

# Curriculum Information

Year 8

2016-17

Year: 8 Subject: Art  
Learning across the Year 2016-17

Curriculum Leader: Mr P Singh  
Email: p.singh@holyfamily.waltham.sch.uk

Autumn Term	Spring Term	Summer Term
<p><b>Me - Portraiture</b></p> <ol style="list-style-type: none"> <li>1. Introduction to portraiture</li> <li>2. Proportions of the head</li> <li>3. Features of the face</li> <li>4. Pencil self-portrait</li> <li>5. Francis Bacon artist study in chalk</li> <li>6. Chris Oily artist study using mix-media</li> <li>7. Develop photocopy of pencil portrait using watercolours</li> <li>8. Add things that represent them in background</li> <li>9. Evaluating/presenting final outcome</li> </ol>	<p><b>The 30 Day Fax by Friedenreick Hundertwasser</b></p> <ol style="list-style-type: none"> <li>1. Hundertwasser's introduction and discussion on 30 Day fax, copy a section</li> <li>2. Line drawing of part of the 30 day fax</li> <li>3. String manipulation</li> <li>4. Painting</li> <li>5. Organising work together and refining</li> <li>6. Presentation and evaluation</li> </ol>	<p><b>Picasso's Guernica slab pots</b></p> <ol style="list-style-type: none"> <li>1. Introduction and discussion on the Guernica, copy a section</li> <li>2. Anti-war art using recent war in pairs</li> <li>3. Design clay candle tea light holder (slab pot) on paper pattern</li> <li>4. Create clay slabs</li> <li>5. Add layers and cut out sections</li> <li>6. Paint further design clay slab pot</li> <li>7. Glaze</li> <li>8. Add tea-light candle, photograph and evaluate</li> </ol>
Homework	Homework	Homework
<ol style="list-style-type: none"> <li>1. Research artists and create "portraiture" title page</li> <li>2. Frida Kahlo Q&amp;A</li> <li>3. David Hockney Project</li> <li>4. Self-portrait in style of Bacon</li> <li>5. Self-portrait in style of Ofili</li> <li>6. Refine final self-portrait</li> </ol>	<ol style="list-style-type: none"> <li>1. Hundertwasser Booklet project</li> <li>2. Design school or map in Hundertwasser's style</li> <li>3. Use three different types of media to create a self-portrait</li> <li>4. Refine mix-media piece</li> </ol>	<ol style="list-style-type: none"> <li>1. Guernica worksheet</li> <li>2. Find out about a recent war and bring in an article</li> <li>3. Create own collage version of Guernica</li> <li>4. Create an information sheet that explains how to make a slab pot.</li> </ol>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
Drawing Mixed media control Experimenting Planning Resilience Resourcefulness Reciprocity Reflectiveness	Drawing Mixed media control Experimenting Planning Resilience Resourcefulness Reciprocity Reflectiveness	Drawing Clay manipulation Experimenting Planning Resilience Resourcefulness Reciprocity Reflectiveness

Autumn Term	Spring Term	Summer Term
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
Create a portrait of a family member or a celebrity using one of the techniques you have learnt.	Ask your family to describe where you live in their own words. Write a summary of their thoughts and then create a visual of what they have said.	Create a Guernica scene with your friends. Take photos of your creation.  Spanish Civil War/London Riots- Guernica was a response to the bombing of Guernica in Spain. Create a response to the London riots.
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<p>Students MUST have: drawing pencils (2B/4B), rubber, sharpener, colouring pencils and a glue stick.</p> <p>Students could visit the following websites/galleries to develop ideas:  <b>Gallery websites:</b>  <a href="http://www.saatchigallery.com/">http://www.saatchigallery.com/</a>  <a href="http://www.tate.org.uk/">http://www.tate.org.uk/</a>  <a href="http://www.nationalgallery.org.uk/">http://www.nationalgallery.org.uk/</a>  <a href="http://www.vam.ac.uk/">http://www.vam.ac.uk/</a></p>	<p>Students should spend at least 1 hour on homework which could include planning and research. Students could further their skills and understanding by researching artwork online or visiting local galleries. They could also attend art club which further enriches students whilst complimenting the art curriculum.</p>	

Year: 8

Subject: Computing

Curriculum Leader: Ms. Kaur

Learning across the Year 2016-17

Email: a.kaur@holyfamily.waltham.sch.uk

Autumn Term	Spring Term	Summer Term
<p><b>Spreadsheets</b> To learn how to use MS Excel to create a spreadsheet. To be able to use the following spreadsheet skills: formatting, basic formulae, SUM and other functions, chart-making, and macros. To be able to model 'what if' questions in predict different outcomes.</p> <p><b>Python</b> To learn how to use text based script programming and write real life algorithms, including the use of variables, conditional statements, calculations and looping statements to make repeat programs.</p>	<p><b>Web design</b> Using Adobe Dreamweaver CS3 be able to create a website that uses CSS, formatted tables, buttons for navigation, images and hyperlinks.</p> <p><b>JavaScript</b> Students will be learning JavaScript (JS), a programming language. There are many languages, but JS has many uses and is easy to learn. Students will use JavaScript to make websites respond to user interaction</p>	<p><b>Sonic Pi</b> SonicPi is designed to explore and teach programming concepts through the process of creating new sounds. This is a scheme of work which emphasises the importance of creativity in the learning process and gives students the control to turn their sonic ideas into reality.</p> <p><b>Flash</b> To create an interactive multimedia storybook. To be able to create animation to add to the storybook. To add buttons for each scene use and actionscript coding.</p>
Homework	Homework	Homework
<p>Autumn 1 1. Show my homework quizzes on spreadsheet</p> <p>Autumn 2 1. Show my homework quizzes on python</p>	<p>Spring 1 1. Develop website interactivity</p> <p>Spring 2 1. Show my homework quizzes on JavaScript</p> <p>Extended homework project on algorithms.</p>	<p>Summer 1 1. To develop a their sound track 2. Show my homework quizzes on Web Sonic Pi</p> <p>Summer 2 1. To develop Flash storyboard 2. Show my homework quizzes on Flash</p>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<p>EOU assessment on Spreadsheet - Week beginning: 31st October - 7th November 2016</p>	<p>EOU assessment on Dreamweaver: 20th February - 27th February 2016</p>	<p>EOU assessment on Sonic Pi: Week beginning: 22nd May – 5th June 2016</p>

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks

<p>Create a podcast informing Primary School children about cybersafety using Audacity (freely available on the Internet - <a href="http://audacity.sourceforge.net/">http://audacity.sourceforge.net/</a>)</p>	<p>To develop own your spreadsheet to track and manage the finances of your 13th Birthday Party. Think about all the costs involved.</p>	<p>Create a website about yourself using wix.com (freely available on the Internet - <a href="http://www.wix.com">http://www.wix.com</a>)</p>
<p><b>Recommended Resources</b></p>	<p><b>Independent Learning Expectations</b></p>	
<p>The following programs are available for free to download at home to help your child build their confidence, knowledge and skills in Computer Science and IT:  Adventure Game Studio  Alice  Enchanting  FreeBASIC  GameMaker Lite  Kodu  Lazarus  Tux Typing</p>	<p>Homework club is open 1 hour before school, lunchtime and after school. There are computers available for pupils to use and all the programs needed to complete the homework tasks, extended project tasks and challenge tasks are installed on these machines. Pupils are expected to embrace these opportunities and develop the skills and knowledge gained in the classroom during homework club hours.</p>	

**Year: 8**

**Subject: Drama**

**Curriculum Leader: Ms Hampshire**

**Learning across the Year 2016-17**

**Email:s.hampshire@holyfamily.waltham.sch.uk**

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Autumn: Stand Up! (Creating)	Spring: Discovering Shakespeare (Performance)	Summer: Soaps (Evaluation)
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<p>Drama is a practical subject, so homework set is in most part of a practical nature and will consist of line learning, research into topics, collecting stimulus for lessons and self and peer evaluations where applicable.</p> <ul style="list-style-type: none"><li>• Research on Civil Rights Movement of 1950's America</li><li>• Research on Apartheid</li><li>• Research on 1968 Olympics</li></ul>	<p>Drama is a practical subject, so homework set is in most part of a practical nature and will consist of line learning, research into topics, collecting stimulus for lessons and self and peer evaluations where applicable.</p> <ul style="list-style-type: none"><li>• Line learning: Prospero and Miranda scene, from Shakespeare's 'The Tempest'</li><li>• Line Learning: opening scene of Romeo and Juliet (Montagues and Capulets gang clash)</li><li>• Rehearsal and refinement of key scenes from a Midsummer Night's Dream, to possibly be used as a whole school performance</li><li>• Collecting and bringing in costume and props for a Midsummer's Night's Dream, ready for performance</li></ul>	<p>Drama is a practical subject, so homework set is in most part of a practical nature and will consist of line learning, research into topics, collecting stimulus for lessons and self and peer evaluations where applicable.</p> <ul style="list-style-type: none"><li>• Students must watch a range of soaps to study structure of episodes: plot, sub-plot, cliff-hanger, and climax.</li><li>• Students must find a newspaper articles of a serious incident that has happened in the past week. This article must be the stimulus for their work in lesson</li><li>• Peer Evaluation started in class, typed and redrafted</li></ul>

<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
Stand Up! - Week beginning: 31st October - 7th November 2016	Discovering Shakespeare: 20th February - 27th February 2016	Soaps: Week beginning: 22nd May – 5 <sup>th</sup> June 2016

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<p>Attend KS3 Drama club on a Monday to help improve performance/levels.</p> <p>Learning and applying the following explorative strategies/skills:</p> <ul style="list-style-type: none"> <li>● Still Image</li> <li>● Thoughts Aloud</li> <li>● Narration</li> <li>● Improvisation</li> <li>● Marking the Moment</li> <li>● Script reading</li> <li>● Rehearsal and refinement</li> <li>● Directing</li> </ul> <p>Task: Create a detailed director's concept for how you might stage a key scene you have created in class around the subject matter you are studying. Include:</p>	<p>Attend KS3 Drama club on a Monday to help improve performance/levels.</p> <p>Learning and applying the following explorative strategies/skills:</p> <ul style="list-style-type: none"> <li>● Communication</li> <li>● Planning</li> <li>● Leadership</li> <li>● Teamwork</li> <li>● Presenting</li> <li>● Performance</li> <li>● A range of explorative strategies</li> <li>● Directing</li> <li>● Costume Design</li> <li>● Sound Design</li> <li>● Lighting Design</li> </ul> <p>Task: Taking the role of director in extra-curricular rehearsal time of a scene you are performing in class with your group</p>	<p>Attend KS3 Drama club on a Monday to help improve performance/levels.</p> <p>Learning and applying the following explorative strategies/skills:</p> <ul style="list-style-type: none"> <li>● Still Image</li> <li>● Exaggeration</li> <li>● Split-Stage</li> <li>● Whole Class Role-Play</li> <li>● Narration</li> <li>● Thoughts Aloud</li> <li>● Rehearsal and refinement</li> <li>● Directing</li> </ul> <p>Task: Taking the role of director in extra-curricular rehearsal time of a scene you are performing in class with your group</p>

<ul style="list-style-type: none"> <li>● Performance style and explorative strategies you might use</li> <li>● Lighting Design</li> <li>● Costume Design</li> <li>● Sound Design</li> <li>● Audience Impact</li> </ul>	<p>Task: Create a detailed director's concept for how you might stage a key scene you have created in class around the subject matter you are studying. Include:</p> <ul style="list-style-type: none"> <li>● Performance style and explorative strategies you might use</li> <li>● Lighting Design</li> <li>● Costume Design</li> <li>● Sound Design</li> <li>● Audience Impact</li> </ul>	<p>Task: Create a detailed director's concept for how you might stage a key scene you have created in class around the subject matter you are studying. Include:</p> <ul style="list-style-type: none"> <li>● Performance style and explorative strategies you might use</li> <li>● Lighting Design</li> <li>● Costume Design</li> <li>● Sound Design</li> <li>● Audience Impact</li> </ul>
<p><b>Recommended Resources</b></p>	<p><b>Independent Learning Expectations</b></p>	
<p><a href="http://youtube.com">http://youtube.com</a>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/drama/">http://www.bbc.co.uk/schools/gcsebitesize/drama/</a>  <a href="http://www.bbc.co.uk/learningzone/clips/topics/secondary.shtml#drama">http://www.bbc.co.uk/learningzone/clips/topics/secondary.shtml#drama</a></p>	<p>The Department runs KS3 Drama club for years 7-9 on a Monday after school. The club is there to help students develop their use of explorative strategies, evaluative skills and individual and group performance skills.</p>	



Year: 8

Subject: English

Curriculum Leader: Mrs Woolnough

Learning across the Year 2016-17

Email: v.woolnough@holyfamily.waltham.sch.uk

Autumn Term	Spring Term	Summer Term
<p><b>Novel Study: The Curious Incident of the Dog in the Night-time.</b> Students study a full novel in detail, incorporating reading and writing skills in addition to poetry, drama and non-fiction linked to the novel's themes. Teachers to include a range of speaking and listening opportunities throughout the course of the term in addition to teaching the skills required for tackling 'unseen' extracts.</p>	<p><b>Prejudice and Inequality in Literature: Malorie Blackman's Noughts &amp; Crosses (play script)</b> Students look at complex themes and ideas through the play script of Noughts and Crosses, adapted from Malorie Blackman's bestselling dystopian novel. Students are encouraged to examine links and connections with the world they live in; to aid this, students will also look at a range of fiction and non-fiction extracts from figures such as Martin Luther King Jr and Malala Yousafzai.</p>	<p><b>Shakespeare's 'Merchant of Venice':</b> Students explore a full Shakespeare play, looking at language, themes and characters using active drama techniques.</p>
Homework	Homework	Homework
<p><b>English Department Homework and Independent Learning project:</b> A range of tasks related to the unit of study, to be selected and completed independently by students over the course of a unit of study in order to improve thinking skills.</p> <p><b>Literacy skills exercises (weekly)</b></p> <p><b>Wider Reading from suggested texts on the KS3 reading list</b></p>	<p><b>English Department Homework and Independent Learning project:</b> A range of tasks related to the unit of study, to be selected and completed independently by students over the course of a unit of study in order to improve thinking skills.</p> <p><b>Literacy skills exercises (weekly)</b></p> <p><b>Wider Reading from suggested texts on the KS3 reading list</b></p>	<p><b>English Department Homework and Independent Learning project:</b> A range of tasks related to the unit of study, to be selected and completed independently by students over the course of a unit of study in order to improve thinking skills.</p> <p><b>Literacy skills exercises (weekly)</b></p> <p><b>Wider Reading from suggested texts on the KS3 reading list</b></p>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<p><b>Week beginning: 31st October - 7th November 2016</b> Students will be assessed on their ability to evaluate some of the ideas present within the novel. Students will also show their knowledge of different writing forms by completing a piece of non-fiction writing on a related topic... Students will also be assessed on their literacy skills and knowledge of terminology.</p>	<p><b>20th February - 27th February 2017</b> Students will be assessed on their ability to analyse an extract of the play, and relate the ideas within it to the text as a whole. Students will also be assessed on their ability to create and sustain a convincing voice within creative writing.</p>	<p><b>Week beginning: 22nd May – 5<sup>th</sup> June 2017</b> Students will be assessed on all content and skills developed across Year 8 English. Students will be expected to demonstrate their skills by writing about unseen texts, as well as write a critical essay on literature that they have studied in the year. Students will be expected to complete writing tasks that address different forms/purposes/audiences.</p>

Speaking and Listening thresholds are gained through participation in class work across each term.	Students will be assessed on their literacy skills and understanding of literary terminology.  Speaking and Listening thresholds are gained through participation in class work across each term.	Students will also be assessed on their literacy skills and knowledge of terminology.  Speaking and Listening thresholds are gained through participation in class work across each term.
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Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<p><b>Attend one of the KS3 English Extra-Curricular opportunities: Spoken Word, BBC News Report/Journalism, Carnegie Reading Group, trips and visits.</b></p> <p>Complete independent contextual research to show deeper insight into the novel's themes. Use the themes and ideas in the novel to produce ambitious, carefully crafted pieces of creative writing. Develop wider reading skills by reading a range of suggested texts from the KS3 reading list.</p>	<p><b>Attend one of the KS3 English Extra-Curricular opportunities: Spoken Word, BBC News Report/Journalism, Carnegie Reading Group, trips and visits.</b></p> <p>Use the themes and ideas in the texts studied to produce ambitious, carefully crafted pieces of creative writing. Develop wider reading skills by reading a range of suggested texts from the KS3 reading list.</p>	<p><b>Attend one of the KS3 English Extra-Curricular opportunities: Spoken Word, BBC News Report/Journalism, Carnegie Reading Group, trips and visits.</b></p> <p>Watch a range of Shakespeare productions. Visit the Globe Theatre. Visit the Globe Theatre. Produce a 'no fear' guide to one of the key scenes. Research another playwright from the same era as Shakespeare. Develop wider reading skills by reading a range of suggested texts from the KS3 reading list.</p>
Recommended Resources	Independent Learning Expectations	
<p>English Department Reading list The School Library and Librarian BBC Skillswise (for literacy/punctuation skills) Literacy Skills booklet</p>	<p>At KS3 we expect all students to read a variety of texts, both inside and outside of school. Students should read challenging material and use it to improve their own writing. Students should take what they have learned in class and use it to move their own learning on to a different level, making links between different subjects. We expect all students to think creatively when they approach reading and writing tasks. We expect all homework projects to be managed and presented to a high level of excellence, showing time-management and a high level of effort.</p>	

Year: 8

Subject: Product Design - Food

Curriculum Leader: Ms Litchfield

Learning across the Year 2016-17 Email: h.litchfield@holyfamily.waltham.sch.uk

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> <li>● Revise nutrients and dietary goals. What is HACCP? Risk assessment of electric whisk.</li> <li>● Practical - Swiss roll/ fruit flan</li> <li>● How to work out the energy value of a dish.</li> <li>● Practical - gateau</li> <li>● Fibre – its function and sources. How to sweeten/flavour /increase fibre of a recipe following dietary goals. How to modify a recipe.</li> <li>● Practical – classic tomato ragu</li> <li>● Cereals and staple foods. Pasta - types, how it is made, roux sauce.</li> <li>● Practical – macaroni cheese</li> <li>● Shortcrust pastry and discuss how to modify it to make it more healthy.</li> <li>● Practical - Mini Quiches</li> </ul>	<ul style="list-style-type: none"> <li>● Meat and fish - importance in our diet</li> <li>● Practical – Patties or chicken pies</li> <li>● Practical - Koftas</li> <li>● Practical - Thai Green Curry</li> <li>● Vegetarianism</li> <li>● Practical – Vegetable Spring rolls/ Samosas</li> <li>● Multi-cultural food</li> <li>● Practical - Jollof Rice</li> <li>● Practical - Stir Fry (chicken)</li> <li>● Practical - Fajitas</li> </ul>	<ul style="list-style-type: none"> <li>● Recap Healthy eating and Eatwell Plate</li> <li>● Practical - Rissotto</li> <li>● Recap methods of cake making and types of pastry. Where do they fit in the healthy eating plate?</li> <li>● Practical - Upside down cake (apple or pineapple)</li> <li>● Éclairs - with coloured icing</li> <li>● Design and make a cultural dish.</li> </ul>
Homework	Homework	Homework
<ul style="list-style-type: none"> <li>● Energy in food sheets. Healthy eating worksheets.</li> <li>● Plan gateau</li> <li>● 3 suggestions to increase your fibre intake. Modify recipe to increase fibre content.</li> <li>● Time plan to make macaroni cheese</li> <li>● Write a production plan for a mini quiches to include HACCP</li> <li>● Evaluation of mini quiches</li> </ul>	<ul style="list-style-type: none"> <li>● Research about a type of meat or fish</li> <li>● Write production plan for patties or chicken pies.</li> <li>● Complete evaluations for practical</li> <li>● Produce a pamphlet about vegetarianism</li> </ul>	<ul style="list-style-type: none"> <li>● Analyse their diet using the explore food program</li> <li>● Complete evaluations of practical</li> <li>● Time plan for making éclairs</li> <li>● Complete design sheets for multicultural dish.</li> </ul>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<p>Assessment w/b 31st Oct. - 12th Nov. 2016            Planning assessed via gateau/macaroni/ mini quiche practical.</p>	<p>Assessment w/b 20th Feb. - 3rd March 2017            Research skills assessed via meat and fish project and vegetarian project</p>	<p>Assessment w/b 22 May - 9th June 2017            Design skills assessed via the multi-cultural project.</p>

Cooking skills assessed each practical (peer/self/teacher assessed)	Cooking skills assessed each practical (peer/self/teacher assessed)	Cooking skills assessed each practical (peer/self/teacher assessed)
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Autumn Term	Spring Term	Summer Term
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<ul style="list-style-type: none"> <li>• Presentation skills.</li> <li>• When modifying recipe can give detailed reasons for changes</li> <li>• Writing a logical, sequenced time plan including HACCP</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a logical, sequenced time plan including HACCP</li> <li>• Research using more than one source</li> </ul>	<ul style="list-style-type: none"> <li>• Detail in annotation and analysing information</li> <li>• Students will show high level cooking skills and excellent presentation of food</li> </ul>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<p>Resources as provided by department. Must bring in ingredients and a suitable container to take the food home.</p> <p><a href="http://explorefood.foodafactoflife.org.uk">http://explorefood.foodafactoflife.org.uk</a> use this program to analyse their diet and nutritional content of the food they cook</p>	<p>Most homework tasks are independent learning tasks. Students are set the task but they have to interpret and fulfil the task in their own way.</p> <p>We expect all homework tasks to be managed and presented to a high level of excellence, showing time-management and a high level of effort.</p> <p>Students should practise cooking the dishes at home.</p>	

Year: 8

Subject: French

Curriculum Leader: Mrs J Heath

Learning across the Year 2016-17

Email: j.heath@holyfamily.waltham.sch.uk

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> <li>● Mon ordi et mon portable</li> <li>● Tu es sportif</li> <li>● Group work: Mon sportif préféré</li> <li>● Qu'est-ce que tu fais?</li> <li>● J'aime faire ça</li> <li>● Ils sont actifs</li> <li>● Revision</li> <li>● En plus: les spors extrêmes</li> <li>● Grammar: Verbs</li> <li>● Assessments</li> <li>● Ma zone</li> <li>● Christmas in France</li> </ul>	<ul style="list-style-type: none"> <li>● Là où j'habite</li> <li>● Perdu dans le parc d'attractions</li> <li>● Le weekend</li> <li>● Coucou</li> <li>● Qu'est-ce qu'on peut faire?</li> <li>● Group work: Ma ville</li> <li>● Revision</li> <li>● En plus: Destination France</li> <li>● Assessments</li> <li>● Colonie de vacances</li> </ul>	<ul style="list-style-type: none"> <li>● Les vacances</li> <li>● Je me prépare</li> <li>● Au café</li> <li>● Je voudrais aller en colo</li> <li>● Mes rêves</li> <li>● Revision</li> <li>● En plus</li> <li>● Group work: Mes rêves</li> <li>● Assessments</li> <li>● Le 14 Juillet</li> </ul>
Homework	Homework	Homework
<ul style="list-style-type: none"> <li>● Spelling test</li> <li>● Reading: Les Jeux Olympiques</li> <li>● Writing: Moi et le sport</li> <li>● Redraft</li> <li>● Spelling test</li> <li>● Reading: Bernard Stamm</li> <li>● Writing: Moi et le sport 2</li> <li>● Redraft (In-class assessment)</li> <li>● Prepare answers for Speaking assessment</li> <li>● Prepare mini flashcards</li> <li>● La Fete de Noel en Nouvelle Caledonie</li> </ul>	<ul style="list-style-type: none"> <li>● Spelling test</li> <li>● Reading: Le Tour de France</li> <li>● Writing: Ou j'habite 1</li> <li>● Redraft</li> <li>● Spelling test</li> <li>● Reading: Venez visiter Menton</li> <li>● Writing: Ou j'habite 2</li> <li>● Redraft</li> <li>● Prepare answers for Speaking assessment</li> <li>● Reading: Le 85 salon international</li> <li>● <b>Extended homework project</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Extended homework project</b></li> <li>● Reading: j'habite sur l'île de Gorée</li> <li>● Teach someone at home: numbers</li> <li>● Writing: Mes vacances 1</li> <li>● Redraft</li> <li>● Spelling test</li> <li>● Reading: La coupe du monde</li> <li>● Prepare answers for Speaking assessment</li> <li>● Writing: Mes vacances 2</li> <li>● Redraft</li> <li>● Prepare mini flashcards</li> <li>● Research on Monet</li> </ul>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<p>All redrafted written homework will be graded according to the new marking criteria based on the new GCSE grades.</p> <p><b>Dec: Module 3 assessments in Listening, Speaking, Reading &amp; Writing</b></p>	<p>As autumn term for redrafted written homework.</p> <p><b>March: Module 4 assessments in Listening, Speaking, Reading &amp; Writing</b></p>	<p>As autumn term for redrafted written homework.</p> <p><b>July: Module 5 assessments in Listening, Speaking, Reading &amp; Writing</b></p>

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<p>All lessons are planned according to what students must, should and could complete during the lesson. All lessons include a challenge task.</p> <p>The following tasks particularly encourage students to expand their thinking skills:</p> <ul style="list-style-type: none"> <li>▪ My favourite sports personality</li> <li>▪ Extreme sports</li> <li>▪ Au pays de lundi (Penuel)</li> <li>▪ Translation into English</li> <li>▪ Translation into French</li> <li>▪ Chanson pour les enfant l'hiver (Prévert)</li> </ul>	<p>See autumn term.</p> <ul style="list-style-type: none"> <li>▪ Theme parks</li> <li>▪ Holiday camps in France</li> <li>▪ Allons-y / Bonjour magazines</li> </ul>	<p>See autumn term.</p> <ul style="list-style-type: none"> <li>▪ Café menu</li> <li>▪ My dreams</li> <li>▪ My holiday</li> <li>▪ Translation into French</li> <li>▪ Monet &amp; Turner</li> </ul>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<ol style="list-style-type: none"> <li>1. Studio 1: ISBN978 0 435026 96 7</li> <li>2. Student Guide to Success in Year 8 (supplied in September by class teacher)</li> <li>3. Collins Easy Learning French dictionary or Oxford Learner's dictionary: recommended for home use only as we have large stocks in school</li> <li>4. <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></li> <li>5. <a href="http://www.bbc.co.uk/education/subjects">www.bbc.co.uk/education/subjects</a></li> <li>6. Youtube</li> <li>7. Duolingo (available for all languages)</li> </ol>	<ul style="list-style-type: none"> <li>▪ To persevere with a task taking into account the 1, 2, 3 Rule</li> <li>▪ To up-date the <i>Progress Review</i> page after each redrafted written task</li> <li>▪ To correctly label the homework sheets with targets for improvement</li> <li>▪ To act on targets set by the teacher to provide evidence of improvement</li> <li>▪ To glue all worksheets into your exercise book</li> <li>▪ To refer to the <i>Student Guide to Success</i></li> <li>▪ To develop grammatical skills</li> <li>▪ To practise appropriate use of the dictionary instead of resorting to Google translator</li> <li>▪ To apply <i>TONIC</i> strategies</li> </ul>	

Year: 8

Subject: Geography

Curriculum Leader: Mr Delbourgo

Learning across the Year 2016-17

Email: g.delbourgo@holyfamily.waltham.sch.uk

Autumn Term	Spring Term	Summer Term
<p><b><u>Population</u></b></p> <ul style="list-style-type: none"><li>● Introduction – what causes population to change?</li><li>● Factors affecting natural population change</li><li>● Why are some parts of the world more crowded than others?</li><li>● How fast is the world's population growing?</li><li>● How and why are the age and sex profiles of high and low income countries different? (Population structure)</li><li>● Youthful populations – challenges in The Gambia</li></ul> <p><b><u>Coasts</u></b></p> <ul style="list-style-type: none"><li>● Describing coasts</li><li>● Why is the coastline at Lulworth Cove not straight?</li><li>● Headlands and Bays</li><li>● Beaches</li><li>● Waves</li><li>● Longshore drift and spits</li><li>● Why did the Holbeck Hall hotel fall into the sea?</li></ul>	<p><b><u>Development</u></b></p> <ul style="list-style-type: none"><li>● Introduction to development</li><li>● Development gap</li><li>● How do we measure development?</li><li>● The BRICs enquiry – which BRIC is the most developed and why?</li><li>● Aid</li><li>● Trade and development – banana split; trade game</li><li>● Fair trade</li></ul>	<p><b><u>Migration (extended project)</u></b></p> <ul style="list-style-type: none"><li>● Differences between migrants, refugees and an asylum seekers</li><li>● Historical migration flows vs. current ones</li><li>● Why do people migrate? A typology of migration causes</li><li>● 2015 European migration crisis: case study of causes, impacts and responses</li></ul> <p><b><u>Atlas skills &amp; GIS (Digimap)</u></b></p> <ul style="list-style-type: none"><li>● Key mountain ranges and rivers for the British Isles, Europe and the World</li><li>● Recognition / identification of countries from their shapes</li><li>● Duke of Edinburgh expedition around the Quiraing – route card plan and account</li><li>● Various selected Edina Digimap exercises</li></ul>
<p><b>Homework</b></p> <ul style="list-style-type: none"><li>● Researching the population structures of HICs, NEE and LICs.</li><li>● Revision for mini-test on coastal processes and landforms</li></ul>	<p><b>Homework</b></p> <ul style="list-style-type: none"><li>● Write-up of biscuit game</li><li>● Gapminder graph: interpretation and comprehension questions</li><li>● Researching the development of one HIC and either a LIC or NEE.</li></ul>	<p><b>Homework</b></p> <ul style="list-style-type: none"><li>● Extended homework project: migration</li><li>● Revision for atlas skills test</li><li>● Various Edina Digimap exercises</li></ul>

Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<ul style="list-style-type: none"> <li>Managing population – case study of China’s One Child Policy (late Oct 2016)</li> <li>Why did the Holbeck Hall hotel fall into the sea? (mid Dec 2016)</li> </ul>	<ul style="list-style-type: none"> <li>Essay - Which BRIC country is the most developed and why? (mid Feb 2017)</li> <li>Why donating a goat is more effective and appropriate than donating money (March 2017)</li> </ul>	<ul style="list-style-type: none"> <li>Extended homework project: migration (late May 2017)</li> </ul>

Autumn Term	Spring Term	Summer Term
<p>Challenge Tasks</p> <ul style="list-style-type: none"> <li>Assessment of success of population policies in one country</li> <li>Assessment of relative importance of factors causing coastal erosion at Holderness</li> </ul>	<p>Challenge tasks</p> <ul style="list-style-type: none"> <li>In BRICs assessment, more focus on comparison; provision of a range of indicators for support; plus detailed, developed and linked explanation of why that country is more/less developed. Also: show how development varies spatially within the country and within its cities</li> <li>Goat aid: make explicit cause-effect links</li> </ul>	<p>Challenge Tasks</p> <ul style="list-style-type: none"> <li>To be comprehensive and detailed, following all the advice and guidance for challenge activities.</li> <li>Extended project on European migration crisis 2015: digitally annotate copies of migration models with examples. Write a paragraph on <u>to what extent</u> the model is relevant, by adding / annotating examples from your research</li> </ul>
<p>Recommended Resources</p> <ul style="list-style-type: none"> <li>Oxford School Atlas 2012 edition(p/b); ISBN 978-019-913702-2</li> <li>Geog.1; published by Oxford University Press; by Rosemarie Gallagher &amp; Richard Parish; ISBN 9 – 780199- 134496</li> <li>Geog.2; published by Oxford University Press; by Rosemarie Gallagher &amp; Richard Parish; ISBN 9 – 780199- 134502</li> <li>Geog.3; published by Oxford University Press; by Rosemarie Gallagher &amp; Richard Parish; ISBN 9 – 780199- 134519</li> <li>New Extensions (part of the ‘Key Geography’ series); published by Nelson Thornes; by David Waugh, with David Gardner; ISBN: 9 – 780748 – 777181</li> <li>Earthworks 3 (part of the 11-14 Geography project); published by John Murray; by John Widdowson; ISBN: 9 – 780719 – 570742</li> <li>Thinking Geography – a higher ability course for KS3; published by Hodder &amp; Stoughton; by Garrett Nagle; ISBN: 9 – 780340 - 742839</li> </ul>	<p>Independent Learning Expectations</p> <ul style="list-style-type: none"> <li>To consolidate learning, by revisiting, at home, all work done in class</li> <li>To transform class work into students’ own work by active revision, such as mind maps of topics, case study summaries, etc.</li> <li>Students to take responsibility for their learning; for example, liaising with staff on the content and homework from any missed lessons, well in advance of the next lesson.</li> </ul>	



Year: 8

Subject: History

Curriculum Leader: Miss Mennear

Learning across the Year 2016-17

Email: a.mennear@holyfamily.waltham.sch.uk

Autumn Term	Spring Term	Summer Term
<p>Autumn 1: Students will answer the following question to lead to a conclusion about why the King was beheaded.</p> <ul style="list-style-type: none"><li>• Why are there different interpretations about the Gunpowder plot?</li><li>• What were the long and short term causes of the English Civil War?</li><li>• What would you find on a civil war battlefield?</li><li>• Why did parliament win?</li><li>• Why was Charles I executed?</li></ul> <p>Autumn 2: Students will study slavery and Britain's role in the Slave trade.</p> <ul style="list-style-type: none"><li>• What was Africa like before the slave trade?</li><li>• Why was the middle passage so horrific?</li><li>• How were the slaves auctioned?</li><li>• What was life like on the plantation?</li><li>• Who helped the abolition of slavery?</li></ul>	<p>Spring 1: Students will study the British Empire using India as a case study.</p> <ul style="list-style-type: none"><li>• Was the Empire good or bad?</li><li>• Who ruled during the Mughal Empire and what was it like?</li><li>• How did Britain enter India and how did the East India Company make changes?</li><li>• What was the role of the Raj?</li><li>• What was the role of Gandhi?</li><li>• Why did Britain leave the Empire?</li></ul> <p>Spring 2: Students will study the London Curriculum to discover how London changed during the Industrial period.</p> <ul style="list-style-type: none"><li>• Why did people move into London?</li><li>• What were the living conditions like?</li><li>• How did the government react to these conditions?</li></ul>	<p>Summer 1: Students will start to study the impact of WW1</p> <ul style="list-style-type: none"><li>• Who was involved in WW1?</li><li>• What caused WW1?</li><li>• What were the main events?</li><li>• Why did it end?</li><li>• How should it be remembered?</li></ul> <p>Summer 2: Students will do a research project about the Titanic.</p>
<p><b>Homework</b></p>	<p><b>Homework</b></p>	<p><b>Homework</b></p>
<p>Research and presentation, essay questions, source questions. Specific content will be identified through show my homework.</p>	<p>Research and presentation, essay questions, source questions. Specific content will be identified through show my homework</p>	<p>Research and presentation, essay questions, source questions. Specific content will be identified through show my homework.</p>

Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<p>Autumn 1: How far was religious tension the main reason for war in England in the 17th Century?</p> <p>Autumn 2: What is the main difference between the views on why slavery was abolished in 1807?</p>	<p>Spring 1: “The Amritsar Massacre was the most important reason why India gained independence in 1947.” How far do you agree with this statement?</p> <p>Spring 2: How useful are Sources A and B to learn about the Industrial Revolution changes the lives of Londoners? Explain your answers, using Sources A and B and your own knowledge.</p>	<p>Summer 2: Michael Gove thinks we should remember WW1 as a heroic war. How far do you agree with him? Use the two interpretations and your own knowledge.</p>

Autumn Term	Spring Term	Summer Term
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<ul style="list-style-type: none"> <li>Students leadership</li> </ul>	<ul style="list-style-type: none"> <li>Students leadership</li> <li>Independent research project about Britain’s role in India.</li> </ul>	<ul style="list-style-type: none"> <li>Students leadership</li> <li>Independent research project about the Suffragettes fight for equality</li> </ul>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<p>Websites: BBC websites www.schoolhistroy.com www.activehistory.co.uk www.historyonthenet.com www.historytoday.com</p>	<p>All homework completed on time and to a high standard Well-presented books Pride in work Working with peers to achieve the set goals</p>	

Year: 8

Subject: Mathematics

Curriculum Leader: Ms Ward

Year 8 Maths coordinator: Mr Gormally

Email: a.ward@holyfamily.waltham.sch.uk

Learning across the Year 2016-17

Email: f.gormally@holyfamily.waltham.sch.uk

Autumn Term	Spring Term	Summer Term
Number & Algebra 1 - Integers, powers and roots; sequences, negatives, HCF & LCM. Number 2 - Fractions, decimals, percentages, Number 3 - Estimations, working with decimals, place value, powers of 10, using the calculator Algebra 2 - Collecting like terms, expanding and factorising, index laws Algebra 3 - Functions and graphs, gradient and equation of a line Algebra 4 - Solving equations, substitution, formulae.	Geometry and Measures 1 - Geometrical reasoning: lines, angles and shapes; constructions Geometry and Measures 2 - Measures and mensuration Statistics 1 - Probability Statistics 2 - Information from charts, Stem & Leaf diagrams, pie charts, correlation, scatter graphs Statistics 3 - Frequency tables, frequency diagrams, averages, comparing data & probability	Number 4 – Calculations including order of operations, fractions, decimals, percentages. Algebra 5 - Expanding and factorising, collecting like terms, graphs, equations and graphs Geometry and Measures 3 - Transformations, 3-D shapes, shape and ratio Geometry and Measures 4 - Plans and elevations, scale drawing, line segments, bearings, measures and mensuration Solving Problems - solve problems using number and measure, use of proof and logic, ratio and proportion
Homework	Homework	Homework
Pupils will be set written homework or tasks that can be completed online using mymaths and mangahigh. Each student will be set homework weekly.	Pupils will be set written homework or tasks that can be completed online using mymaths and mangahigh. Each student will be set homework weekly. Pupils will also complete an extended research project in the spring term which they will have two weeks to complete.	Pupils will be set written homework or tasks that can be completed online using mymaths and mangahigh. Each student will be set homework weekly.
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
End of topic in class tests on topics covered. First assessment to be carried out between the 31/10 and 07/11.	End of topic in class tests on topics covered. Second assessment to be carried out between the 20/02 and the 27/02.	End of year class tests on topics covered throughout the year. Two written papers one calculator & one non calculator. Assessment to be carried out between the 22/05 and 05/06. Year 9 sets informed by End of Year

Year: 8

Subject: Mathematics

Autumn Term	Spring Term	Summer Term
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
Independent study using MyMaths, mathswatch and mangahigh G&T Newsletter tasks. nRICH tasks.	Independent study using MyMaths, mathswatch and mangahigh Top sets selected from for Junior Maths Challenge. G&T Newsletter tasks. nRICH tasks.	Independent study using MyMaths, mathswatch and mangahigh G&T Newsletter tasks. nRICH tasks.
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
Collins New Maths Frameworking Year 8, books 1-3 (set-related). nRICH. <a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a> <a href="http://www.mathswatch.vle">www.mathswatch.vle</a> <a href="http://www.mangahigh.com">www.mangahigh.com</a> Mr Barton Maths. <a href="http://www.hfmaths.co.uk">www.hfmaths.co.uk</a>	Complete homework. Read over notes prior to the next lesson in order to facilitate continuous progression. Use of MyMaths, mathswatch & mangahigh to identify and address area of weakness. If a pupil is under target they will be given an intervention booklet to complete and help them get back on target.	

Year: 8

Subject: Music

Curriculum Leader: Mrs Corlett/Mrs Hutton

Learning across the Year 2016-17

Email: h.corlett@holyfamily.waltham.sch.uk

Autumn Term	Spring Term	Summer Term
<p><u>African Drumming</u></p> <p>Students will be exploring the context of Drumming in the African culture. They will learn different drumming techniques and compose their own Drumming arrangements.</p> <p>Students will study a piece of music called Yiri and learn to identify key features of this piece in preparation for an end of term listening test.</p>	<p><u>Theory By Britten</u></p> <p>Students will be building on previous theory knowledge and keyboard skills and learning new theory concepts (dots, key semiquavers chords, time signatures). Students will learn to play a variety of keyboard pieces based on Benjamin Britten's 'Young person's guide to the orchestra'</p> <p>Students will also be studying Benjamin Britten's 'Young person's guide to the orchestra' and explore orchestral instruments in preparation for an end of term listening test.</p>	<p><u>Musicals</u></p> <p>Students will be studying the developments and origins of musical theatre, as well as the features of musicals as a style. They will be studying excerpts from Bugsy Malone and will be analysing the song "Tomorrow" in close detail. They will also be learning to sing "You Give A Little Love" as a class.</p> <p>They will take a comparative listening test on tomorrow, as well as writing songs in groups to fit in with a story in groups.</p>
Homework	Homework	Homework
<p>Week 1 - Research African instruments.</p> <p>Week 3 - Essay - Discuss the following statement Yiri is typical of African music</p> <p>Week 5 - Essay - Describe how the following musical elements are used within Yiri: Rhythm, Harmony, Instrumentation and Texture (8 marks)</p> <p>Week 7 - Revise for end of unit exam</p> <p>Week 11 - Practice for your performance assessment</p>	<p>Week 1 - To explore the history of the composers Henry Purcell, Benjamin Britten and the history of the orchestra.</p> <p>Week 3 - To complete music Theory exercises.</p> <p>Week 5 - To Explore the Woodwind and strings orchestral families.</p> <p>Week 7 - To draw/write a guide to the orchestral Families.</p> <p>Week 10 - Essay: Discuss the following statement. "Britten's Young persons' guide to the orchestra is appropriately named" (Work started in class)</p> <p>Week 11 - Revise for the end of Term Written test.</p>	<p>Week 1- Research Bugsy Malone. Write down each song and its song type.</p> <p>Week 3- Choose another large scale chorus number from a musical you like and compare it to "You Give A Little Love" using DR SMITH</p> <p>Week 5- Write one verse or chorus of lyrics for your song.</p> <p>Week 6- Revise for test on "Tomorrow"</p> <p>Week 8- Write 300 words on your viewpoint on "In Musicals, it is more important to have actors that can sing, rather than singers that can act". Try to use specific examples where possible. You will be given 2 weeks to complete this homework.</p> <p>Week 10- Choose a song from any musical you want, DR SMITH it and explain why it is important to the plot of the story.</p>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<p><u>African Drumming</u></p> <p>Week 8- Music analysis test based on the features of African Drumming and the musical elements</p> <p>Week 12- Assessment of group arrangement of an African song</p>	<p><u>Theory By Britten</u></p> <p>Week 7- Music analysis test based on the elements of music</p> <p>Week 12- Assessment of keyboard performance/</p>	<p><u>Musicals</u></p> <p>Week 7- music analysis test</p> <p>Week 12- Performance of class musical and composition assessment</p>

Autumn Term	Spring Term	Summer Term
<p style="text-align: center;"><b>Challenge Tasks</b></p>	<p style="text-align: center;"><b>Challenge tasks</b></p>	<p style="text-align: center;"><b>Challenge Tasks</b></p>
<p>African Drumming</p> <ul style="list-style-type: none"> <li>● Practising your arrangement at lunchtimes</li> <li>● Researching African music and drums</li> <li>● Youtube search 'African drumming' and watch some videos</li> </ul>	<ul style="list-style-type: none"> <li>● Go on to the DSO kids website and research orchestral instruments further</li> <li>● Research the history of the orchestra through Renaissance, Baroque, classical, Romantic and Modern Day.</li> <li>● Completing extra theory tasks online</li> <li>● Practising your keyboard piece at lunchtimes</li> </ul>	<ul style="list-style-type: none"> <li>● Watching more musicals and analysing the song types within them</li> <li>● Watch on opera and operetta and think about links between them and modern day musicals</li> <li>● Finding out the skills balance (singing, acting, dancing) for some musical theatre stars</li> <li>● Researching musical theatre composers and how their works link musically</li> <li>● Listen to a whole musical and see if you can track any melodies through different songs</li> </ul>
<p style="text-align: center;"><b>Recommended Resources</b></p>	<p style="text-align: center;"><b>Independent Learning Expectations</b></p>	
<p> <a href="http://www.dsokids.com/">http://www.dsokids.com/</a>  <a href="http://www.mymusictheory.com/">http://www.mymusictheory.com/</a>  <a href="http://www.youtube.com">http://www.youtube.com</a>  <a href="http://www.musictheoryvideos.com/">http://www.musictheoryvideos.com/</a>  <a href="http://www.musictheory.net/">http://www.musictheory.net/</a>  <a href="http://www.african-drumming.com/african_drums.htm">http://www.african-drumming.com/african_drums.htm</a>  <a href="http://www.bbc.co.uk/learningzone/clips/samba-music/5306.html">http://www.bbc.co.uk/learningzone/clips/samba-music/5306.html</a>  <a href="http://www.last.fm/tag/samba">http://www.last.fm/tag/samba</a>  <a href="http://www.bbc.co.uk/1xtra/events/rnbsensations/history/pre90s/">http://www.bbc.co.uk/1xtra/events/rnbsensations/history/pre90s/</a>  <a href="http://www.bbc.co.uk/1xtra/events/rnbsensations/history/post90s/">http://www.bbc.co.uk/1xtra/events/rnbsensations/history/post90s/</a>  <a href="#">/</a> </p>	<p>A large percentage of music work is group work apart from music theory work, keyboard skills and music analysis. It is therefore expected that students complete all individual tasks to the highest possible standard. The Music Department is often open for pupils to come in at lunchtime, so it is expected that pupils will put in the extra time if it is needed. It is also expected that if students are struggling to complete individual tasks, they ask for help rather than not completing them properly</p>	

Year: Yr. 8

Subject: PE

Curriculum Leader: Mrs Cole

Learning across the Year 2016-17

Email: e.cole@holyfamily.waltham.sch.uk

Autumn Term	Spring Term	Summer Term
Gym, Rugby, Football Dance , Fitness , Basketball, Outdoor Adventurous Activity, Parkour	Handball, Gym, Rugby, Basketball, Outdoor Adventurous Activity, Fitness, Dance, Parkour	Athletics, Rounders, Cricket, Tennis
Homework	Homework	Homework
<ul style="list-style-type: none"> <li>• Questions relevant to lesson content</li> </ul>	<ul style="list-style-type: none"> <li>• Questions relevant to lesson content</li> </ul>	<ul style="list-style-type: none"> <li>• Questions relevant to lesson content</li> <li>• Extended homework project (24/04/17)</li> </ul>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
Assessment 1 - November 2016	Assessment 2 - February 2017	Assessment 3 - May 2017

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<ul style="list-style-type: none"> <li>• Join extra-curricular clubs</li> <li>• More able students to lead parts of lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Join extra-curricular clubs</li> <li>• More able students to lead parts of lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Join extra-curricular clubs</li> <li>• More able students to lead parts of lesson</li> </ul>
Independent Learning Expectations		
<ul style="list-style-type: none"> <li>• Wider reading about sport</li> <li>• Attend extra-curricular clubs at school</li> <li>• Join clubs outside of school</li> <li>● Watch sport in your local community and on TV</li> </ul>		

Year: 8

Subject: RE

Curriculum Leader: Peter Norman

Learning across the Year 2016-17

Email: p.norman@holyfamily.waltham.sch.uk

Autumn Term	Spring Term	Summer Term
Creation The Covenant	Mystery of the Eucharist The Paschal Mystery	Mission in the Church The Church in Britain
Homework Based on the following topics	Homework Based on the following topics	Homework Based on the following topics
Interpreting the Bible Made in God's own image Human Ecology Theological Truths Stewardship Moses The Passover The Exodus The Prophets of Hope Preparing for Jesus' coming	The last supper Celebrating the Mass today The parts of the Mass Jesus- The perfect sacrifice Holy Week The Triduum The death of Jesus The Resurrection The meaning for Christians today	What is the Church? The Mission of the Church Study of a range of modern Christian saints Christianity in Britain Thomas Becket Thomas More The reformation The emancipation
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
At the end of each unit in October and December "God does not create to forget but <i>creates and sustains.</i> " Discuss.  The first Passover dates back to Moses about 3,000 years ago. a) Why do Jews recall this event today? b) How does this event show the importance of the family? c) Why is tradition important in modern life	At the end of each unit in February and March  We don't go to Mass as observers, but to participate. Give examples to explain what this means.  How does the suffering and death of Jesus influence Christians today?	At the end of each unit in May and June  Create a document that teaches about the work of a Christian you have studied  Why do you think Pope John Paul II declared Thomas More Patron Saint of politicians and statesmen?

Autumn Term	Spring Term	Summer Term
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Challenge Tasks	Challenge tasks	Challenge Tasks
<p>Research the work of CAFOD. Explain how they work to bring about Justice and human dignity for all.</p> <p>Research a CAFOD project</p>	<p>Sometimes young people say they are bored at Mass. This is because they don't understand what is happening and what they need to do. Your mission now is to help other pupils in your school understand the Mass.</p> <p>Design a section for the school website or booklet for Year 7 pupils who are new to the school.</p> <p>a) Explain what happens at:</p> <ul style="list-style-type: none"> <li>○ Penitential Rite;</li> <li>○ Liturgy of the Word;</li> <li>○ the Offertory;</li> <li>○ the Consecration;</li> <li>○ Sacrifice of Jesus;</li> <li>○ Holy Communion;</li> <li>○ Living out the Mass.</li> </ul>	<p>In Britain, we are now able to practise our faith, free from fear of persecution. Imagine that a regime opposed to Christianity took over and you were not allowed to practise.</p> <p>a) What would change for you and your family?</p> <p>b) What difference would it make to your life?</p>
Recommended Resources	Independent Learning Expectations	
<p><a href="http://dynamiclearning.org">dynamiclearning.org</a> (pupils will be instructed how to log on to this)</p> <p>There are also links to other websites that offer a wider view of the topics studied. The website offers a range of activities like quizzes and audio material that can enhance a pupils understanding of a topic.</p> <p>'The Way the truth and the life' website</p>	<p>Each pupil is encouraged to deepen their knowledge and understanding of the topics as the course progresses. Use of the dynamic learning website, and the way, truth and life website will enable this. Pupils must always be mindful that each topic covered ought to be studied in the light, and teaching of the Roman Catholic Church. All pupils should therefore keep up to date with Church teaching and practice. Following the news and discussing the issues that relate to faith and practice with your family and friends is also recommended.</p> <p>Also use the RE dept. website.</p>	

Year: 8

Subject: Product Design-RM

Curriculum Leader: Mr Nandlal

Learning across the Year 2016-17

Email: s.nandlal@holyfamily.waltham.sch.uk

Autumn Term	Spring Term	Summer Term
<p><b><u>Mechanical toy</u></b></p> <ul style="list-style-type: none"><li>● Research on existing products – annotate about cost size shape and who will use this product.</li><li>● Discussion on Cams- change of movement</li><li>● Design brief</li><li>● Initial ideas on A3 sheet – Complete peer evaluation</li><li>● Final design- give reasons why this is so.</li><li>● Card modelling</li><li>● Name the parts of the mechanical toy</li><li>● Practical work: Creation of the half lap joint</li><li>● Drilling of the holes</li><li>● Gluing of the frame</li><li>● Drilling and installing the cam, crank and spindle</li><li>● Creation of final design on MDF- use of scroll saw. Glue down background/ foreground</li><li>● Final assembly- check for fluency of movement</li><li>● Complete personal and peer evaluation</li></ul>	<p><b><u>Graphics – Board Game</u></b></p> <ul style="list-style-type: none"><li>● Introduction to board games – discussion on existing commercial board games and the elements that make them successful</li><li>● Discussion on what will be made and learned through the course of the project, showing exemplar work to support discussion</li><li>● Pupils brainstorm their ideas for a board game in groups of two or three. They also create a team name and team rules</li><li>● Colour theory</li><li>● Understanding legislation</li><li>● Understanding and creating logos</li><li>● Understanding the purpose of packaging and designing and creating packaging</li><li>● Writing a design brief and specification</li><li>● Creating nets</li><li>● Knowing the basics of TechSoft2D and using TechSoft2D to design a board for the board game</li><li>● Creating rules, counters and other accessories for the board game</li><li>● Mini assessment: presenting work to other teams</li><li>● Setting regular targets as a team</li><li>● Playing the board game and then writing an evaluation of the project</li><li>● Presenting and peer assessing final outcomes</li></ul>	<p><b><u>Steady Hand Game</u></b></p> <ul style="list-style-type: none"><li>● Introduce the task using ‘The Design Brief’ sheet.</li><li>● Develop a specification for the project using the ‘specification’ sheet.</li><li>● Introduction to the world of electronics.</li><li>● Introduction to PCB and components. Demonstration on soldering-surface and through mount –use heat shrink</li><li>● Continue soldering components</li><li>● Use heat shrink. Make the hand loop and solder to circuit</li><li>● Build enclosure (frame) for electronic circuit. Demo marking and making of a lap joint</li><li>● Build enclosure (frame) for electronic circuit with plywood backing. Design the background. Demo cutting with scroll saw/hegner</li><li>● Build enclosure (frame) for electronic circuit and install plywood-backing piece Drill hole for the LED light. Manipulate the wire loop and make the wire course to march the background (theme).</li><li>● Final assembly and evaluation</li></ul>
Homework	Homework	Homework

<ul style="list-style-type: none"> <li>• Health and safety worksheet</li> <li>• Research on existing mechanical toys</li> <li>• Cams worksheet- explanation of how specific cams produce specific movements</li> <li>• Initial designs on an A3 sheet</li> <li>• Card modelling</li> <li>• Worksheet on adhesives</li> <li>• Wood joints</li> <li>• Evaluation and peer assessment</li> </ul>	<ul style="list-style-type: none"> <li>• To produce an image board with images relating to chosen theme</li> <li>• To bring an item of packaging (preferably in the form of a net)</li> <li>• To play an existing board game and write a product analysis of the board game</li> <li>• To create and decorate a net for a perfume or confectionary product. The product should be made up</li> <li>• To revise for the mini assessment</li> <li>• Completing practical work</li> </ul>	<ul style="list-style-type: none"> <li>• Research on existing steady hand with annotations</li> <li>• Complete specification worksheet</li> <li>• Types of components and its use</li> <li>• Calculation of resistance values of resistors</li> <li>• Initial designs on an A3 sheet</li> <li>• Final design</li> <li>• Production plan</li> <li>• Evaluation</li> </ul>
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
<ul style="list-style-type: none"> <li>• Initial designs with annotations</li> <li>• Card modelling</li> <li>• Making of the frame</li> <li>• Making of the final design on MDF</li> <li>• Peer assessment of the completed project</li> </ul>	<ul style="list-style-type: none"> <li>• Presenting ideas to other teams</li> <li>• Mini test on skills and knowledge gained</li> <li>• Final presentation which is peer assessed</li> <li>• Quality of final outcome</li> <li>• Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>• Initial designs with annotations – peer assessment</li> <li>• Card modelling</li> <li>• Making of the frame</li> <li>• Making of the final design on MDF</li> <li>• Peer assessment of the completed project. Does it work??? Is the path challenging?</li> </ul>

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<ul style="list-style-type: none"> <li>• Use of multiple cams</li> <li>• Variety of movement –not only up down movement</li> <li>• Intricate, challenging and colourful card design and final design</li> <li>• Confident use of tools and machinery.</li> <li>• Offering peer assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Recognition of various nets- ‘how it is folded to make a container’</li> <li>• Construction of any other design besides a cube or cuboids.</li> <li>• Creation of an intricate design of a container/box</li> <li>• Design of a house with finer details e.g. gutters, plants, benches, air vents, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Variety of research with detailed annotations</li> <li>• Complexity of the wire course –not only up down movement</li> <li>• Intricate, challenging and colourful card design and final design</li> <li>• Confident use of electronic components and to use them outside the project.</li> <li>• Confident use of tools and machinery.</li> <li>• Offering peer assistance</li> </ul>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<ul style="list-style-type: none"> <li>• Websites for research:  <a href="http://www.bbc.bitesize">www.bbc.bitesize</a>  <a href="http://www.google.co.uk">www.google.co.uk</a>  <a href="http://www.technologystudent.com">www.technologystudent.com</a> </li> </ul>	<ul style="list-style-type: none"> <li>• Complete peer assessment</li> <li>• Creation of interesting and challenging card models (in mechanical toy/steady hand game /Nets) to ensure that making is a success</li> </ul>	

<p>Google sketchup Techsoft 2 Worksheets on:</p> <ul style="list-style-type: none"><li>▪ Specification</li><li>▪ How do cams work?</li><li>▪ Wood joints</li><li>▪ Initial designs</li><li>▪ Modelling</li><li>● Adhesives</li><li>● Cubes and cuboids</li><li>● Electronic components</li><li>● How to solder</li><li>● Calculation of resistance of resistors</li><li>● Evaluation</li><li>○ Video: how to get started with Sketch-up</li></ul>	<ul style="list-style-type: none"><li>● Create a board game with a uniform style across all components (counters, board, packaging, rules, etc.)</li><li>● Some evidence of disassembly of mechanical toy/nets/steady hand game).</li><li>● Problem solving skills are continuously displayed</li><li>● Leadership skills</li><li>● Using initiative and taking work home to finish/improve</li></ul>	
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Year: 8

Subject: Science

Curriculum Leader (KS3): Mr. Frempong

Learning across the Year 2016-17

Email:m.frempong@holyfamily.waltham.sch.uk

Autumn Term	Spring Term	Summer Term
The periodic table Metals and acids Health and lifestyle Electricity and magnetism	Adaptations & inheritance Separation techniques Energy Motion and pressure	The Earth Ecosystem and processes Science Projects.
Homework	Homework	Homework
<ol style="list-style-type: none"> <li>1. Classifying metals and non-metals (investigation)</li> <li>2. Periodic table patterns</li> <li>3. Reacting metals with Acid (investigation).</li> <li>4. Patterns of reactivity.</li> <li>5. Investigating the energy content of food (investigation).</li> <li>6. Fit &amp; Healthy.</li> <li>7. Investigating current (investigation).</li> <li>8. How does a torch work?</li> </ol>	<ol style="list-style-type: none"> <li>1. Investigating arm span (investigation).</li> <li>2. Inheritance and selection.</li> <li>3. Investigating filtration (investigation).</li> <li>4. Solutions</li> <li>5. Investigating conduction (investigation).</li> <li>6. PowerStation news.</li> <li>7. Investigating pressure.</li> <li>8. Pressure in everyday life.</li> </ol>	<ol style="list-style-type: none"> <li>1. What determines the size of igneous rock?</li> <li>2. Model of the earth.</li> <li>3. Investigating the effect of exercise on breathing rates.</li> </ol>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
Topics: The periodic table and Metals & acids  Skills: Researching/Analysing/Recording  Topics: Health & Lifestyle and Electricity and magnetism.  Skills: Researching/Analysing/Calculating.	Topic: Separating techniques and Adaptations & inheritance Skills: Research/Literacy/Recording  Topic (Mid-year assessment): The periodic table, Metals & acids, Health & lifestyle, The periodic table, Electricity & magnetism, Adaptations & inheritance and Separation techniques.  Skills: Planning/Observing/Evaluating/Calculating.	Topic: Ecosystem and processes Skills: Considering Evidence Topics: The periodic table, Metals & acids, Health & lifestyle, The periodic table, Electricity and magnetism, Adaptations & inheritance, Separation techniques, Energy, Motion and pressure, Ecosystem and processes The Earth.  Skills: Analysing/Calculating/Investigating.

		Date: June 2017
<b>Autumn Term Challenge Tasks</b>	<b>Spring Term Challenge tasks</b>	<b>Summer Term Challenge Tasks</b>
<ol style="list-style-type: none"> <li>1. The value of the periodic table.</li> <li>2. Extracting and using metals.</li> <li>3. Drugs.</li> <li>4. Metal recycling and electromagnets.</li> </ol>	<ol style="list-style-type: none"> <li>1. Extinction.</li> <li>2. Chromatography and crime.</li> <li>3. Saving on heating bills.</li> <li>4. Pressure and altitude.</li> </ol>	<ol style="list-style-type: none"> <li>1. Recycling plastic.</li> <li>2. Microorganisms in the food industry.</li> </ol>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<a href="http://www.cancerresearchuk.org">www.cancerresearchuk.org</a> Library books <a href="http://www.bbc.co.uk/health">www.bbc.co.uk/health</a> , <a href="http://www.kidshealth.org">www.kidshealth.org</a> <a href="http://www.kerboodle.com">www.kerboodle.com</a>	Research and display or present work to others.	

