

# Curriculum Information

Year 7

2016-17

Year: 7  
Learning across the Year 2016-17

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

Autumn Term	Spring Term	Summer Term
<p><b>Still Life (The key to my environment)</b> 1.Introduction to Michael Craig Martin and shape and line drawing 2. Understanding tone and applying it to your drawings</p> <p>4. Colour theory and colour wheel 3. MCM artist study in colouring pencils 5. Own paint study in the style of MCM 6. Georgia O'Keeffe artist study in oil pastels 7. Flower head drawing from observation 8. Flower head painting enlarged to A3 9. Evaluate and present</p>	<p><b>Mythological Creatures</b> 1. Story telling 2. Animal Collage 3. Draw from collage 4. Frottage in pairs 5. Frottage printing and experiments 6. Design 3D creature 7. Create newspaper skeleton 8. Paper mache creature 9. Photomontage photo of 3D sculpture with habitat. 10. Presentation, project evaluation and statement of intention.</p>	<p><b>Journeys</b> 1. Maps introduction. Journey home from school. 2. Landmarks and perspective. Drawing buildings from above. 3. Maps and colour coding. Start drawing out final design onto colour paper 4. Fabric of the city. Landmarks and icons. Details checklist. 5. Journeys and storytelling. Grayson Perry. Personal experience and imagination. 6. Walthamstow map title (William Morris and Eine) Cut out sections. 7. Attach sections to Walthamstow map. 8. Map as body. Adam Dant. Evaluate and Present.</p> <p><b>Klimt Tree of Life coil pots</b> 1.Introduction to Klimt 2.Design clay pot 3.Create clay coil pot 4.Paint clay pot/glaze clay pot 5.Evaluate and present</p>
<p><b>Homework</b></p>	<p><b>Homework</b></p>	<p><b>Homework</b></p>
<p>1. William Morris research 2. Collect natural objects to draw from 3. Finish final piece</p> <p>4. Students to create a still life drawing of a chosen fruit 5. Research the artist Michael Craig Martin 6. Create a mixed media colour wheel 7. Research Georgia O'Keeffe 8. Refine old work</p>	<p>1. Research 1 mythological Creature 2. Crayon rubbings + Collect textured 3. materials 3. Max Ernst study 4. Create habitat in style of Max Ernst 5. Write a story about your creature 6. Finish sculpture in groups</p>	<p>1. Create a1 point perspective drawing of your street 2. Create a map of your journey to school 3. Finish A3 map with images and sketches from trips</p> <p>4. Create own version of Tree of Life- mixed media 5. 2D version of The Tree of Life showing your own life experiences etc. 6. Create an information sheet that explains how to make a coil pot.</p>
<p><b>Assessment Dates/Topics/Skills</b></p>	<p><b>Assessment Dates/Topics/Skills</b></p>	<p><b>Assessment Dates/Topics/Skills</b></p>

Primary and secondary research Using artists to inform your work Art formal elements Research Drawing Colour Theory Colour mixing Painting Composition Scale	Drawing Collage Frottage 3D Photomontage Research and analysis Making decision Resilience Resourcefulness Reciprocity Reflectiveness	Drawing Research and analysis Clay manipulation Resourcefulness Experimenting Reflectiveness Planning Reciprocity Resilience 3D
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Autumn Term	Spring Term	Summer Term
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<p>Create a Michael Craig Martin style of artwork at home using the everyday objects you have at home. Use the skills you have learnt in lesson to create an interesting composition.</p>	<p>Research a mythological creature from own culture and present to class.            Lead a group in sculpture task.            Create clay model of your creature.            Find out more about the links between mythology and art.            Teach Photoshop to a small group.</p>	<p>Research 'The Kiss' by Gustav Klimt. Describe this work in 50 words or more.            YouTube video clay artist            Create an information leaflet about Klimt and his work.            Teach someone at home how to make a small coil pot.</p>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<p>Students MUST have: drawing pencils (2B/4B), rubber, sharpener, ruler, colouring pencils and a glue stick.            It is recommended that they have an art supply at home to finish work.</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>	<p>Students could visit the following websites/galleries to develop ideas:  <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>  <a href="http://www.timeout.com/london">http://www.timeout.com/london</a></p>

Year: 7

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>Computer Systems</b> To learn about the physical parts of what makes up a computer system including input, output and storage devices. To learn what software is, the difference between application software and system software and being able to give examples of each.</p> <p><b>Data representation</b> To learn that all computer data is represented using binary, a number system that uses 0s and 1s. Binary digits can be grouped together into bytes. Students create a binary converter in Scratch.</p>	<p><b>E-safety</b> To be aware of the potential risks to safety and wellbeing from texting, social networking and using the Internet and how to reduce these risks.</p> <p><b>Scratch</b> A complete Scratch unit to where pupils learn the advanced features of the block programming. Pupils independently make their own scratch storyboard.</p>	<p><b>HTML and CSS Coding</b> Using HTML and CSS coding to create a webpage independently using features such as text, tables, images and hyperlinks.</p> <p><b>Micro bit</b> To create a real life solution to an existing problem using the microbit. Pupils work in groups to complete this project.</p>
Homework	Homework	Homework
<p>Autumn 1 1. Show my homework quizzes on hardware</p> <p>Autumn 2 1. Show my homework quizzes on software</p>	<p>Spring 1 1. Explorers of the unexplained extended homework project</p> <p>Spring 2 1. Show my homework quizzes on Scratch 2. Develop Scratch project</p>	<p>Summer 1 1. To develop website 2. Show my homework quizzes on HTML and CSS</p> <p>Summer 2 1. Show my homework quizzes on microbit</p>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<p>Baseline test for Computer Systems Week beginning: 5th Sep- 30th September 2016</p> <p>EOU test on data representation written task week beginning: 9th-16th January 2017</p>	<p>End of unit assessment on Scratch. Written task. Week beginning: 13th - 20th March 2017.</p>	<p>End of unit assessments on HTML and CSS. Written task. Week beginning: 5th- 26th June 2017</p>

Autumn Term	Spring Term	Summer Term
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
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> )	Create an animated story using Scratch (freely available on the Internet - <a href="http://scratch.mit.edu/">http://scratch.mit.edu/</a> )	Create a website about yourself using wix.com (freely available on the Internet - <a href="http://www.wix.com">http://www.wix.com</a> )
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
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	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.	

Year: 7

Subject: Drama

Curriculum Leader: Miss S Hampshire

Learning across the Year 2016-17

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

Autumn Term	Spring Term	Summer Term
Autumn 1: Transition Project Still Image and Mime (Baseline Assessment)  Autumn 2: Darkwood Manor (Creating)	Spring: Melodrama (Performing)	Summer 1: Troy (Evaluation)
Homework	Homework	Homework
<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 a range of stories for drama e.g. fairy tales, realism, tragedy, comedy and fiction.</li><li>• Using BBC Bitesize research for the following drama techniques:<ul style="list-style-type: none"><li>- Thoughts Aloud</li><li>- Narration</li><li>- Physical Theatre</li><li>- Soundscape</li></ul></li><li>• Research a spooky scene from a story or book that can be incorporated within your final assessment improvisation of the story of Darkwood Manor.</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>• Research six types of Stock Character and their characteristics and their roles within a story.</li><li>•</li><li>• Line Learning Melodrama Play</li><li>• Rehearsal</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>• Research Greek theatre and the Story of Troy</li><li>• Students must type up a script of your final piece. This should include: dialogue and stage directions and could consider some lighting and sound choices.</li><li>• Rehearsal of Troy scenes with costume and props</li><li>• Self-Evaluation Write an evaluation of the scene you performed within the Troy play<ol style="list-style-type: none"><li>1. The character role you played within your scene and who they were within the story.</li></ol></li></ul>

		<ol style="list-style-type: none"> <li>2. The drama skills your group used within the performance e.g. Still Image, Mime, Thoughts Aloud, Stage Combat</li> <li>3. How well do you think your scene went? Discuss how people used and projected their voices, how roles were characterised on stage and if all members of your group remembered their lines and movement.</li> <li>4. How the audience responded to the scene e.g. did they laugh unexpectedly or stay silent at a comic moment?</li> <li>5. If you could perform the scene again is there anything you would do differently? Then draw an image of you in character with your costume with and prop and explain how your costume Related to the time period of your play.</li> </ol>
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
<p>Baseline – Week beginning: 5th Sep- 30th September 2016</p> <p>Darkwood Manor – Week beginning: 9th-16th January 2017</p> <ul style="list-style-type: none"> <li>• Pupils are required to create an interpretation of Darkwood Manor story using all drama skills learnt through the term</li> </ul>	<p>Melodrama - Week beginning: 13th - 20th March 2017</p> <ul style="list-style-type: none"> <li>• Pupils are required to learn lines from a short scripted play and perform to an audience</li> </ul>	<p>Troy – Week beginning: 5th- 26th June 2017</p> <ul style="list-style-type: none"> <li>• Pupils are required to complete a Self-Assessment sheet of learning of the unit.</li> <li>• Complete a Peer Evaluation sheet of peers performances</li> </ul>

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

<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>- Mime</li> <li>- Thoughts Aloud</li> <li>- Narration</li> <li>- Physical Theatre</li> <li>- Soundscape</li> </ul> <p>Task: Research into physical theatre, plan a short scene for the Darkwood Manor story where physical theatre can be used to create a spooky atmosphere.</p> <p>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>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>-</li> <li>- Mime</li> <li>- Exaggeration</li> <li>- Stock Characterisation</li> <li>- Sound Effects</li> <li>- Stage Combat</li> </ul> <p>Task: Research Charlie Chaplin, devise and film a silent movie style piece of drama</p> <p>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>Attend KS3 Drama club on a Monday to help improve performance skills.</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>- Stock Characters</li> <li>- Chorus</li> <li>- Narration</li> <li>- Thoughts Aloud</li> </ul> <p>Task: Design and label an amphitheatre, also create a model of the theatre</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 style="text-align: center;"><b>Recommended Resources</b></p>	<p style="text-align: center;"><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></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>	



<http://www.bbc.co.uk/learningzone/clips/topics/secondary.shtml#drama>

One student from each class will be selected to be Drama Prefect for the year, their role will include: leading starter activities, demonstrating work and leading evaluation discussions. As well as being a role model to others, supporting lower ability students in group work and assisting in Whole School Productions.

Year: 7

Subject: English

Curriculum Leader: Mrs Woolnough

Learning across the Year 2016-17

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Autumn Term	Spring Term	Summer Term
<p><b>War in Literature: Novel Study (Private Peaceful by Michael Morpurgo), War Poetry &amp; related Non-Fiction.</b> Students will draw on the ideas about war in their summer reading book (The Boy in the Striped Pyjamas) before looking at a range of other texts related to WW1. Students will read and study the themes of the novel Private Peaceful in detail, and also look at the methods used by the author to create a convincing narrative. As the unit progresses, students will also look at a range of WW1 war poetry, and non-fiction extracts related to WW1 such as propaganda, speeches, and accounts of those who were involved in the war. Students will use all of these texts to inform their own fiction and non-fiction writing.</p>	<p><b>Introduction to 19th Century Literature &amp; Short Stories</b> Students will initially study a range of extracts from 19th Century prose, poetry and drama in order to start becoming familiar with the writing style of the period. Students will study the different methods used to craft 19th Century Literature, before exploring themes, ideas and the key differences between the time periods in more detail. Students will then look specifically at the short story form, beginning with 19th Century shorts stories by Oscar Wilde, before looking at stories from the 20th Century. Students will look at how these stories are structured, with a view to writing their own.</p>	<p><b>A Midsummer Night's Dream:</b> Students explore a full Shakespeare play in detail, 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 units 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>Reading homework - texts selected from KS3 reading list.</p> <p><b>Literacy skills exercises (weekly)</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>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>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills

<p><b>Baseline – Week beginning: 5th Sep- 30th September 2016.</b> This will assess students' responses to unseen fiction extracts, as well as their ability to write coherently for specific forms/audiences/ purposes. Students' literacy skills will also be tested.</p> <p><b>Week beginning: 9th-16th January 2017</b> End of unit assessment to focus on the comparison of two war texts analysis (essay) in addition to a creative writing task based around one of the texts studied. Students will also be assessed on their literacy skills and knowledge of terminology.</p> <p>Speaking and Listening thresholds are gained through participation in class work across each term.</p>	<p><b>Week beginning: 13th - 20th March 2017</b> Students will be assessed on their ability to analyse 19th Century literature extracts and evaluate some of the ideas present within it. Students will also show their knowledge of short story structures by completing a writing task linked to way stories are structured. Students will also be assessed on their literacy skills and knowledge of terminology.</p> <p>Speaking and Listening thresholds are gained through participation in class work across each term.</p>	<p><b>End of Year 7 exam: Week beginning: 5th-26th June 2017</b> Students will be assessed on all content and skills developed across Year 7 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. Students will also be assessed on their literacy skills and knowledge of terminology.</p> <p>Speaking and Listening thresholds are gained through participation in class work across each term.</p>
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Autumn Term Challenge Tasks	Spring Term Challenge tasks	Summer Term 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>Read a full 19th Century text from suggested reading list. Complete additional research in order to be able to place the novel in its historical context. Research a writer not studied in class from the 19th Century 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.</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>	
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Year: 7

Subject: Product Design - Food

Curriculum Leader: Ms Litchfield

Learning across the Year 2016-17

Email: h.litchfield@holymfamily.waltham.sch.uk

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> <li>● Hygiene and Safety</li> <li>● Getting to grips – knife skills, make fruit fusion.</li> <li>● Presentations to the class on fruit/vegetable research.</li> <li>● Healthy Eating - Layered salad</li> <li>● Importance of milk. How to produce a production plan. Measuring liquids - make milkshakes</li> <li>● Nutrients- functions, dietary goals, eatwell plate - make soup</li> <li>● Breads from around the world - bread making - make rolls</li> <li>● Transference of heat. Label cooker diagram. Using a microwave - make croque-monsieur or pizza toast</li> </ul>	<ul style="list-style-type: none"> <li>● Fibre - make fruity flapjacks</li> <li>● Cooking safely and storing food safely - make fish cakes</li> <li>● Wise food shopping - make breakfast muffins (savoury muffins)</li> <li>● Where does our food come from - make fruit crumble</li> <li>● Make bread based pizza - healthy eating plate</li> <li>● Vegetarianism - make spicy bean burgers</li> </ul>	<ul style="list-style-type: none"> <li>● Batch production - make sweet muffins</li> <li>● Snacks - make cheese and onion triangles</li> <li>● Make Fruit plait</li> <li>● What makes food rise - scone experiments</li> <li>● High risk foods - make chicken nuggets</li> <li>● Design and make your own bread</li> </ul>
Homework	Homework	Homework
<ul style="list-style-type: none"> <li>● Design a Poster – “The need for hygiene when handling food”</li> <li>● Research one fruit (or one vegetable) and produce presentation.</li> <li>● Research the types of milk.</li> <li>● Make a cut out of your milkshake and write an evaluation.</li> <li>● Worksheet on pizza toast or croque - monsieur</li> <li>● Complete a sheet outlining your diet and how it can be improved.</li> <li>● ‘Where about’ work sheet</li> </ul>	<ul style="list-style-type: none"> <li>● Worksheet on flapjacks</li> <li>● Write an evaluation of fish cakes – include star diagram</li> <li>● Write up survey about breakfasts. Evaluate results.</li> <li>● Write production plan for pizza</li> <li>● Complete evaluation sheet on spicy bean burgers</li> </ul>	<ul style="list-style-type: none"> <li>● Research about batch and one-off production</li> <li>● Research about healthy snacks</li> <li>● Work out the cost of your nuggets and compare to the cost of McDonald’s nuggets.</li> <li>● Write up production plan for your own bread design.</li> <li>● Evaluate your own bread design.</li> </ul>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<p>Baseline test within first 4 weeks 5th Sept- 30 Sept 2016                      Research assessed from fruit presentation</p>	<p>Assessment 13th March - 20th march 2017                      Evaluation assessed via flapjacks, pizza and spicy bean burger practicals</p>	<p>Assessment 5th June- 12th June 2017                      Cooking skills assessed each practical (peer/self/teacher assessed)</p>

Cooking skills assessed each practical (peer/self/teacher assessed) Assessment 9th Jan - 20th Jan	Planning assessed via pizza practical. Cooking skills assessed each practical (peer/self/teacher assessed)	Research assessed via healthy snacks presentation. Designing assessed via bread project.
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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>• Research using more than one source.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a logical, sequenced time plan with times and health and safety points.</li> <li>• Writing a logical, sequenced time plan with times and health and safety points.</li> </ul>	<ul style="list-style-type: none"> <li>• Detail in annotation and analysing information</li> </ul>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
Resources as provided by department. Students need to bring ingredients and a labelled container to take cooked food home. <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	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. 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. Students should practise cooking the dishes at home.	

Year: 7

Subject: French

Curriculum Leader: Mrs J Heath

Learning across the Year 2016-17

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<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p>Induction</p> <ul style="list-style-type: none"><li>• Bonjour</li><li>• Alphabet</li><li>• Numbers</li><li>• Ages</li><li>• Months / Birthdays</li><li>• Presentation</li><li>• Dans mon sac</li><li>• Ma Salle de Classe</li><li>• J'adore le judo</li><li>• Les Goûts et les couleurs</li><li>• Tu as un animal?</li><li>• Ma Famille</li><li>• J'habite</li><li>• A Table</li><li>• Mon pays</li><li>• La météo</li></ul>	<ul style="list-style-type: none"><li>• Mon autoportrait</li><li>• Mon kit de survie</li><li>• Comment je me vois</li><li>• Et les autres</li><li>• Il est hypercool</li><li>• Revision</li><li>• En plus c'est moi</li><li>• Group work: Describing a musician</li></ul>	<ul style="list-style-type: none"><li>• Intercultural Understanding: Mon collège</li><li>• Les matières</li><li>• C'est génial</li><li>• J'ai cours</li><li>• Au collège en France</li><li>• Miam, miam</li><li>• Revision</li><li>• En plus: Mon collège au paradis</li><li>• Exams</li><li>• Group project: Mon emploi du temps</li><li>• 14 Juillet</li><li>• Frozen film clip</li></ul>
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<ul style="list-style-type: none"><li>• Practise introducing yourself</li><li>• Spelling test on greetings and alphabet or teach your parent</li><li>• Reading: Les animaux</li><li>• Writing: Introduce yourself 1</li><li>• Redraft</li><li>• Spelling test</li><li>• Reading: Sept couleurs</li><li>• Writing: Introduce yourself 2</li><li>• Redraft</li><li>• Reading: Léon le caméléon</li><li>• Spelling test</li><li>• Reading: Feuille 6.1</li><li>• Reading: Une histoire a suivre</li></ul>	<ul style="list-style-type: none"><li>• Mini flashcards</li><li>• <b>Extended homework project</b></li><li>• Reading: La vie d'un scientifique</li><li>• Writing: Introduce yourself 3</li><li>• Redraft</li><li>• Spelling test</li><li>• Reading: Mon grand-père</li><li>• Prepare answers for speaking exam</li><li>• Mini flashcards</li></ul>	<ul style="list-style-type: none"><li>• Reading: Une journée en troisième</li><li>• Spelling test on school subjects</li><li>• Reading: La fete votive</li><li>• Writing: Moi au collège</li><li>• Redraft</li><li>• Spelling test</li><li>• Reading: La Festival d'Abéné</li><li>• Mini flashcards</li><li>• Prepare answers for speaking assessment</li><li>• Research the events of the French revolution</li></ul>

<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
<p>All redrafted written homework will be assessed according to the new marking criteria for writing based on the new GCSE.</p> <p><b>Baseline exam week beg 30th Sept</b></p>	<p><b>Writing assessment: Week beg 9th Jan</b></p> <p>March 2016: Module 1 assessments in Listening, Speaking, Reading &amp; Writing</p>	<p>June/July 2016: Module 2 assessments in Listening, Speaking, Reading &amp; Writing</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>▪ Designing a classroom</li> <li>▪ Talking about different animals</li> </ul>	<p>See autumn term.</p> <ul style="list-style-type: none"> <li>▪ Weather forecast</li> <li>▪ Describing a favourite musician</li> </ul>	<p>See autumn term.</p> <ul style="list-style-type: none"> <li>▪ Your ideal timetable</li> <li>▪ Your ideal school day</li> <li>▪ What you eat</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 7 (supplied in October 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.bbc.co.uk/education">www.bbc.co.uk/education</a></li> <li>5. <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></li> <li>6. Youtube</li> <li>7. Duolingo (available in 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 homework</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 the <i>TONIC</i> strategy.</li> </ul>	



Year: 7

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>My local environment</u></b> (with core/extended &amp; challenge)</p> <ul style="list-style-type: none"> <li>● What is my local environment like?</li> <li>● Data collection (fieldwork)</li> <li>● Data presentation</li> <li>● Data analysis</li> <li>● Secondary data / research / report</li> </ul> <p><b><u>Weather &amp; climate</u></b></p> <ul style="list-style-type: none"> <li>● Difference between weather and climate</li> <li>● Latitude and longitude</li> <li>● Britain's climate</li> <li>● Climate graphs</li> <li>● Water cycle</li> <li>● Factors affecting temperature</li> <li>● Types of rain</li> <li>● School microclimate DME</li> </ul>	<p><b><u>Megacities</u></b></p> <ul style="list-style-type: none"> <li>● Impressions of a megacity</li> <li>● Global spread of megacities</li> <li>● Why are megacities growing? Why did Sunil go to Kolkata?</li> <li>● Nairobi vs. Wajir (Kenya) – a comparison</li> <li>● Slums</li> </ul> <p><b><u>O.S. map skills</u></b></p> <ul style="list-style-type: none"> <li>● Direction and distance / route to school (Digimap)</li> <li>● 4 figure grid references</li> <li>● 6 figure grid references</li> <li>● Map symbols</li> <li>● How is height shown on a map?</li> </ul>	<p><b><u>Applying O.S. map skills</u></b></p> <ul style="list-style-type: none"> <li>● Ben Nevis DME</li> </ul> <p><b><u>Atlas skills &amp; digital mapping (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>● Various selected Edina Digimap exercises</li> </ul>
<p style="text-align: center;"><b>Homework</b></p>	<p style="text-align: center;"><b>Homework</b></p>	<p style="text-align: center;"><b>Homework</b></p>
<ul style="list-style-type: none"> <li>● Secondary research / report on my local environment (extended project style)</li> <li>● Weather diary</li> <li>● 3D model of one type of rainfall</li> <li>● Exercises on explaining temperature differences</li> </ul>	<ul style="list-style-type: none"> <li>● Comparing Nairobi and Wajir</li> <li>● Global distribution map of megacities</li> <li>● Route to school (Edina Digimap exercise)</li> <li>● Various exercises to consolidate map skills</li> </ul>	<ul style="list-style-type: none"> <li>● Atlas skills revision for test on UK, Europe and World physical features, plus country identification from shapes</li> <li>● Edina Digimap exercises</li> </ul>
<p>Assessment Dates/Topics/Skills</p>	<p>Assessment Dates/Topics/Skills</p>	<p>Assessment Dates/Topics/Skills</p>

<ul style="list-style-type: none"> <li>Primary data presentation &amp; analysis, plus secondary research report on my local environment (all part of the baseline assessment): Sept 2016</li> <li>School microclimate DME: (Early Jan 2017)</li> </ul>	<ul style="list-style-type: none"> <li>Essay: Why did Sunil go to Kolkata? (Feb 2017)</li> <li>Extended project on megacities (Mid March 2017)</li> </ul>	<ul style="list-style-type: none"> <li>Atlas skills test (late June 2017)</li> <li>D of E expedition route card &amp; account of walk around the Quiraing (late May 2017)</li> <li>Ben Nevis DME</li> </ul>
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Autumn Term	Spring Term	Summer Term
<p>Challenge Tasks</p> <ul style="list-style-type: none"> <li>Expert use of Edina Digimap for presenting cartographic information</li> <li>Expectation of wider range and more detailed developed ideas</li> <li>Expectation that students with a high baseline attainment use the challenge resources and complete the challenge tasks</li> </ul>	<p>Challenge tasks</p> <ul style="list-style-type: none"> <li>Use of advice and guidance relevant for challenge tasks</li> <li>Detailed, evidenced, research report into issues in one megacity, showing explicit links between them</li> </ul>	<p>Challenge Tasks</p> <ul style="list-style-type: none"> <li>Students use more detailed resources to help substantiate their explanation of the hardest way up Ben Nevis. Student leadership opportunities.</li> <li>Higher ability Quiraing route cards to be completed in detail, including elevation changes; students to lead groups</li> </ul>
<p>Recommended Resources</p>	<p>Independent Learning Expectations</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</li> </ul>	<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>	

Gallagher & Richard Parish; ISBN  
9 – 780199- 134519

- New Extensions (part of the 'Key Geography' series); published by Nelson Thornes; by David Waugh, with David Gardner; ISBN: 9 – 780748 – 777181
- Earthworks 3 (part of the 11-14 Geography project); published by John Murray; by John Widdowson; ISBN: 9 – 780719 – 570742
- Thinking Geography – a higher ability course for KS3; published by Hodder & Stoughton; by Garrett Nagle; ISBN: 9 – 780340 - 742839

Year: 7

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: My Environment</p> <ul style="list-style-type: none"><li>● Robert Wigram</li><li>● The role of Holy Family school building</li><li>● Discovering how Walthamstow has changed over time.</li></ul> <p>What is History and why do we study it?</p> <p>Autumn 2: With focus on the Norman conquest, students will answer the following key questions.</p> <ul style="list-style-type: none"><li>● Who had the strongest claim to the throne?</li><li>● Why did they start a battle?</li><li>● What was the Battle of Hastings?</li><li>● Why did William win?</li><li>● What changes did he make to Britain?</li><li>● How did he sustain power by introducing the Domesday book building castles?</li></ul>	<p>Spring 1: A study on Medieval Britain to debate who had more power; church or crown?</p> <ul style="list-style-type: none"><li>● What was life like in a medieval village?</li><li>● What role did monks and nuns have?</li><li>● Murder of Thomas Becket</li><li>● King John</li><li>● Was King John bad or just unlucky?</li></ul> <p>Spring 2: Continue to develop on the above and consider the role of parliament</p> <ul style="list-style-type: none"><li>● Why did King John sign the Magna Carta?</li><li>● How did people react to the Magna Carta?</li><li>● Peasant revolt</li><li>● Impact of the Peasant revolt</li><li>● Evaluate church vs crown</li></ul>	<p>Summer 1: Students will continue to study the church vs crown and explore how the church lost power in the 16th Century under Henry VIII</p> <ul style="list-style-type: none"><li>● Was the church in need of reform in the 16th Century?</li><li>● Why did Henry VIII want to break from Rome?</li><li>● How did the break from Rome happen?</li><li>● How did it impact life in Britain?</li><li>● How were the monasteries dissolved?</li></ul> <p>Summer 2: Students will gain an understanding of the different interpretations of Queen Elizabeth I</p> <ul style="list-style-type: none"><li>● What did Elizabeth inherit?</li><li>● Why is she considered such an important monarch?</li><li>● Does everyone view her as important monarch?</li></ul>
<p><b>Homework</b></p>	<p><b>Homework</b></p>	<p><b>Homework</b></p>
<p>My environment research My environment presentation Source questions, poster, descriptive writing, diary entries. Individual research, presentation about the Battle of Hastings,</p>	<p>Reflection on Becket's murder. Project about the Peasants Revolt and the impact it made. Specific content will be placed on show my homework.</p>	<p>Source questions about Elizabeth 1, research into the dissolution of the monasteries including local research of Waltham Abbey.</p>

poster of the feudal system. Specific content will be placed on show my homework.		
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
Autumn 1: Baseline test - students will have the opportunity to express their skills as a Historian Autumn 2: Why was the Church so important in the Medieval period?	Spring 1: What impression does the source give of King John?	Summer 1: Source questions on Pilgrimage of Grace  Summer 2: End of year exam to assess all knowledge and skills
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
Student Leadership  Research projects	Student Leadership  Research projects	Student Leadership  Research projects
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
Websites: BBC websites <a href="http://www.schoolhistory.com">www.schoolhistory.com</a> <a href="http://www.activehistory.co.uk">www.activehistory.co.uk</a> <a href="http://www.historyonthenet.com">www.historyonthenet.com</a> <a href="http://www.historytoday.com">www.historytoday.com</a>	All homework completed on time and to a high standard Well-presented books in line with the Holy Family expectations Pride in work Working with peers to achieve the set goals Read over work at home to consolidate learning	

Year: 7

Subject: Mathematics

Curriculum Leader: Ms Ward

Learning across the Year 2016-17

Email: [a.ward@holyfamily.waltham.sch.uk](mailto:a.ward@holyfamily.waltham.sch.uk)

Autumn Term	Spring Term	Summer Term
<p>Mathematics Mastery.</p> <p>AUTUMN 1 Solve word problems (add and subtract)</p> <ul style="list-style-type: none"><li>• Place value of whole numbers up to 10 million</li><li>• Addition and subtraction of integers</li><li>• Addition and subtraction of integer</li><li>• Addition and subtraction of decimals</li></ul> <p>AUTUMN 2 Explain and investigate (multiply and divide)</p> <ul style="list-style-type: none"><li>• Multiplication and division of integers</li><li>• Multiplication and division of decimals</li><li>• Further applications of multiplication and division</li></ul>	<p>Mathematics Mastery.</p> <p>SPRING 1 Geometry</p> <ul style="list-style-type: none"><li>• Working with units</li><li>• Angles and angle properties of straight lines</li><li>• Properties of triangles</li><li>• Properties of quadrilaterals</li><li>• Symmetry and Tessellations</li></ul> <p>SPRING 2 Fractions</p> <ul style="list-style-type: none"><li>• Understand and use fractions</li><li>• Fractions of amounts</li><li>• Multiply and divide fractions</li></ul>	<p>Mathematics Mastery.</p> <p>SUMMER 1 Applications of algebra</p> <ul style="list-style-type: none"><li>• Order of operations</li><li>• Introduction to algebra</li><li>• Algebraic generalisation</li></ul> <p>SUMMER 2 Percentages and statistics</p> <ul style="list-style-type: none"><li>• Percentages</li><li>• Working with data</li><li>• Project work</li></ul>
Homework	Homework	Homework
<ul style="list-style-type: none"><li>• Extended project homework.</li><li>• Tasks from Mathematics Mastery workbook</li><li>• Tasks from MyMaths</li></ul>	<ul style="list-style-type: none"><li>• Tasks from Mathematics Mastery workbook</li><li>• Tasks from MyMaths</li></ul>	<ul style="list-style-type: none"><li>• Tasks from Mathematics Mastery workbook</li><li>• Tasks from MyMaths</li></ul>

Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
Year 7 baseline test. Students put into sets. Mathematics Mastery pre and post-test every half term.	Mathematics Mastery pre and post-test every half term.	Mathematics Mastery pre and post-test every half term. End of year 7 test.

Year: 7

Subject: Mathematics

Autumn Term	Spring Term	Summer Term
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
Unused tasks from workbooks. Independent study using MyMaths. Independent study using MathsWatch VLE. G&T newsletter tasks.	Unused tasks from workbooks. Independent study using MyMaths. Independent study using MathsWatch VLE. G&T newsletter tasks. Students from top sets selected for Junior Maths Challenge.	Unused homework tasks from workbooks. Independent study using MyMaths. Independent study using MathsWatch VLE. G&T newsletter tasks.
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<ul style="list-style-type: none"> <li>• <a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a></li> </ul> School login: hfcs Password: minus. <ul style="list-style-type: none"> <li>• <a href="http://www.mathswatchvle.com">www.mathswatchvle.com</a></li> </ul> School centre ID: holyfamilycath Username: fullname (ie. johnsmith) Password: family <ul style="list-style-type: none"> <li>• Mr Barton Maths.</li> <li>• <a href="http://www.hfmaths.co.uk">www.hfmaths.co.uk</a></li> </ul>	Complete homework. Read over notes prior to the next lesson in order to facilitate continuous progression. Use of MyMaths and MathsWatch to identify and address area of weakness.	

Year: 7

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>Transition Project</u> - Our musical Environment</p> <p><u>Music 101</u>- to include work on singing (how to sing, choir voices, warm ups), music theory, and how to arrange a mashup</p>	<p><u>Theory by Recorders</u> - This is a scheme of work which links learning/developing recorder playing to musical notation and theory.</p>	<p><u>Programme Music</u> - This scheme of work will explore music which has a narrative, developed from a stimulus. Students will explore how to apply the elements of music to composing to a set brief.</p>
Homework	Homework	Homework
<p>Week 1- Write a short list (5 names) of female singers.</p> <p>Week 3- Research the elements of music and come with a 10 word definition of each one</p> <p>Week 4- Create a 5 question quiz on the elements you have learnt about so far</p> <p>Week 6- Theory worksheets to consolidate in class learning</p> <p>Week 8- Revision for the written assessment</p> <p>Week 11- Practice and perfect your mashup</p>	<p>Week 1 - Draw a poster detailing how to read the treble clef.</p> <p>Week 3 - Create a student guide to notation covering everything we have looked at so far in class.</p> <p>Week 6 - Revise for theory test next week.</p> <p>Week 8 - Create an 'idiot's guide' to playing the recorder. You will need to think about: Finger positions, Mouth position and Breathing, Don't forget the thumb. You may add diagrams and pictures to help your learners.</p> <p>Week 10 - Create a guide to music theory covering: Treble Clef, Note Values, Dotted notes, Tied notes, Sharps and flats, Semi-tones and Tones, Enharmonics, Staccato, Legato, Time signatures and Scales (G, G and F)</p> <p>Week 11 - Revise for end of unit test using your created guide to music theory. how</p>	<p>Week 1- Do you think programme music is interesting? Why/why not? You must give at least two reasons and write 150 words.</p> <p>Week 3- Find out about Camille Sans-Saens and write down the names of the programme music he wrote.</p> <p>Week 5- Listen to one of Sans-Saens other "animals" from the carnival and explain how each of the elements of music are being used.</p> <p>Week 7- Revise for the week 8 exam on "The Elephant".</p> <p>Week 9- You will be given a poem or a picture. You must explain how you would expect a piece of programme music based on it to sound.</p> <p>Week 11- Listen to the two pieces of music on Show My Homework and either draw a picture/write a poem/write a description of what it may represent.</p>
Assessment Dates/Skills/Topics	Assessment Dates/Skills/Topics	Assessment Dates/Skills/Topics
<p>Week 9 Musical elements and theory Exam</p> <p>Week 12 GCSE style assessment of mashup</p>	<p><u>Week 6</u> Solo recorder performance assessment.</p> <p><u>Week 7</u> Theory Test</p> <p><u>Week 11</u></p>	<p>Week 8- Music analysis exam on "The Elephant" by Camille Sans-Saens</p> <p>Week 12- Composition assessment</p>



	Group recorder performance  Week 12 end of unit Theory exam	
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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>Explore the musical instruments on the BBC Music Bitesize - <a href="http://www.bbc.co.uk/education/topics/zpr97ty/resources/4">http://www.bbc.co.uk/education/topics/zpr97ty/resources/4</a></li> <li>Explore Melody, Harmony and Tonality on the BBC Music bitesize - <a href="http://www.bbc.co.uk/education/topics/znck2hv">http://www.bbc.co.uk/education/topics/znck2hv</a></li> <li>Explore Rhythm on the BBC Music bitesize <a href="http://www.bbc.co.uk/education/topics/zf9dxnb">http://www.bbc.co.uk/education/topics/zf9dxnb</a></li> <li>Explore texture on the BBC Music bitesize <a href="http://www.bbc.co.uk/education/topics/zykw6sg">http://www.bbc.co.uk/education/topics/zykw6sg</a></li> </ul>	<p>Gamelan</p> <ul style="list-style-type: none"> <li>Use youtube to find out more about recorder music and playing the recorder.</li> <li>Use <a href="http://www.musictheoryvideos.com/">http://www.musictheoryvideos.com/</a> and <a href="http://www.musictheory.net/">http://www.musictheory.net/</a> to practice and learn more about music theory.</li> <li>Practice recorder at lunchtimes or outside of school (if a recorder is available at home).</li> <li>Explore Notation on the BBC Music bitesize - <a href="http://www.bbc.co.uk/education/topics/zs48mp3">http://www.bbc.co.uk/education/topics/zs48mp3</a></li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Listening to the rest of the Carnival of the Animals</li> <li>Analysing other pieces of programme music using DR SMITH</li> <li>Listening to (and researching) the opposite style, absolute music</li> <li>Using BBC bitesize to further develop vocabulary and knowledge <a href="http://www.bbc.co.uk/schools/gcsebitesize/music/western_tradition/programme_music1.shtml">http://www.bbc.co.uk/schools/gcsebitesize/music/western_tradition/programme_music1.shtml</a></li> </ul>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<p>BBC Music Bitesize - <a href="http://www.bbc.co.uk/education/subjects/zmsvr82">http://www.bbc.co.uk/education/subjects/zmsvr82</a>  <a href="http://www.your-personal-singing-guide.com/choir-singing.htm">http://www.your-personal-singing-guide.com/choir-singing.htm</a>  <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.last.fm">http://www.last.fm</a></p>	<p>A large percentage of music work is group work apart from music theory work, recorder 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>	<p>A large percentage of music work is group work apart from music theory work, recorder 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: 7

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
Baseline testing  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><li>• Extended homework project (23/01/17)</li></ul>	<ul style="list-style-type: none"><li>• Questions relevant to lesson content</li></ul>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
Baseline testing - 5/09/16-30/09/16	Assessment 1 - January 2017 Assessment 2 - March 2017	Assessment 3 - June 2017

Year: 7

Subject: PE

Autumn Term	Spring Term	Summer Term
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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>
<p style="text-align: center;"><b>Independent Learning Expectations</b></p>		
<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: 7

Subject: RE

Curriculum Leader: Mr Norman

Learning across the Year 2016-17

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Autumn Term	Spring Term	Summer Term
An Introduction to the Bible Revelation and Faith God's Promises fulfilled	The Saviour The Church	The Sacraments Christianity and other Faiths
Homework Based on the following topics	Homework Based on the following topics	Homework Based on the following topics
Creating a scripture scroll God's covenant with Abraham The story of David The story of Solomon The Jewish exile The role of Zechariah The role of Mary The role of Elizabeth The incarnation of God	Making an oil lamp John the Baptist The Beatitudes Jesus' mission Jesus the teacher Pentecost The Birth of the early Church Early Church history The spread of Christianity (early Church)	The nature of the Sacraments The Sacrament of Baptism The lost Son Reconciliation The Sacrament of the sick The spread of Christianity (the developing Church) Christian missionaries The work of the Holy Spirit Some major world Religions
<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. There will also be a baseline assessment  a) What is the story of Abraham revealing to us about God? b) What is it telling us about Abraham?  Imagine you are a Jew living at the same time as Jesus. Write a letter to a friend saying why	At the end of each unit in February and March  Choose two of the Beatitudes. Explain how they could inspire you and other people to make your school a better place.  If Christianity were outlawed today how would this affect: 1. Your life?      b. Your family?	At the end of each unit in May and June  "Prayer is all that is necessary to build a close relationship with God. The sacraments, therefore, are not needed."  Explain the <b>meaning</b> and the <b>purpose</b> of a liturgical celebration in another faith.

you believe Jesus is the Messiah and why some people disagree. Quote from the Old Testament in your letter.	c. Your education?      d. Our society?	
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Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<p>Imagine you are the head of a refugee family: news has just come through that you can return home to your own land if you wish.</p> <p>Think about:</p> <ul style="list-style-type: none"> <li>● reasons for returning;</li> <li>● reasons for staying.</li> <li>● Consider different opinions within the family, for example, elderly members, children, teenagers.</li> </ul> <p>What would be the most important factors that would influence your final decision?</p>	<p>SEE EXTENDED PROJECT TITLE ON SHOW MY HOMEWORK.</p>	<p>Find out everything you can about your own baptism. Interview your parents. Who were your god-parents? Who was present? Why did your parents decide to have you baptised?</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>SHOW MY HOMEWORK</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>	

Year: 7

Subject: Product Design - RM

Curriculum Leader: Mr S.Nandlal

Learning across the Year 2016-17

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Autumn Term	Spring Term	Summer Term
<p><b><u>HEALTH &amp; SAFETY</u></b></p> <ul style="list-style-type: none"><li>● Pupils will learn workshop rules and routines.</li><li>● They will research H&amp;S signs and detailed discussions on safety in the workshop. This aspect will conclude, for assessment, with the creation of</li><li>● An A3 size poster to promote correct H&amp;S at Holy Family Catholic School</li></ul> <ul style="list-style-type: none"><li>● <b><u>Bottle opener</u></b></li><li>● Discuss and show e.g. to show anthropometrics and ergonomics.</li><li>● Discuss use of levers in daily life.</li><li>● Demo use of 2 lengths of B.O to show leverage</li><li>● Discuss different classes of levers</li><li>● Worksheet on 4 initial designs for BO</li><li>● Transfer best design onto modelling card</li><li>● Use odd-leg callipers to get centre line.</li><li>● Transfer card design onto metal.</li><li>● Demo clamping and filing technique. Two methods-draw/cross filing.</li><li>● Demo filing of finger grips-half round file</li><li>● Draw the tangents</li><li>● Complete polishing process and use the polisher.</li><li>● Mask off area not to be dip coated using masking tape.</li><li>● Heat opener and dip coat.</li><li>● Remove masking tape</li><li>● Refine edge of plastic using craft knife.</li><li>● Remove adhesive and polish using brasso metal polish.</li><li>● Evaluate use and mark practical</li></ul>	<p><b><u>Maze on Techsoft 2D 5 weeks</u></b></p> <ul style="list-style-type: none"><li>● Pupils to learn to draw a UNIQUE MAZE by using a 2D drawing software –Techsoft 2D Design.</li><li>● Use for drawing tools</li><li>● How to draw entry gates by deleting unwanted lines</li><li>● How to colour drawings or parts of.</li></ul> <p><b><u>Aluminium key tag 2 weeks</u></b></p> <ul style="list-style-type: none"><li>● For 2 lessons, pupils will design and make an aluminium key tag.</li><li>● Pupils will work on card(initial designs)</li><li>● Transfer onto aluminium</li><li>● Using tin snips, cut out their design.</li><li>● File rough edged- use wet/dry paper if necessary</li><li>● Polish the key tag with the polisher</li><li>● During the second lesson, pupils may attempt to create or improve their first design. A second key tag may be made if time permitting.</li></ul> <p><b><u>Sketchup : Night Light 5 weeks</u></b></p> <ul style="list-style-type: none"><li>● Learn Basic concepts and the function of drawing tools in the software-’ How to sheets’</li><li>● Mini assessment on a basic design of a house</li><li>● Adding texture/materials/importing of designs</li><li>● Final Assessment: Pupils draw the Night light by using most of the functions of Google sketchup</li></ul> <p><b>NB: Google sketchup may be downloaded free from the internet</b></p>	<p><b><u>Night Light</u></b></p> <ul style="list-style-type: none"><li>● Research – analysis of existing products/ basic circuit written out</li><li>● Card designs stuck on moulds</li><li>● Colour chosen and moulds placed on</li><li>● Selected Polystyrene sheet.</li><li>● On bordered paper copy out working drawing of base.</li><li>● Vac form moulds as they draw their sheets</li><li>● Use Gerbil to remove mould from sheets.</li><li>● Discuss position of the support bracket and therefore the position of the hole.</li><li>● Mark out acrylic blanks according to the worksheet. Add centre for the shade. Use of marking out tools</li><li>● Drill holes</li><li>● File edges of the acrylic</li><li>● Glass paper edges</li><li>● Use polisher to achieve a shiny finish</li><li>● Line bend the acrylic when finish is achieved.</li><li>● The distribution of components. Discuss the use of each component. Demo wire stripping, Do a dry assembly. Demo soldering</li><li>● Solder components together</li><li>● Complete soldering and assemble project.</li><li>● Glue bracket to shade</li><li>● Write an evaluation of their project on bordered paper.</li></ul>

Homework	Homework	Homework
<ul style="list-style-type: none"> <li>• Worksheet on levers</li> <li>• Do research and find 5 facts on mild steel</li> <li>• Initial and final design</li> <li>• Using diagrams, show the difference between cross and draw filing</li> <li>• Write out safety rules for using the pillar drill.</li> <li>• W/sheet on polishing your work</li> <li>• W/sheet on use of polisher</li> <li>• W/sheet on dip coating</li> <li>• Write out a detailed evaluation. Good points bad points and changes to be made.</li> <li>• What are tangents?</li> </ul>	<ul style="list-style-type: none"> <li>• Research on existing mazes with annotation.</li> <li>• Worksheet on aluminium-recycling</li> <li>• Complete the basic design of a house.</li> <li>• Complete the design of the NIGHT LIGHT on Sketchup</li> </ul>	<ul style="list-style-type: none"> <li>• Research on existing products to get inspiration</li> <li>• Draw 4 Initial Designs</li> <li>• Draw 1 Final design – use colour and in 3D</li> <li>• Worksheet on vacuum forming, soldering, H&amp;S for the polisher</li> <li>• Safety rules when using the pillar drill</li> <li>• Worksheet on 'How to solder"- pupils to watch a video and answer questions</li> </ul>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<ul style="list-style-type: none"> <li>• Card design- Does it work? - Peer assessment</li> <li>• Finger grips- peer assessment- Does it fit the user?</li> <li>• Successful tangent cut out</li> <li>• Successful polishing outcome- any unwanted scratches visible?</li> </ul>	<ul style="list-style-type: none"> <li>• Basic maze assessment</li> <li>• Final maze</li> <li>• Key tag -first project</li> <li>• Key tag- final design</li> <li>• Sketchup- basic design of a house</li> <li>• Design of the Night Light</li> </ul>	<ul style="list-style-type: none"> <li>• Initial design-peer assessment</li> <li>• Card/mould design- will it work?</li> <li>• Are the edges of the acrylic smooth</li> <li>• Successful vacuum forming</li> <li>• Drill hole in the correct position</li> <li>• Final design</li> </ul>

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<ul style="list-style-type: none"> <li>• Development of a complex card design</li> <li>• Creation of a unique and complex final design</li> <li>• Creation of a unique CLAW that is different but works to open a bottle.</li> </ul>	<ul style="list-style-type: none"> <li>• Uniqueness of final design</li> <li>• Creation of entry gates and blocks-complexity of design.</li> <li>• Creation of safe key tag</li> <li>• Produce a professional finish to the key tag</li> <li>• Use of correct materials, size, colour, proportions, use of shadow. Show fine detail of the design to make it appear as real as possible</li> </ul>	<ul style="list-style-type: none"> <li>• Unique and make able design</li> <li>• Multiple layer of card</li> <li>• Finish of the edges of the acrylic</li> <li>• Vacuum forming – demonstrate to peers</li> <li>• Excellent finish on completion of the project</li> </ul>
Recommended Resources	Independent Learning Expectations	
<p>Video on 'How to solder'  <a href="http://www.technologystudent.com">www.technologystudent.com</a>,</p>	<ul style="list-style-type: none"> <li>• Complete peer assessment with correct terminology</li> <li>• Creation of interesting and challenging card models(Bottle opener/ key tag/night light) to ensure that making is a success</li> </ul>	

[www.howitworks.com](http://www.howitworks.com)

[www.bbcbitsize.co.uk](http://www.bbcbitsize.co.uk)

- Draw realistic designs using Techsoft 2D Design tools
- Some evidence of disassembly or use of components of a simple circuit. Application of learnt processes in future related projects. Pupils can confidently communicate their designs with members of the class and use of tools and machinery to create unique designs. Problem solving skills are continuously displayed
- Downloading of Sketchup
- Use of a **variety** of drawing tools to produce a 3D drawing as real as possible

NB: use of YOUTUBE for tutorials on Sketchup



Year: 7

Subject: Science

Curriculum Leader (KS3): Mr Frempong

Learning across the Year 2016-17

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Autumn Term	Spring Term	Summer Term
Acids & Alkalis Cells Reproduction Forces	Structure & function of body systems Particles and their behaviour Elements, atoms and compounds Reactions Space	Sound Light Science project
Homework	Homework	Homework
1. Homework activity C1 4.3 Neutralisation (investigation). 2. Acids and alkalis crossword. 3. Homework activity B1 1.4 Observing Diffusion (investigation). 4. Making a model cell. 5. Homework activity B1 3.7 Successful seeds. 6.Reproduction leaflet 7. Homework activity P1 1.3 investigating friction.(investigation) 8. Journey of a pram.	1. Homework activity B1 2.6 Investigating Muscle Fatigue. (Investigation). 2. Being Fit and Healthy... 3. Homework activity C1 1.3 Observing the cooling of stearic acid. (Investigation). 4. The heating curve of water. 5. Homework activity C1 2.3 Introducing Compounds. (Investigation). 6. Elements homework 7. Homework activity C1 3.3 Do all Fuels release the same amount of energy? 8. Acids Fizz 9. Debate on manned and unmanned space missions. 10. The solar system.	1.String Telephones 2. Designing ear defenders. 3. Homework activity P1 3.3 Investigating refraction. 4. Light questions. 5. Science investigation projects
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
Topics: Acids & Alkalis and Cells Skills: Researching/Analysing/Recording/Calculating.(Rc)  Topics: Reproduction and Forces Skills: Researching/Analysing/Recording/Calculating.	Topic: Structure & function of body system and particles and their behaviour. Skills: Planning/Observing/Analysing/Evaluating(Ob)  Topic: Particles and their behaviour and Structure & function of body system.  Skills: Planning/Observing/Analysing/Evaluating	Topic: Elements ,atoms and compounds Skills: Analysing/Calculating/Investigating.(Iv)  Topic (End of year assessment): Cells & Reproduction Acids and alkalis, forces, structure & function of body system, particles and their behaviour, elements, atoms & compounds, sound, light, space and Reaction. Skills: Analysing/Calculating/Investigating.

Autumn Term	Spring Term	Summer Term
<p align="center"><b>Challenge Tasks</b></p>	<p align="center"><b>Challenge tasks</b></p>	<p align="center"><b>Challenge Tasks</b></p>
<p>1. C1 4.3 Soil pH.  2. B1 1.1 Cells challenge.  3. B1 1.1 Fertility Treatments.  4. B1 1.4 International Space Station.</p>	<p>1. B1 2.5 Hip Replacement.  2. B1 1.3 Safer Roads.  3. C1 2.2 Elements on Earth.  4. C1 3.1 Kitchen Chemistry.  5. P1 4.2 Solar system tourist.</p> <p>Extended project: Healthy Pregnancy.</p>	<p>1. P1 2.4 The science of Music.  2. P1 3.4 Pinhole camera.</p> <p>Projects: Chemistry (Superheroes)-Elements.  Physics (Rockets)- Forces</p>
<p align="center"><b>Recommended Resources</b></p>	<p align="center"><b>Independent Learning Expectations</b></p>	
<p><a href="http://www.bbc.co.uk/schools/GCSEbitesize/chemistry">www.bbc.co.uk/schools/GCSEbitesize/chemistry</a>  <a href="http://www.kerboodle.com">www.kerboodle.com</a></p>	<p>Research and display or present work to others.</p>	

