

***Curriculum  
Outline***

***Year 8  
2021 – 2022***

## **Our Intent**

At Bishop Stopford School, our aim is that every student should realise his or her unique potential. Our Christian ethos and core values are expressed in all that we do: the culture is articulated through highly productive relationships and there is a strong sense of identity and belonging. As a result, our curriculum nurtures and challenges, prioritises individual worth and social cohesion, and fosters independence and interdependence. Character development goes hand in hand with our striving for academic excellence. We want students to leave us happy and healthy, with a strong moral compass as well as with qualifications which have integrity.

Aspiration underpins our curriculum: it is designed so that no student is left behind or left out because of social-, learning- or other disadvantage. Both the taught and the wider curriculum are carefully planned to ensure that not only are students' basic skills secured, but they provide the foundation for future success. We aim to develop highly literate and knowledgeable learners who are creative, self-regulating and resilient. They have opportunities to develop depth as well as breadth, and because they are socially equipped, they can engage confidently with the wider world.

## **Underpinning Principles**

- Leadership of the curriculum is active, reflective and research-informed.
- Our curriculum is unapologetically academic and knowledge-driven, ensuring Bishop Stopford students are engaged and thoughtful learners.
- Our curriculum is holistic: the spiritual, social and moral imperatives are as strong as the academic.
- Key Stage 3 lasts for Years 7-9 to allow the range of subjects to be studied and to build secure foundations for the two year GCSE programmes of study.
- Curriculum is structured to ensure effective progression through the key stages and beyond school to further study or employment.
- Our curriculum enables *all* learners to progress, though development of a rich language base and challenge in every lesson.

Dear Parents

In order to build on links between school and home which were established in Year 7, this booklet gives details of the curriculum followed this year.

This outline shows the teaching programme, which we trust will lead to enjoyable and meaningful learning. Students, of course, learn much more than can ever be listed in a booklet. Social skills, positive attitudes and other qualities form an important part of what we are aiming to develop at Bishop Stopford. A wide range of extra-curricular activities complements the planned timetable of lessons, and STEM days continue.

An overview of the timetable is given below:

	Number of lessons per fortnight	Organisation of teaching groups
Art & Design	2	mixed ability
Computer Science	2	mixed ability
Design Technology*	4*	mixed ability
Drama*		
English	1	mixed ability
Foundation Learning	1	mixed ability
Geography	3	mixed ability
History	3	mixed ability
Mathematics	6	setting
Modern Languages	6	setting
Music	2	mixed ability
Personal, Social, Health & Economic Education	1	mixed ability
Physical Education	4	setting
Religious Education	3	mixed ability
Science	6	setting
Tutorial	1	mixed ability
STEM Days	1 x 1 day	mixed

(Lessons last for one hour. Tutor groups consist of approximately 27 students).

\*DT and Drama are taught in a carousel, with each block lasting between 7 and 8 weeks. Students will have 1 block of drama and 4 blocks of DT throughout the year.

Homework is an extension of the curriculum offered at school, nurturing self-reliance in learning as well as giving an opportunity for consolidation or extension of topics covered in the classroom.

You are required to sign the planner once a fortnight. You can also use it to record any messages you wish to pass to the form tutor. More information regarding homework can be found via this link: <https://bishopstopford.fireflycloud.net/parent-information/homework>

We will be pleased to respond to any concerns you may have about teaching, learning and life in Year 8. In this way, we hope to build on the good foundations laid down in the last year, and make this year a happy and fulfilling time.

Yours sincerely

Miss J Silverthorne  
**Headteacher**

## Year 8 Curriculum Mapping

The diagram below identifies the key opportunities for cross-curricular study in Year 8. Such opportunities enable students to see the links and the inter-dependency of their different subjects, to strengthen their understanding of the key topics and concepts studied and to make their learning vivid, real and memorable.

	Art	Computer Science	Design	Drama	Foundation Learning	English	Geography	History
<b>Art</b>			Typography					
<b>Computer Science</b>	Representations		Mobile app development		Digital Literacy			
<b>Design/Food</b>	Design Ideas						Microplastics Food Miles	
<b>Drama</b>	Costume Design		Costume design			Blood Brothers script	North/South divide	
<b>Foundation Learning</b>		Typing skills Internet searching Cyber Security				Copyright, Plagiarism and referencing	Bedrock – academic vocabulary	Bedrock – academic vocabulary
<b>English</b>				Characterisation, narrative shape			Writing about places	Elizabethan England Victorians
<b>Geography</b>	TRF's			TRF's				Development & Ghana
<b>History</b>						Tudors and Stuarts		
<b>Maths</b>						Maths vocabulary		
<b>MFL</b>	Day of Dead masks		Food Unit - cooking					History of Festivals
<b>Music</b>			Romantic Period			Romantic Period		The Blues
<b>PSHE</b>	Mindful colouring					Private Reading		Racism
<b>PE</b>								
<b>RE</b>	Religious artwork						World Religions	Reformation
<b>Science</b>							Rocks	Black Death (Unicellular Organisms)

Subject where the topic is taught

## Year 8 Curriculum Mapping

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	Maths	MFL	Music	PSHE	PE	RE	Science
<b>Art</b>						Cultural Masks	
<b>Computer Science</b>	Binary			Internet Safety			
<b>Design/Food</b>						Moral Issues & Food production	Metals
<b>Drama</b>			Musical: Blood Brothers	Impact of poverty			Nature vs nurture debate
<b>Subject where the topic is taught</b>	<b>Foundation Learning</b>						Bedrock – academic vocabulary
	<b>English</b>			Personal vs social responsibility			
	<b>Geography</b>	Climate graphs					Weathering Water & Nutrient Cycle
	<b>History</b>			Trans-Atlantic Slavery			Industrial Revolution
	<b>Maths</b>					Speed	Density
	<b>MFL</b>	Numbers			Body and Healthy Living		
	<b>Music</b>						
	<b>PSHE</b>						Drugs and Alcohol
	<b>PE</b>				Physical/Mental wellbeing		Anatomy (Muscles and Bones)
	<b>RE</b>			Worship			
<b>Science</b>							

## Important Dates

Month	Item	Date
September	School opens School photos	3 <sup>rd</sup> September 2021 9 <sup>th</sup> September 2021
October		
November		
December	Report issued	17 <sup>th</sup> December 2021
January	Progress Review	25 <sup>th</sup> January 2022
February		
March		
April		
May		
June	Report Issued Isles of Scilly Camp 1 Isles of Scilly Camp 2 Isles of Scilly Camp 3 Isles of Scilly Camp 4	10 <sup>th</sup> June 2022 9 <sup>th</sup> June 2022 14 <sup>th</sup> June 2022 19 <sup>th</sup> June 2022 24 <sup>th</sup> June 2022
July		

Parents have the right to withdraw their son/daughter from Sex and Relationships Education, Religious Education and Worship.

Please contact Mr G Kirke (Assistant Head Curriculum) if you wish to discuss this further.



## **Faculty: Expressive Arts**

### **Department: Art**

#### **Faculty Introduction:**

Techniques learnt in Year 7 are consolidated in Year 8 with a greater focus on 3D materials.

#### **Topics/Modules to be covered:**

##### **Observational Drawing Project:**

- Students will be given the chance to experiment in a variety of mixed media including ICT.
- Direct observational study to investigate tone/texture/form.

##### **Ceramics Project**

##### **Graphic Project:**

- Investigation into comic book design and layout. Character design and typography also explored.

##### **Multi-cultural Studies:**

- Possible projects may include mask making.

##### **Assessment:**

Targets for improvement identified on individual assessment sheets and given verbally throughout.

##### **Homework:**

Extension tasks set over a number of weeks to complement classwork. Homework will amount to approximately 3 hours per term.

##### **Enhancement Activities:**

- Art Club
- Opportunity to have work displayed around school

##### **Texts to be issued and arrangements for return:**

Students are required to have the following items which can be purchased through the school: B pencil, blendable colouring pencils.



## Faculty: Technologies

### Subject: Computer Science

**Faculty Introduction:** A high-quality Computer Science education equips students to use computational thinking and creativity to understand and change the world. Computer Science has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which students are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.

Building on this knowledge and understanding, students are equipped to use information technology to create programs, systems and a range of content. Computer Science also ensures that students become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

#### Topics to be covered in the year will include:

- Unit 1 Computer Systems
- Unit 2 Developing for the web
- Unit 3 Introduction to Python programming
- Unit 4 Programming
- Unit 5 Mobile App development unit

#### Assessment

The students will be assessed using a mixture of teacher assessment and end of unit tests, depending on the topic

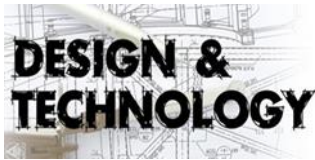
#### Enhancement Activities:

- Lunchtime and after school computer use with Internet access.
- Coding Club
- Raspberry pi competitions.
- E-Safety week activities
- Cyber First year 8 girls competition

#### Texts to be issued and arrangements for return:

- No textbooks are issued for Computer Science. All resources (including the course textbook) are available on-line using a Dynamic Learning login that is issued to every student in September.





## **Faculty: Technologies**

### **Subject: Design Technology**

#### **Faculty Introduction:**

In Key Stage 3, students follow a varied programme of study which covers all aspects of the National Curriculum.

Year 8 develops subject knowledge, whilst enhancing practical skills and abilities. Students will complete all modules of work on a carousel basis.

#### **Topics/Modules to be covered:**

- Textile Technology – Assembling three dimensional fabric products.
- Product Design – Electronic Systems
- Food Preparation and Nutrition - Cultural cuisine and healthy eating.

#### **Assessment:**

All work will be assessed according to the Bishop Stopford assessment system.

#### **Homework:**

Within Year 8 homework comprises two set pieces for each project designed to both test and broaden a student's knowledge.

#### **Enhancement Activities:**

- Rotary Club Technology Tournament
- STEM days

All students are actively encouraged to enhance the presentation of their work by the use of ICT. ICT facilities are available within school at lunchtimes.

#### **Texts to be issued and arrangements for return:**

Texts are used during lesson time for specific learning objectives as and when required.



## **Faculty: Expressive Arts**

### **Subject: Drama**

#### **Faculty Introduction:**

Drama in Year 8 is taught as part of a carousel. Following on from the devising skills learnt in Year 7, Year 8 progress to the use of a play script. Students learn about the features of a play script whilst acquiring knowledge of the context, plot and characters of the play: Blood Brothers.

In the second half of the block, students build upon their knowledge of theatrical styles by learning about Naturalistic and Non-Naturalistic performance. Students learn about the context of both theories and practitioners. They identify the two styles within Blood Brothers, and use what they have learnt to create their own performance work of contrasting styles.

#### **Topics/Modules to be covered:**

- Blood Brothers
- Naturalism / Non-naturalism

#### **Assessment:**

- Group work
- Vocal and Physical Skills
- Characterisation
- Analysis and Evaluation
- Devising Process
- Delivery
- Style, Genre, Conventions
- Design

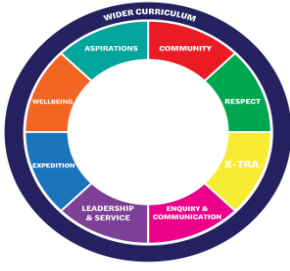
#### **Enhancement Activities:**

- Theatre visits
- Involvement in Drama Club and School Production

#### **Texts to be issued and arrangements for return:**

n/a





## Faculty: Wider Curriculum

### Department: Foundation Learning

#### Faculty Introduction:

The Foundation Learning programme is in two sections:

#### ICT/Typing Skills

Year 8 students are enrolled into 'Typing Cub' which is a web-based software designed to teach touch typing. Students also continue to improve their ICT skills.

#### Bedrock

Bedrock is also a computer based reading program, which makes students aware of the breadth of words in the English language and so helps to broaden their vocabulary.

#### Modules to be covered in the year:

- Typing Club
- PowerPoint - Adding Action Buttons
- Searching the Internet
- SAM Learning
- Copyright
- Avoiding Plagiarism
- Referencing Websites
- Introduction to Databases
- Cyber Security

#### Assessment:

- There is a short digital assessment at the end of each Foundation Learning lesson.
- Typing Club is also assessed as students' progress through the course. The 'scoreboard' allows students to view each other's' scores and try to outperform each other and progress up the leaderboard.

#### Homework:

Two 15-20 minute Bedrock 'lessons' are set as homework during Foundation Learning lessons each week

#### Enhancement Activities:

The 'Bishop Award' is designed as an enhancement activity.

#### Resources to be issued and arrangements for return:

Two 15-20 minute Bedrock 'lessons' are set as homework during Foundation Learning lessons each week.



## **Faculty: Modern Languages**

### **Subject: French**

#### **Faculty Introduction:**

Students will follow three modules. Modules comprise language for communication, with the associated vocabulary and grammatical structures. There are also opportunities for completing ICT activities and independent cultural projects.

#### **Topics/Modules to be covered in the year:**

- Holidays, travel and transport
- Healthy living
- Festivals and celebrations

#### **Assessment:**

- Two written common assessments per year, one of which is an end of year exam.
- Three end of module pieces of formally marked work
- Targets for improvement identified.

#### **Homework:**

30 minutes homework is set once per week.  
Students will be using the on-line resource Quizlet

#### **Enhancement Activities**

- International Day

#### **Texts to be used:**

'Studio 2' used in class on a needs basis. Students are expected to bring their own bi-lingual dictionary to lessons. Students will also have the opportunity to subscribe to a French foreign language magazine.



**Faculty: Humanities**

**Subject: Geography**

**Faculty Introduction:**

‘What other subject tells us so much about the great issues of the age – global change, natural and human?’

Students are taught in mixed ability groups for 3 lessons a fortnight.

**Topics/Units to be covered:**

- Tropical Rainforests
- Antarctica
- Development in Ghana
- Coasts

**Assessment:**

- 3 end of topic assessments.
- Effort graded 1 – 5 and whole class feedback
- End of year exam.

**Homework:**

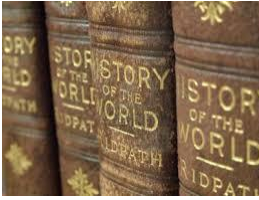
Homework tasks will include a variety of mediums. These will include research prior to learning, independent research tasks, planning for presentations or developing revision skills. There will also be extended writing pieces or completion of questions.

**Enhancement Activities:**

- Research and project based work
- Independent research
- Proposed fieldtrip to Hunstanton

**Texts to be issued and arrangements for return:**

Geography Matters, 1, 2 and 3’ and ‘Progress in Geography Key Stage 3’. All textbooks utilised are kept and used at school.



## **Faculty: Humanities**

### **Subject: History**

#### **Faculty Introduction:**

Students are taught in mixed ability tutor groups in Year 8. A variety of topic areas are covered. The emphasis is on British history.

#### **Topics/Modules to be covered:**

- Tudor England
- Gunpowder Plot
- English Civil War
- Restoration and Enlightenment
- Trans-Atlantic Slave Trade and Empire
- Industrial Revolution

#### **Assessment:**

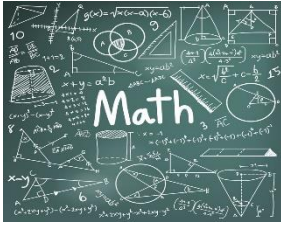
- Specific assessments are given using the Bishop Stopford assessment system
- Targets for improvement identified.
- End of year test

#### **Homework:**

Some homework will be research, planning or revision. Some will be completing extended writing tasks or assessments.

#### **Texts**

Exploring History textbooks are kept and used at school.



## Faculty: Mathematics

### Subject: Maths

#### Faculty Introduction:

Students are taught in four broad ability sets. Different sets cover a topic in differing depths. Scientific calculators and maths equipment must be bought by all students and brought to all lessons. We recommend all students use the same calculator which can be bought from the finance office for approximately £8.50.

#### Topics/Modules to be covered:

- Whole numbers, decimals, fractions.
- Negative numbers.
- Algebra, co-ordinates, angles, symmetry.
- Areas, perimeter, volume.
- Mean, mode, median and range.
- Charts and graphs.
- Probability and problem solving.
- Investigations.

#### Assessment:

- Regular assessment of homework, mental and investigational skills.
- Regular tests, which can result in movement between sets.
- Targets for improvement given where necessary.
- End of year test.

#### Homework:

- 30 minutes' homework is set up to twice a week. Homework is generally further practice/consolidation of the topic covered in class, so usually needs to be completed by the next lesson.
- Maths Help is available weekly for extra assistance with homework or classwork.
- The school have a MathsWatch subscription. Each student will have a password and login provided at the beginning of the year. MathsWatch can be used for homework, revision or enrichment.

#### Enhancement Activities:

- Extension activities for more able mathematicians.
- The most able mathematicians enter the UK Junior Mathematical Challenge.
- STEM (Science, Technology, Engineering and Maths) activities which develop problem solving skills.
- MathsWatch and Maths Help.

#### Texts to be issued and arrangements for return:

Students may use a textbook in the classroom. Some students may be issued with a homework book. If issued, homework books must be returned in the summer term.





## Faculty: Expressive Arts

### Subject: Music

#### Faculty Introduction:

Students develop their musical skills through topics which allow them to cover the National Curriculum. All topics are taught with an integrated approach to the three disciplines of performance, composition, listening and appraising.

#### Topics/Modules to be covered:

- Blues arrangement/composition– blues scale and twelve bar blues chord structure, syncopated rhythms, performing, improvising
- Popular music – developing knowledge of harmony and song structures
- Intervals – use of intervals in composition and their effect.
- Ground Bass – repeating bass lines with changes in texture and melodic lines above. Group arrangement of Pachelbel's canon.
- Keyboard skills, building on 5 finger technique from y7, adding bass notes and chords.
- Short 'set works' listening, performing, keywords and context. Dvorak's "Largo"

#### Assessment:

- Assessment using Bishop Stopford Assessment system.
- Tasks set and feedback sent via firefly.
- Targets for improvement identified through verbal and/or written feedback.

#### Homework:

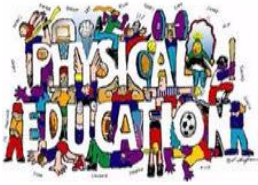
No homework is set in Year 8. Music is available for optional practice between lessons.

#### Enhancement Activities:

- A wide variety of choirs and instrumental ensembles are open to all students throughout the year.
- Girls and boys choir and ukulele ensembles, open to all.
- Visiting musicians workshop
- Creative Worship – performing in assembly/Eucharist
- Carol Service
- End of term concerts
- African Drumming workshop

#### Texts to be issued and arrangements for return:

Not applicable.



**Faculty: Physical Education**

**Subject: Physical Education**

**Faculty Introduction:**

PE helps students to develop positive associations with physical activity, acquire skills and apply tactics, evaluate and improve performance, gain knowledge, understand about fitness and health and develop their personal qualities.

**Topics/Modules to be covered:**

Games Activities: hockey, football, rugby, netball, handball, rounders, cricket, basketball, badminton, tennis, volleyball, softball and table tennis.

Athletics Activities: athletics.

Body Management: rhythmic gymnastics and health related fitness.

**Assessment:**

- Assessment in line with other practical subjects.
- Short and long term reports.
- On-going self and peer assessment in lessons.

**Enhancement Activities:**

- Year 8 students have the opportunity to attend a residential in the Isles of Scilly where they experience a variety of outdoor and adventure activities.
- School teams are organised in all the major games and activities, with practices at lunchtimes and with matches after school.
- The school enters a team in the District Cross Country and Athletic championships. Talented students are put forward for selection at district/county level.
- Inter-house competitions – various activities.
- Level 3 School Games (winter and summer) in some activities.



## **Faculty: Personal, Social and Health Education**

### **Subject: PSHE**

#### **Faculty Introduction:**

PSHE helps students to develop inter-personal, communication and social skills. Topics are divided between:

- A tutorial led by the students' form tutor
- Personal, Social and Health Education lessons, taught by a member of the PSHE team.

#### **Topics/Modules to be covered:**

##### **Personal, Social and Health Education**

- Health issues – alcohol and drugs
- Citizenship – prejudice

#### **Tutorial:**

- Study skills; identifying strengths
- One to one interviews and monitoring of progress
- Everyone reading in class
- Preparation for residential visit to Isles of Scilly
- Assembly preparation
- Families
- Thinking and study skills
- Careers
  - Health and Safety in the workplace
  - Take your child to work day. Briefing and debriefing activities
  - Understanding the world of work
  - Skills for work
  - British values and extremism

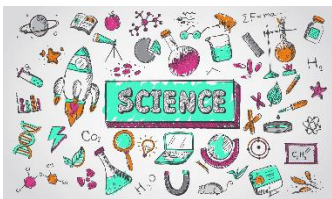
#### **Homework:**

Homework is not set, although students may sometimes need to collect materials for use in lessons.

#### **Enhancement Activities:**

- Take your child to work day
- External speakers





**Faculty: Science**

**Subject: Science**

**Faculty Introduction:**

The second year of Key Stage 3 develops skills further and introduces new areas of knowledge. Students are set in broad ability groups.

**Topics/Modules to be covered:**

- Plants
- Food and nutrition
- Light
- Multicellular organisms
- Breathing and respiration
- Periodic table
- Heat transfers
- Rocks
- Earth and space
- Fluids
- Combustion

**Assessment:**

- End of block tests (3 per year), using the Bishop Stopford internal assessments.
- Effort graded A – E.
- Targets for improvement identified.
- Practical investigation work.
- Weekly homework.

**Homework:**

30 minutes homework is set each week.

Homework tasks include questions to test knowledge and understanding; revising for tests; research and planning; writing up investigations and work to develop skills e.g. graph work. In addition, students are expected to use time at home to formally assess key work and assessments.

**Enhancement Activities:**

- Science, Technology, Engineering and Maths (STEM) Activities
- Information and additional homework tasks are available on the VLE

**Texts to be issued and arrangements for return:**

A KS3 revision guide can be purchased from the Science Faculty. Additional workbooks are available.



## **Faculty: Modern Languages**

### **Subject: Spanish Second Language**

#### **Faculty Introduction:**

Students in Sets 1 and 2 in Bands A and B will begin studying Spanish as a second language. They will have 2 lessons a fortnight of Spanish and 4 of their first language French.

Students study five modules of work. Modules comprise language for communication, with the associated vocabulary and grammatical structures. There are also opportunities for ICT and independent reading.

#### **Topics/Modules to be covered:**

- Personal ID
- Free time and technology
- House and home
- Town
- Holidays

#### **Assessment:**

- Two common assessments per year.
- Three end of module pieces of formally marked work.
- Targets for improvement identified.

#### **Homework**

Homework is set for 30 minutes once a week.

#### **Enhancement Activities:**

- International Day

#### **Texts to be used:**

Students will use a variety of resources in class but will not be issued with a textbook.

## Careers Education, Information, Advice and Guidance (CEIAG)

We live in a time where the pace of change is more rapid than at any point in history. Changes in society and the nature of work (including the use of technology and the influences of the global market) will have a profound effect on patterns of employment. To meet these challenges, the CEIAG programme helps our students to develop the knowledge, confidence and skills they need to make well informed, considered choices and plans which enable them to progress smoothly into further learning and work, now and in the future.

The CEIAG programme for Year 8 is delivered within the tutorial programme. It is mapped to the learning outcomes of the Career Development Institute's (CDI) Careers, Employability and Enterprise framework.

### Topics:

In Year 8, students have the opportunity to take part in Take a Child to Work Day. They gain an insight into the world of work and apply their learning from school into the work environment. Students undertake a number of preparatory sessions in their careers lessons. Once back in school, there is time to reflect on their day.

- **What is work?** - students recognise the value of different forms of work to individuals in society and identify the opportunities and rewards from each of the pathways available.
- **Health and safety in the work place** - activity linked to Take a Child to Work Day.
- **Labour Market Information** - students learn what the labour market is and how individuals can be affected by the changing supply and demand for labour.
- **Take a Child to Work debrief** - reflection and evaluation of the work shadowing day.

These lessons are supported with a workbook containing all the completed activities and reference resources to assist with learning. Students who visit the work place have a further workbook to document these activities and learning points.

### Enrichment Activities:

- **Take a Child to Work Day** - Students spend the day work shadowing in a business setting. An enterprise and career development activity is provided for any students who are not able to go out of school. This is provided to the school by The Young Enterprise Company – Learn to Earn Programme.
- **Progress Review Evening** - an opportunity for students and parents to meet with the school's Careers Adviser.
- **Careers Talks** – Year 8 students are welcome to attend any of the lunchtime Careers Café or career talks arranged at lunchtimes across the school year.
- **Careers help and advice** - parents and students are welcome to book an appointment with the Careers Adviser. Email: [careers@bishopstopford.com](mailto:careers@bishopstopford.com)

### Quality Assurance

The CEIAG programme at Bishop Stopford School is delivered to nationally accredited standards. The school are holders of national Quality in Careers Standard.

## **STEM Days**

Students take part in one technology day to 'join up' their learning in the technology subjects (Design and Technology, Maths and Science).

On each of the days, students take part in a variety of activities which enables them to make links between the subjects and enhance their own learning.

Learning takes place in teams and will be themed.

## **Enhancement Activities**

### **Trips and Visits: Voluntary Contributions**

The viability of trips and visits is entirely dependent on parents recognising their value, and therefore supporting them with voluntary contributions. There is no obligation to contribute, and students will not be deselected because of a lack of parental contribution. However, information regarding trips or visits will state processes for cancelling a trip and returning monies, should the school not receive sufficient voluntary contributions for the activity to go ahead. Consideration for students facing financial hardship will be detailed in any information issued.



# NOTES