVITIES OUTSIDE SCHOOL

Herald of Spring

The Great Super Heroes fancy dress competition!
 Come dressed as a super hero and win a prize!
 There are three age groups up to 5, 6 to 9 and 10 upwards
 Amazon gift vouchers as prizes 1st £30 2nd £20 and 3rd £10
 All entrance will get a prize
 The competition will be judged at 2pm

**Saturday 9 March, 9.30am - 5pm, Bourne Hall
 Free entry!**

**Saturday 23 March 2019
 1pm to 2.30 pm**

The Legions of Rome march into Ewell - enforcing the rule of the Empire. Discover what it was like to be a Roman soldier, having to serve for 25 years before receiving your generous pension - if you survived!

Learn about the weapons and tactics that made the Legions so effective and so feared. Enjoy listening to tales from a legionary of how he trained and fought, and see all his armour and equipment.

£5 per child (includes 1 accompanying adult)

Ruthless Romans

Further information available from David Brooks, Bourne Hall Museum, Spring Street, Ewell, Surrey, KT17 1UF. Tel 020 8394 1734. Email dbrooks@epsom-ewell.gov.uk
<http://www.epsomandewellhistoryexplorer.org.uk/BourneHallMuseumClub.html>

FREE TASTER MUSIC LESSONS

LEARN TO PLAY DAY ORGANISED BY UK MUSIC CHARITY MUSIC FOR ALL

SAT 23 MARCH SAINSBURY'S STORE
 HIGH STREET, SUTTON 11AM-4PM
suttonmusic.co.uk

SUN 24 MARCH SUTTON MUSIC CENTRE
 35 ST NICHOLAS WAY 11AM -4PM
musicforall.org.uk

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Or find us on Facebook @GreenshawHigh

