

# Curriculum Information

Year 9

2016-17

Year: 9  
Learning across the Year 2016-17

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

Autumn Term	Spring Term	Summer Term
Surreal World 1. Surrealism ppt 2. Artist study 3. Surreal collage 4. Perspective drawing 5. Painting techniques 6. Surreal World painting	Extraordinary 1. Pop Art ppt 2. Everyday objects 3. Work in the style of Warhol 4. Claes Oldenberg group plan 5. Everyday object sculpture 6. Sculpture Photography + evaluation 7. Pop art presentations	Express yourself 1. Introduction to the artist Banksy 2. Stencilling from template 3. Cutting/spray painting on various surface textures and colours 4. Design own "ironic" stencil 5. Study of photography using black and white chalk 6. Introduction to the linocut process and Expressionist artists 7. Linocut design. Students can re-use Photoshop stencil design or develop a second image to use (Photoshop filters could be used) 8. Students to transfer design onto the linocut free hand or by using tracing paper. 9. Cutting lino 10. Printing 11. Double printing
Homework	Homework	Homework
1. Summary and collect images 2. Collect magazines 3. Finish collage in own time 4. Collect primary and secondary sources to draw from	1. Title Page & Summary 2. Warhol homework 3. Lichtenstein comic strip 4. Oldenberg research and analysis 5. Refine sculpture in group 6. Research and plan presentation in group	1. Banksy analysis 2. Pure Evil analysis 2. Expressionist artist 3. Plan design and bring in images 4. Creating a lino design
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
Key Skills: Drawing Painting Collage Photomontage Research + analysis Idea development Making decisions	Key Skills: Drawing 3D Photoshop Stencilling Research + analysis Idea development Making decisions	Developing drawing skills through exploring portraiture Exploring different printing process, Stencil, linocut, direct and indirect mono printing Experimenting with ICT software

Resilience Resourcefulness Reciprocity Reflectiveness	Resilience Resourcefulness Reciprocity Reflectiveness	
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Autumn Term Challenge Tasks	Spring Term Challenge tasks	Summer Term Challenge Tasks
<p>Teach Photoshop to a group of students. Research and present various painting techniques. Teach a technical painting technique to rest of class to incorporate into outcome. Teach surrealism to parent at home using a power point Learn about art movements that came before and after Surrealism and how they connect/reject one another.</p>	<p>Teach Photoshop to a group of students. Develop your stencil work to 3 or more colours and experiment with different backgrounds Lead your group in creating sculptures that consider structure, form and balance. Develop your drawing skills by practicing texture and tone from observation before attempting class tasks</p>	<p>To create a presentation/lesson on Art and Propaganda to delivery to the class. Students can create a PowerPoint or a set of activities to illustrate their findings.</p>
Recommended Resources	Independent Learning Expectations	
<p>Students MUST have: drawing pencils (2B/4B), rubber, sharpener, colouring pencils and a glue stick. 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. Those planning to take GCSE Art could also consider developing their work further</p>	

Year: 9

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 1: Craig and Bentley (Exploring) Autumn 2: Arson About (Exploring)	Spring 1: Stanislavski (Performing) Spring 2: Didactic Theatre (Performing)	Summer 1: Devising from Stimulus (Evaluating) Summer 2: Devising Project (Evaluating)
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
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.  <ol style="list-style-type: none"><li>1. Research 10 facts about capital punishment in Britain</li><li>2. Read the script Arson About</li><li>3. Write a logbook entry for how you developed a performance</li></ol>	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.  <ol style="list-style-type: none"><li>1. Research 'Emotional Memory' and 'Magic If'</li><li>2. Create an 'Inner Monologue' for your character</li><li>3. Create a script for a scene one year later</li></ol>	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.  <ol style="list-style-type: none"><li>1. Write up your live theatre performance notes</li><li>2. Create a first draft of your theatre review</li><li>3. Type up your final copy of your theatre review</li></ol>
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
Week beginning: 17th October 2016 - Craig and Bentley	Week beginning: 6th February 2017 - Stanislavski	Week beginning: 1st May 2017 - Devising from Stimulus

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>Attend KS3 Drama club on a Monday to help improve performance/levels. Or year 9 drama club on a Thursday.</p> <p>Learning and applying the following explorative strategies/skills:</p> <ul style="list-style-type: none"> <li>- Thoughts Aloud</li> <li>- Narration</li> <li>- Improvisation</li> <li>- Symbols</li> <li>- Inner Monologues</li> <li>- Before/After Time</li> <li>- Given Circumstances</li> <li>- Emotional Memory</li> <li>- Units and Objectives</li> </ul>	<p>Attend KS3 Drama club on a Monday to help improve performance/levels. Or year 9 drama club on a Thursday.</p> <p>Learning and applying the following explorative strategies/skills:</p> <ul style="list-style-type: none"> <li>- Still Image</li> <li>- Emotion Memory</li> <li>- Units and Objectives</li> <li>- Before and after time</li> <li>- Exaggeration</li> <li>- Split-Stage</li> <li>- Narration</li> <li>- Writing scripts</li> <li>- Directing</li> <li>- Interpreting Stimulus</li> <li>- Analysing Live Productions</li> <li>- Essay Writing</li> </ul>	<p>Attend KS3 Drama club on a Monday to help improve performance/levels. Or year 9 drama club on a Thursday.</p> <p>Consolidating all performance skills learnt throughout the year.</p> <p>Skills utilised:</p> <ul style="list-style-type: none"> <li>- Direct Address</li> <li>- Placards</li> <li>- Directing</li> <li>- Script Work</li> <li>- Teaching the Audience</li> <li>- Forum Theatre</li> <li>- Planning</li> <li>- Presenting</li> <li>- Public Speaking</li> <li>- Leadership</li> <li>- Self-assessment</li> <li>- Peer assessment</li> </ul>
<p align="center"><b>Recommended Resources</b></p>	<p align="center">Independent Learning Expectations</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: 9

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>Genre Study: Gothic Literature</b> Students look at a range of different texts across the last 400 years that have been influenced by the Gothic genre, from Edgar Allen Poe to Twilight. Students examine language, style and generic conventions, and look at how to adapt their own writing to mimic the Gothic style.</p>	<p><b>Novel Study: Of Mice and Men or To Kill a Mockingbird:</b> Students study a full novel in detail, incorporating reading and writing skills in addition to poetry and drama 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>Shakespeare's 'Romeo and Juliet':</b> Students explore a full Shakespeare play, looking at language, themes and characters using active drama techniques.</p> <p><b>Transition to GCSE:</b> Students look at key skills relating to fiction, non-fiction, poetry or writing that have been identified as areas to improve based on end of year assessments.</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>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>Week beginning: 17th/31st October 2016</b></p> <p>Students will be assessed on their ability to analyse extracts of Gothic literature and evaluate some of the ideas present within them. Students will also show their knowledge of Gothic style by completing a descriptive writing task. 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.</p>	<p><b>Week beginning: 6th February 2017</b></p> <p>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>Speaking and Listening thresholds are gained through participation in class work across each term.</p>	<p><b>Week beginning: 1st May 2017</b></p> <p>Students will be assessed on all content and skills developed across Year 9 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. Speaking and Listening thresholds are gained through participation in class work across each term.</p>

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>Create a timeline of the Gothic genre Create a presentation, detailing how the Gothic genre is present in film and media, as well as 21st Century Literature.</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 the book that the other half of the year group are studying! 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.</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 on film. Visit the Globe Theatre. Produce a 'no fear; guide to one of the key scenes.' Research one of the writers to be studied at GCSE. Create a 'Writing Revision Guide' for GCSE English Language.</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: 9

Subject: Product Design Food/Textiles

Curriculum Leader: Ms Litchfield

Learning across the Year 2016-17 (1.5 term Units)

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Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> <li>● Health and Safety</li> <li>● Eatwell plate</li> <li>● Nutrients</li> <li>● Special Dietary Needs</li> <li>● Dietary Needs - life changes</li> <li>● Practical - savoury dish for a specific dietary need</li> <li>● Alternative proteins - Quorn/tofu/soya</li> <li>● Practical - Quorn/ vegetable chilli</li> <li>● Knives - safety and knife skills</li> <li>● Practical - a fruit or vegetable dish to show knife skills</li> <li>● Eggs - how versatile they are</li> <li>● Practical - Frittata</li> <li>● Types of pastry</li> <li>● Practical sausage rolls</li> </ul>	<ul style="list-style-type: none"> <li>● Practical - Bakewell tarts</li> <li>● Dairy - importance in our diet</li> <li>● Practical - mini baked cheesecakes</li> <li>● Team work - why is it important in the catering industry? Revise bread and H&amp;S using high risk foods</li> <li>● Practical - a designer burger in a bun (working in pairs)</li> </ul> <p><b>Students then move to Unit on Textiles - Upcycling and recycling</b></p> <ul style="list-style-type: none"> <li>● Discussion of needs. The work to be covered related to assessment</li> <li>● Reasons for upcycling and recycling</li> <li>● Revise methods of colour applications, hand sewing techniques and using the sewing machine</li> </ul>	<ul style="list-style-type: none"> <li>● Complete a peer assessment of samples.</li> <li>● Produce self-portrait sketches and choose the one to develop</li> <li>● Final working drawing</li> <li>● Making of portraits</li> <li>● Evaluation and presentation of portraits to class</li> </ul>
Homework	Homework	Homework
<ol style="list-style-type: none"> <li>1. Research one dietary need and produce an A4 presentation to give to the group.</li> <li>2. Choose a suitable dish – Give reasons for choice related to research.</li> <li>3. Evaluate practical.</li> <li>4. Research 3 kitchen knives and their use.</li> <li>5. Choose a dish (Fruit or Veg. showing knife skills) and plan practical</li> <li>6. Diagram of thermometer to plot temperatures.</li> <li>7. Eggs and how versatile they are</li> <li>8. Summary of types of pastry and their uses</li> <li>9. Time plan for sausage rolls</li> </ol>	<ol style="list-style-type: none"> <li>10. Evaluation of practical</li> <li>11. Presentation on dairy products</li> <li>12. Time plan for mini baked cheesecakes</li> <li>13. Design and plan burger.</li> <li>14. Revision</li> </ol> <p><u>Textiles</u></p> <ol style="list-style-type: none"> <li>1. Research Artist</li> <li>2. Image board</li> <li>3. Complete evaluations of colour applications and hand sewing techniques</li> </ol>	<ol style="list-style-type: none"> <li>4. Complete a quiz sheet for colour applications and hand sewing techniques</li> <li>5. Produce a relevant design /s</li> <li>6. Plan practical work - flow chart</li> <li>7. - 10. Complete story board and assess each week's progress against targets set.</li> <li>10. Evaluation</li> <li>11. Revision</li> </ol>



Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
Assessment w/b 17th Oct. - 4th Nov 2016 Planning assessed via fruit/vegetable practical Cooking skills assessed each practical (peer/self/teacher assessed)	Assessment w/b 6th Feb. - 24th Feb 2017 Evaluation assessed via sausage roll/mini baked cheesecakes Cooking skills assessed each practical (peer/self/teacher assessed) Knowledge assessed via end of project test.	Assessment wb 1st may 2017 Making assessed during making of portrait Evaluation assessed at end of project.
<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>• Presentation skills.</li> <li>• Developing reasons for choice using subject language.</li> <li>• Detail in annotation and analysing information.</li> </ul>	<ul style="list-style-type: none"> <li>• Being able to research using more than one source.</li> <li>• Accurate sketching of a food and textile product.</li> <li>• Writing a logical, sequenced time plan including health and safety points</li> <li>• Samples will show high technical skills</li> </ul>	<ul style="list-style-type: none"> <li>• To produce a range of designs.</li> <li>• Detail in annotations</li> <li>• Use more than one method of colour application</li> <li>• Be able to write a logical plan and use it.</li> </ul>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
Bring in ingredients and a container to take food home. Textile Resource sheets provided by department. Will need to collect fabric from old clothes to produce portrait. <a href="http://www.textileartist.org/jess-de-wahls-recycled-textile-sculpture/">http://www.textileartist.org/jess-de-wahls-recycled-textile-sculpture/</a> <a href="http://www.art-textile-roumanoff.com/">http://www.art-textile-roumanoff.com/</a>	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.  Students to develop presentations. Design work can be developed further outside of the lesson.	

Year: 9

Subject: French

Curriculum Leader: Mrs Heath

Learning across the Year 2016-17

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<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<ul style="list-style-type: none"><li>• T'es branché</li><li>• La télé</li><li>• J'ai une passion pour le cinéma</li><li>• La lecture</li><li>• Que fais-tu quand tu es connecté?</li><li>• Qu'est-ce que tu as fait hier soir?</li><li>• Revision</li><li>• A ne pas rater</li><li>• Grammar</li><li>• Assessment</li><li>• Une semaine à Paris</li></ul>	<ul style="list-style-type: none"><li>• Mon album photos</li><li>• C'était comment les catacombes?</li><li>• 24 heures chrono</li><li>• Qui a volé la Jaconde?</li><li>• Revision</li><li>• En plus</li><li>• Assessment</li></ul>	<ul style="list-style-type: none"><li>• Mon caractère</li><li>• On se dit tout</li><li>• Quelle musique écoutes-tu?</li><li>• Mon style</li><li>• De quoi es-tu fan?</li><li>• Revision &amp; Assessment</li><li>• Francophone countries</li><li>• 14 Juillet</li></ul>
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<ul style="list-style-type: none"><li>• Spelling test</li><li>• Reading: Les meilleures applications</li><li>• Writing: TV &amp; Cinema 1</li><li>• Redraft (In-class assessment)</li><li>• Spelling test</li><li>• Reading: Le Festival de Cannes</li><li>• Writing: Technology</li><li>• Redraft</li><li>• Prepare answers for Speaking exam</li><li>• Reading: Rock en Seine</li></ul>	<ul style="list-style-type: none"><li>• Spelling test</li><li>• Reading: Pari Roller</li><li>• Writing: Holiday postcard</li><li>• Redraft</li><li>• Spelling</li><li>• Les 24 Heures du Mans</li><li>• Writing: Your journey and what you did</li><li>• Redraft</li><li>• Prepare answers for Speaking exam</li><li>• Revision</li></ul>	<ul style="list-style-type: none"><li>• Spelling test</li><li>• Reading: Joyeuse Saint-Valentin</li><li>• Writing: Me and my relationships</li><li>• Redraft</li><li>• Spelling</li><li>• Reading: Huit sonores</li><li>• Writing: Ex 7 Page 57</li><li>• Redraft</li><li>• Reading: Les soldes d'hiver</li><li>• Revision</li><li>• Research and resources for presentation on Francophone countries</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>▪ All redrafted written tasks will be assessed against the new writing criteria and awarded a threshold.</li><li>▪ <b>Dec: End of module assessments in Listening, Speaking, Reading &amp; Writing</b></li></ul>	<ul style="list-style-type: none"><li>▪ See autumn term for redrafted written homework.</li><li>▪ <b>April 2016: End of module assessments in Listening, Speaking, Reading &amp; Writing assessments</b></li></ul>	<ul style="list-style-type: none"><li>▪ See autumn term for redrafted written homework.</li><li>▪ June 2016: End of module assessments in Listening &amp; Reading</li></ul>

Autumn Term	Spring Term	Summer Term
<p style="text-align: center;"><b>Challenge Tasks</b></p> <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><u>Additional tasks set</u></p> <ul style="list-style-type: none"> <li>● Translation from French to English</li> <li>● Translation from English to French</li> <li>● Stromae (French singer)</li> <li>● Hunger Games text</li> <li>● French films</li> <li>● Le boom des musées text</li> <li>● Ruben et les p'tites toques text</li> <li>● Nouvelle star text</li> <li>● Yumi Lambert text</li> <li>● NRJ music awards text</li> <li>● Yannick Noah</li> </ul>	<p style="text-align: center;"><b>Challenge tasks</b></p> <p>See autumn term.</p> <ul style="list-style-type: none"> <li>▪ Additional Paris sites</li> <li>▪ Famous paintings</li> </ul>	<p style="text-align: center;"><b>Challenge Tasks</b></p> <p>See autumn term.</p> <ul style="list-style-type: none"> <li>▪ French musicians</li> <li>▪ Fashion</li> <li>▪ Francophone countries</li> </ul>
<p style="text-align: center;"><b>Recommended Resources</b></p>	<p style="text-align: center;"><b>Independent Learning Expectations</b></p>	
<ol style="list-style-type: none"> <li>1. Studio 2 Rouge: ISBN 978 0 435026 97 4</li> <li>2. Student Guide to Success in Year 9 (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. Youtube</li> <li>6. <a href="http://www.bbc.co.uk/education/subjects">www.bbc.co.uk/education/subjects</a></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 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> strategies</li> </ul>	

Year: 9

Subject: Geography

Curriculum Leader: Mr Delbourgo

Learning across the Year 2016-17

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Autumn Term	Spring Term	Summer Term
<p><b><u>Tectonic hazards</u></b></p> <ul style="list-style-type: none"> <li>• Earth structure</li> <li>• How were the Himalayas formed?</li> <li>• Types of plate boundaries – motions, processes and landscapes</li> <li>• Features of a volcano</li> <li>• Montserrat hazard risk assessment DME</li> </ul> <p><b><u>Africa</u></b></p> <ul style="list-style-type: none"> <li>• How does the quality and quantity of water vary?</li> <li>• Why do some people in the world not have enough access to nutritious food?</li> <li>• How can farming challenges in Malawi be overcome?</li> <li>• What are the main landscape and climate features of Africa?</li> <li>• Africa's biomes</li> </ul>	<p><b><u>Fashion</u></b></p> <ul style="list-style-type: none"> <li>• Where do my jeans come from and what are the key issues? (modified)</li> <li>• Child labour – Why is Sudip stitching footballs in secret at home?</li> <li>• Blood diamonds</li> </ul> <p><b><u>China</u></b></p> <ul style="list-style-type: none"> <li>• What are the key impressions of China today?</li> <li>• Why are there so few mixed race people in China? (Landscapes of China)</li> <li>• Which parts of China are more densely populated than others and why? (modified)</li> <li>• Population growth in Chinese cities</li> </ul>	<p><b><u>China / Meltdown in Tibet project</u></b></p> <ul style="list-style-type: none"> <li>• Overview</li> <li>• Why are there water shortages?</li> <li>• Dams and their effects on river flows - 3 Gorges Dam</li> <li>• What connections exist between climate change, permafrost, Himalayan glaciers and river flows</li> <li>• The role of mining in water quality and human rights</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>• Various selected Edina Digimap exercises</li> </ul>
<p>Homework</p> <ul style="list-style-type: none"> <li>• Journey to the centre of the Earth</li> <li>• Home water consumption diary/log</li> <li>• Solving farming challenges in Malawi PS4 game design</li> </ul>	<p>Homework</p> <ul style="list-style-type: none"> <li>• Blood diamonds - explanation of links</li> <li>• Explaining the population density pattern of China from the choropleth map / data</li> </ul>	<p>Homework</p> <ul style="list-style-type: none"> <li>• Revision for atlas skills test</li> </ul>
<p>Assessment Dates/Topics/Skills</p> <ul style="list-style-type: none"> <li>• Journey to the centre of the Earth (Sept 2016)</li> <li>• Montserrat DME (in class - Oct 2017)</li> <li>• Solving farming challenges in Malawi PS4 game design (h/wk - Dec 2017)</li> </ul>	<p>Assessment Dates/Topics/Skills</p> <ul style="list-style-type: none"> <li>• Child labour essay - why is Sudip stitching footballs secretly at home? (Jan 2017)</li> <li>• Describing population growth in Chinese cities (late March 2017)</li> </ul>	<p>Assessment Dates/Topics/Skills</p> <ul style="list-style-type: none"> <li>• Meltdown in Tibet essay - justifying which cause of water shortages is the most influential (May 2017)</li> <li>• Atlas skills test (July 2017)</li> </ul>

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<ul style="list-style-type: none"> <li>• Montserrat DME - show wide range of links between factors contributing to risk management decisions</li> <li>• Malawi farming solutions - developed and realistic ideas, applied to the locational context</li> </ul>	<ul style="list-style-type: none"> <li>• Child labour essay: to evaluate the success of the Atlanta Agreement</li> <li>• To include a wide range of accurate numerical data manipulation as evidence to support descriptions of population growth of Chinese cities</li> </ul>	<ul style="list-style-type: none"> <li>• Meltdown in Tibet: greater focus on making links between causes of water shortages Researching stakeholder views</li> <li>• Decision-making to demonstrate a wide range of fully developed and substantiated points, showing how factors may be linked</li> </ul>
Recommended Resources	Independent Learning Expectations	
<ul style="list-style-type: none"> <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>	<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> <li>• To keep exercise books neat, well-presented and organised (with lesson content in the correct order, as intended by staff)</li> </ul>	

Year: 9

Subject: History

Curriculum Leader: Miss Mennear

**Learning across the Year 2016-17**

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

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p>Autumn 1: Students will learn about how the suffragettes made changes to impact our society.</p> <ul style="list-style-type: none"><li>• What was life like for women before the suffragettes?</li><li>• Who were they?</li><li>• What did they do?</li><li>• How did people respond to them?</li><li>• What impact did they have?</li></ul> <p>Autumn 2: Students will learn about America in the 1920s.</p> <ul style="list-style-type: none"><li>• Why did America flourish in the 1920s?</li><li>• Who benefitted the most?</li><li>• What type of music did people listen to?</li><li>• How did the people socialise?</li><li>• Why did it end?</li></ul>	<p>Spring 1 and 2: Students will learn about the horrors of the Holocaust</p> <ul style="list-style-type: none"><li>• How did Hitler rise to power?</li><li>• How did his beliefs impact the Jewish society? Did they exist before?</li><li>• What was the role of ghettos?</li><li>• What was the role of concentration camps?</li><li>• What was the role of death camps?</li><li>• How were the Jews liberated?</li><li>• How does it impact modern genocide?</li></ul>	<p>Summer 1:</p> <p>Students will learn about London's role in WW2? (London Curriculum)</p> <ul style="list-style-type: none"><li>• What were the causes of WW2?</li><li>• How did the Blitz impact London?</li><li>• How did people defend London?</li><li>• What challenges were there on the home front?</li><li>• How did WW2 end?</li></ul> <p>Summer 2:</p> <p>Students will complete a research project about a chosen individuals.</p> <ul style="list-style-type: none"><li>- Research skills such as using books/internet</li><li>- Writing a bibliography</li><li>- Considering their role in comparison to others</li><li>- Creating a presentation to present to their peers.</li></ul>
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<p>Continual tasks linked to the suffragettes.</p> <p>Source questions, presentations, reflective writing and research about the USA during the 1920s.</p> <p>Specific content will be placed on show my homework.</p>	<p>Source questions, reflective writing, evaluative writing, films and research about the Holocaust. This will include an individual project about the impact of resistance during the Holocaust.</p> <p>Specific content will be placed on show my homework.</p>	<p>To use local museums to investigate London during WW2.</p> <p>There will also be source questions, reflective writing and research about WW2.</p>

<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
<p>Autumn 1: How useful are sources A and B for an enquiry into how the suffragette movement changed public opinion? (8 Marks) Explain the importance of World War 1 in the suffragette movement? (20 Marks)</p> <p>Autumn 2: How would you follow up source A to find more out about Racism in 1920s USA (4marks) How far do you agree that the 1920s was a 'roaring' decade? (20marks)</p>	<p>Spring 1 and 2: To what extent was the extermination of 6 million Jews planned? (20 marks)</p>	<p>Summer 1: How far do you agree with the two historical interpretations about the conditions of WW2? (20Marks)</p>

<b>Autumn Term Challenge Tasks</b>	<b>Spring Term Challenge tasks</b>	<b>Summer Term Challenge Tasks</b>
<p>Completing an 'EPQ' style project about the suffragettes.</p>	<p>To find personal accounts from WW2 and the Holocaust. Create a presentation about these accounts and link it to knowledge you already have.</p>	<p>To prepare and write an essay that could be developed into a presentation:</p> <p>Who was the most significant individual to history in the twentieth century and why?</p> <p>Choose from: Martin Luther King Mahatma Ghandi Chairman Mao Joseph Stalin Adolf Hitler Vladimir Ilych Lenin Che Guevara Fidel Castro Margaret Thatcher John F. Kennedy</p>

		Winston Churchill Clement Attlee Web Du Bois Any other suggestion (apart from Biko/Mandela)
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<p>General websites:  <a href="http://www.bbc.co.uk/education/subjects/zk26n39">http://www.bbc.co.uk/education/subjects/zk26n39</a>  <a href="http://www.educationquizzes.com/ks3/history/">http://www.educationquizzes.com/ks3/history/</a></p> <p>General books: Any books about any of the above topics will help student get a deeper understanding of the topic. Please use your local and school libraries. For specific guidance please email teachers.</p>	<p>To try three things before asking the teacher for help (C3B4ME)  To be reflective, resilient, resourceful and reciprocal learners.  To take on student leadership roles within lessons and plan this with the teacher in advance of the lessons.  To read around topics and share findings with the class  To communicate with teachers about research so they can be further questioned/stretched  To complete challenge tasks</p>	



Year: 9

Subject: Mathematics

Curriculum Leader: Ms Ward

Learning across the Year 2016-17

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

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Foundation or Higher – Students use PLC.  Foundation <ul style="list-style-type: none"><li>• Unit 1 Number</li><li>• Unit 2 Algebra</li></ul> Higher <ul style="list-style-type: none"><li>• Unit 1 Number</li><li>• Unit 2 Algebra</li><li>• Unit 9 Equations and Inequalities</li></ul>	Foundation or Higher- Students use PLC.  Foundation <ul style="list-style-type: none"><li>• Unit 3 Graphs, tables and charts</li><li>• Unit 4 Fractions and percentages</li><li>• Unit 5 Equations, inequalities, sequences</li></ul> Higher <ul style="list-style-type: none"><li>• Unit 3 Interpreting and representing data</li><li>• Unit 4 Fractions, ratio and proportion</li></ul>	Foundation or Higher- Students use PLC.  Foundation <ul style="list-style-type: none"><li>• Unit 6 Angles</li><li>• Unit 12 Right angled triangles</li></ul> Higher <ul style="list-style-type: none"><li>• Unit 5 Angles and trigonometry</li><li>• Unit 6 Graphs</li></ul>
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
Standardised homework set weekly	Standardised homework set weekly	Standardised homework set weekly
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
Pre and post tests for topics.	Pre and post tests for topics.	Pre and post tests for topics.

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
Independent study using MyMaths. Independent study using MathsWatch VLE. G&T Newsletter tasks.	Independent study using MyMaths. Independent study using MathsWatch VLE. G&T Newsletter tasks.	Independent study using MyMaths. Independent study using MathsWatch VLE. G&T Newsletter tasks.
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	<b>New GCSE format</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.	<ul style="list-style-type: none"> <li>• 3 papers (1 non calculator, 2 calculator)</li> <li>• 1 hour 30 minutes each</li> <li>• 80 marks each</li> </ul>

Year: 9

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><b><u>Swing</u></b> Students will be studying swing music, which will include studying the cultural and social history of swing music as well as the music itself.</p> <p>Their music analysis skills be assess through a written exam, as well as their understanding of the background of the style.</p> <p>The practical assessment will be completed on the piano or keyboard, where they will learn how to play Glen Miller's In The Mood. They may also complete the assessment on their own instrument.</p>	<p><b><u>Music and the moving Image</u></b> Students will be studying the links between music and different forms of moving image, in popular music culture (music videos), cartoons and symphonic film scores.</p> <p>Students' music analysis skills will be assessed using the "Binary Sunsets' piece from the Star Wars Original Trilogy. Students will also be composing a piece of music to match a movie clip over several lessons in class.</p>	<p><b><u>Independent Project</u></b></p> <p>Students will be completing an independent research project on an artist of their choice. There are nine individual tasks to complete which get progressively more complex and demanding. They will also need to present their artist to their class in any creative way that they see fit.</p> <p>This project is student led with minimal intervention from the teacher.</p>
Homework	Homework	Homework
<p>Week 1- Find out more about swung rhythms and how they are often notated.</p> <p>Week 3- Create your own DR SMITH guide to help you in lessons. Include as many descriptive words as possible. Write your notes onto In The Mood if you need to.</p> <p>Week 6- Debate research- This is highly detailed and will be explain on SMHW</p> <p>Week 7- Use the debate today and your DR SMITH maps to revise for your exam after half term.</p> <p>Week 10- Choose three songs of your own choice and describe the use of dynamics and articulation within them.</p>	<p>Week 1- Choose a song with meaningful lyrics and explain how the accompanying music video reflects this.</p> <p>Week 3- Choose your own episode of Tom and Jerry and track the moments of mickeymousing through it</p> <p>Week 4- Choose another piece from a John Williams film score and explain it using DR SMITH.</p> <p>Week 5- Watch Star Wars Episode IV and write a 200 word summary of the plot</p> <p>Week 7- Revise for the Star Wars test.</p> <p>Week 9- Write a 300 word essay explaining your view on the following statement "We would not understand the narrative of some films if it wasn't for the music.</p> <p>week 10- Choose a film to watch, choose one piece of music from it (max. 5 min scene) and explain how the music is reflecting the narrative using DR SMITH</p>	<p>Students will complete ongoing work on their projects. They may take their project booklets home, however there will be a blank version on SMHW to enable them to complete work away from class.</p>

Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
Week 8 - Written assessment exploring the music analysis of In The Mood and the cultural and historical background of swing music.	Week 9- Comparative music analysis exam on Binary Suns piece.  Week 12- Composition assessments	There will be ongoing teacher assessment as students complete sections of their qualifications.  Final preparation of students' portfolios for accreditation.

Autumn Term Challenge Tasks	Spring Term Challenge tasks	Summer Term Challenge Tasks
	<p>Music and the Moving Image</p> <ul style="list-style-type: none"> <li>• Look up Oscar winning scores and listen to them</li> <li>• Track one of the Star Wars themes through an entire Star Wars film</li> <li>• Research the history of the music video</li> <li>• Compare and contrast two film scores by two different composers</li> <li>• Developing your composition at lunchtimes</li> </ul>	<ul style="list-style-type: none"> <li>• Complete extra time outside of class to ensure completion of all sections of the Independent project</li> <li>• To research reviews.</li> <li>•</li> </ul>
Recommended Resources	Independent Learning Expectations	
<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.bbc.co.uk/schools/gcsebitesize/music/world_music/gamelan_music1.shtml">http://www.bbc.co.uk/schools/gcsebitesize/music/world_music/gamelan_music1.shtml</a> <a href="http://www.balibeyond.com/gamelan.html">http://www.balibeyond.com/gamelan.html</a> <a href="http://www.bbc.co.uk/learningzone/clips/composing-music-for-film-and-television/5309.html">http://www.bbc.co.uk/learningzone/clips/composing-music-for-film-and-television/5309.html</a> <a href="http://timerime.com/en/timeline/596148/A+History+of+the+Music+Video/">http://timerime.com/en/timeline/596148/A+History+of+the+Music+Video/</a> <a href="http://www.allaboutjazz.com/php/article.php?id=18724">http://www.allaboutjazz.com/php/article.php?id=18724</a>	<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. 9

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	Handball, Gym, Rugby, Basketball, Outdoor Adventurous Activity, Fitness, Dance	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> </ul>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
Assessment 1 - October 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: 9

Subject: RE

Curriculum Leader: Mr Norman

Learning across the Year 2016-17

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

Autumn Term	Spring Term	Summer Term
<p>A study of world religions                      With a particular emphasis on Islam                      Tensions and common ground in a pluralist society.                      Vocations</p>	<p>The quest for Jesus in the Gospels                       Catholicism in the context of Christianity – the world Religion</p>	<p>GCSE TOPIC:                       Worship and celebration</p>
<p>Homework                      Tasks set about the following themes in each of the world religions</p>	<p>Homework                      Questions and tasks based around the following topics</p>	<p>Homework                      Questions and tasks based around the following topics</p>
<p>Places of Worship                      Teachings and beliefs                      Festivals                      Holy books</p>	<ul style="list-style-type: none"> <li>• The person of Jesus in the Gospel</li> <li>• Jesus of History</li> <li>• Christ of Faith</li> <li>• The evangelists</li> <li>• What is a Catholic?</li> </ul>	<ul style="list-style-type: none"> <li>• The meaning of the Eucharist for Protestant and Orthodox Christians</li> <li>• The main features of Catholic churches and why the churches have these features</li> <li>• The meaning of Christmas and why Christmas is important to Catholics</li> <li>• The meaning of Lent and why Lent is important to Catholics</li> <li>• The meaning of Easter and why Easter is important to Catholics</li> <li>•</li> </ul>
<p>Assessment Dates/Topics/Skills</p>	<p>Assessment Dates/Topics/Skills</p>	<p>Assessment Dates/Topics/Skills</p>
<p>In October, at the end of the unit                       Present project on Chosen world religion                       Independent research skill</p>	<p>In February at the end of the unit                       Present project on the main features of a Catholic Church                       Independent research skill</p>	<p>In May, at the end of the unit                       GCSE exam paper on topic plus key words                       GCSE exam technique.</p>

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<p>Developing the need to understand the importance of what Religions have in common, rather than what is different.</p> <p>Explore religious diversity in Walthamstow.</p>	<p>Understanding the place of Catholicism in the Christian religion.</p> <p>What is a Catholic? Survey staff at HFCS.</p>	<p>GCSE Issue:</p> <p>To understand the importance of the sacraments for Catholics.</p> <p>Assess year 10's view of Confirmation</p>
Recommended Resources	Independent Learning Expectations	
<ul style="list-style-type: none"> <li>• From the Summer term (when we start GCSE RE)</li> <li>• <a href="http://dynamiclearning.org">dynamiclearning.org</a> (pupils will be instructed how to log on to this)</li> <li>• A website that allows pupils access to the Edexcel course textbooks online, and an additional textbook to support the course. The website has access to a range of past papers and tips on how to answer exam questions well.</li> <li>• 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.</li> <li>• FIND HOMEWORK ON 'SHOW MY HOMEWORK'</li> </ul>	<p>Each pupil is encouraged to deepen their knowledge and understanding of the topics as the course progresses. Use of the dynamic learning 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>Lots of opportunity to research the 'Religious landscape' of Waltham Forest. Individual survey and study of population.</p> <p>Explore the meaning of 'devout' and practicing' in a range of other religions.</p>	

Year: 9

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>Jewellery box project</u></b></p> <ul style="list-style-type: none"> <li>• Writing the Situation, Design brief and users.</li> <li>• Research on existing box products.</li> <li>• Questionnaire and survey.</li> <li>• Table of results.</li> <li>• Graphs, pie charts, bar charts, histograms to analyse results.</li> <li>• Design specification.</li> <li>• Initial ideas, development of ideas.</li> <li>• Final idea – 3D using any software.</li> <li>• Types of wood joints.</li> <li>• Making of box with wood.</li> <li>• Use of laser cutter (CAM) to engrave product.</li> <li>• Diary of manufacture.</li> <li>• Photographic evidence of making.</li> <li>• Evaluation and peer assessment.</li> </ul>	<p><b><u>Graphics - 3D Presentation</u></b></p> <ul style="list-style-type: none"> <li>• Draw basic geometrical shapes in isometric projection with isometric grid sheet.</li> <li>• Draw complex shapes in isometric projection with isometric grid sheet.</li> <li>• Draw complex shapes in isometric projection on computer using techsoft 2D (CAD).</li> <li>• 1 and 2-point perspective drawing to draw basic and complex geometrical shapes.</li> <li>• Freehand sketches.</li> <li>• Use rendering/shading techniques to plain objects to make them look like 3D.</li> <li>• Further google sketchup work to design products such as lights/lamps, bird houses, dog houses, buildings, jewellery boxes, bedside cabinets, trophies, tables, toys, etc.</li> </ul>	<p><b><u>Medal Casting project</u></b></p> <ul style="list-style-type: none"> <li>• Writing the design brief.</li> <li>• Research on existing box products.</li> <li>• Analysing the existing products.</li> <li>• Design specification.</li> <li>• Initial ideas, development of ideas.</li> <li>• Final idea – 3D using any software.</li> <li>• Use of Techsoft 2D to design medal (CAD).</li> <li>• Cutting the design on laser cutter (CAM) to make the mould.</li> <li>• Pewter casting.</li> <li>• Filing, wet and dry paper, polishing medal.</li> <li>• Evaluation and peer assessment.</li> </ul>
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<ul style="list-style-type: none"> <li>• Research on existing box products.</li> <li>• Questionnaire</li> <li>• Graph plotting.</li> <li>• Design creative and original ideas with clear annotation.</li> <li>• Complete diary of manufacture.</li> <li>• Evaluation and peer assessment of the product made.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw freehand basic shapes.</li> <li>• Render/Shade plain objects.</li> <li>• Draw a simple kitchen table in single point perspective.</li> <li>• Home appliances worksheet for rendering.</li> <li>• Draw and render freehand products like lights/lamps, bird houses, dog houses, buildings, jewellery boxes, bedside cabinets, trophies, tables, toys, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Research on existing products.</li> <li>• Design creative and original ideas with clear annotation.</li> <li>• Technology word search.</li> <li>• Complete 'what is pewter' worksheet.</li> <li>• Pewter casting worksheet 1.</li> <li>• Pewter casting worksheet 2.</li> <li>• Safety brazing worksheet.</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>• Evaluation of questionnaire to find what people want.</li> <li>• Peer assessment of design ideas with annotations.</li> <li>• Peer assessment of final design.</li> <li>• Evaluation of project.</li> <li>• Quality control checks when making product – self assessment.</li> <li>• Self-assessment at the end of project.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer assessment of freehand shapes.</li> <li>• Assessment of rendering.</li> <li>• Assessment of single point perspective.</li> <li>• Assessment of isometric projection.</li> <li>• Assessment of 2-point perspective.</li> <li>• Peer assessment of google-sketchup products.</li> </ul>	<ul style="list-style-type: none"> <li>• Peer assessment of design ideas with annotations.</li> <li>• Peer assessment of final design.</li> <li>• Evaluation of project.</li> <li>• Quality control checks when making product – self assessment.</li> <li>• 2D design assessment on techsoft.</li> <li>• Self-assessment at the end of project.</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>• Creative and original design ideas with comprehensive annotations.</li> <li>• Complex products other than basic box products.</li> <li>• Confident use of workshop tools and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Designing a bedroom or a kitchen using single point perspective.</li> <li>• Designing a house (building) using google sketchup.</li> <li>• Draw and render any home appliance.</li> </ul>	<ul style="list-style-type: none"> <li>• Variety of research with detailed annotation with own opinion on existing products.</li> <li>• Originality of final design.</li> <li>• Quality finish of the finished product.</li> </ul>
<h2>Recommended Resources</h2>	<h2>Independent Learning Expectations</h2>	
<p><b>Websites for research:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.technologystudent.com">www.technologystudent.com</a></li> <li>• <a href="http://www.bbcbitsize.com">www.bbcbitsize.com</a></li> </ul> <p><b>Software:</b></p> <ul style="list-style-type: none"> <li>• Google sketchup free download (version 8)</li> <li>• Techsoft 2D</li> <li>• Focus Education software</li> <li>• Access to internet</li> </ul> <p><b>Video:</b> How to get started with sketchup.</p> <p><b>Worksheets:</b></p> <ul style="list-style-type: none"> <li>• Isometric grid sheet.</li> <li>• Plain papers.</li> <li>• Single and double point perspective worksheets.</li> <li>• Complete 'what is pewter' worksheet.</li> <li>• Pewter casting worksheet 1.</li> <li>• Pewter casting worksheet 2.</li> <li>• Safety brazing worksheet.</li> </ul> <p><b>Tools and Equipment:</b></p> <ul style="list-style-type: none"> <li>• Pen, pencil, long ruler, coloured pencils.</li> <li>• Hand tools such as steel rule, marking gauge, try square, tenon saw, chisel, mallet, file, etc.</li> <li>• Electrical power tools such as sanding disc, polisher, morticer, Hegner/Scroll saw, laser cutter, brazing hearth, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to assess own work (complete peer assessment sheet).</li> <li>• To come out with original and creative design ideas based on own knowledge of existing products.</li> <li>• Very skilful, confident and comfortable with the use of hand tools and electrical power tools.</li> <li>• Able to analyse and give own opinion on existing products.</li> </ul>	

Year: 9

Subject: **Science**

Curriculum Leader (KS3): **Mr. Frempong**

Learning across the Year 2016-17

Email: [m.frempong@holyfamily.waltham.sch.uk](mailto:m.frempong@holyfamily.waltham.sch.uk)

Autumn Term	Spring Term	Summer Term
Science investigation skills <ul style="list-style-type: none"><li>Cell biology</li><li>Atomic structure and the periodic table.</li></ul>	Science investigation skills <ul style="list-style-type: none"><li>Energy</li><li>Organisation</li></ul>	Science investigation skills <ul style="list-style-type: none"><li>Bonding structure and properties</li><li>Electricity</li></ul>
Homework	Homework	Homework
<ol style="list-style-type: none"><li>Complete homework sheet B1 1.3 Required practical: Using a light microscope to observe and record animal and plant cells.</li><li>Complete homework sheet B1 1.6 Cell. Division.</li><li>Complete homework sheet B1 1.8 Primitive cells.</li><li>Complete homework sheet B1 1.10 Cell differentiation</li><li>Complete homework sheet B1 1.13 Stem cells</li><li>Complete homework sheet B1 1.14 Cell development.</li><li>Complete homework sheet C1 1.3 Elements and compounds</li><li>Complete homework sheet C1 1.6 Changing ideas about atoms</li><li>Complete homework sheet C1 1.10 Sub-atomic particles</li><li>Complete homework sheet C1 1.13 Comparing metals and non-metals.</li><li>Complete homework sheet C1 1.17 Exploring group 0</li><li>Complete homework sheet C1 1.19 Transition metals.</li></ol>	<ol style="list-style-type: none"><li>Complete homework sheet P1 1.3 Potential energy.</li><li>Complete homework sheet P1 1.6 Work done and energy transfer.</li><li>Complete homework sheet P1 1.9 Required practical: Investigating specific heat capacity.</li><li>Complete homework sheet P1 1.12 Required practical: Investigating ways of reducing the unwanted energy transfers in a system.</li><li>Complete homework sheet P1 1.14 Global energy supplies.</li><li>Complete homework sheet B1 2.3 Explaining photosynthesis.</li><li>Complete homework sheet B1.6 Required practical: Investigate the effect of light intensity on the rate of photosynthesis using an aquatic organism such as pondweed.</li><li>Complete homework sheet B1 2.9 Key concept: Diffusion in living systems</li><li>Complete homework sheet B1 2.12</li></ol>	<ol style="list-style-type: none"><li>Complete homework sheet C1 2.3 Chemical bonds</li><li>Complete homework sheet C1 2.6 Covalent bonding</li><li>Complete homework sheet P1 2.9 Properties of ionic compounds</li><li>Complete homework sheet P1 2.12 Giant covalent structures.</li><li>Complete homework P1.14 Graphite</li><li>Complete homework sheet P1 2.17 Nanoparticles, their properties and uses</li><li>Complete task E on the homework sheet P1 2.3 Static electricity.</li><li>Complete homework sheet P1 2.6 Series and parallel circuits</li><li>Complete homework sheet P1 2.9 Required practical: Investigate, using circuit diagrams to construct circuits, the I–V characteristics of a filament lamp, a diode and a resistor at constant Temperature.</li><li>Complete homework sheet P1 2.12 Electricity in the home.</li><li>Complete homework sheet P1 2.15 Calculating power.</li></ol>

Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<ul style="list-style-type: none"> <li>Cell biology</li> <li>Atomic structure and the periodic table.</li> </ul>	<ul style="list-style-type: none"> <li>Energy</li> <li>Organisation</li> <li>End of Year Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Bonding structure and properties</li> <li>Electricity</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>Produce a fact sheet on a group of elements found in the periodic table.</li> <li>Pupils are to research: <ul style="list-style-type: none"> <li>Who discovered each element in the group</li> <li>The physical and chemical properties of the group.</li> <li>The everyday uses of the elements/compounds</li> </ul> </li> <li>Pupils should include labelled diagram or pictures of the elements/compounds made from elements in that group to illustrate their fact sheet.</li> </ul>	<ul style="list-style-type: none"> <li>Produce a project (booklet, poster or PowerPoint presentation) to discuss the following questions: Why do we need energy efficient appliances? What are the advantages? What incentives can be given to people? How do we inform and educate the public? What are 'Green' appliances?</li> </ul> <p><a href="http://www.energystar.gov/">http://www.energystar.gov/</a></p> <p><a href="http://www.est.org.uk/myhome/efficientproducts/">http://www.est.org.uk/myhome/efficientproducts/</a></p>	<p>What is Nanoscience? Why has it become such an important field of research? What are the possibilities for Nanoscience?</p> <p>Find out about this amazing new field of research...Produce your report.</p> <p><a href="http://www.smartwomensupplements.com/nanoscience.html">http://www.smartwomensupplements.com/nanoscience.html</a></p> <p><a href="http://en.wikipedia.org/wiki/Nanoscience">http://en.wikipedia.org/wiki/Nanoscience</a></p> <p><a href="http://www.nanoscience.com/education/index.html">http://www.nanoscience.com/education/index.html</a></p>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<p><b>Websites for research:</b></p> <ul style="list-style-type: none"> <li>Library books</li> <li><a href="http://www.bcbitsize.com">www.bcbitsize.com</a></li> </ul>	<ul style="list-style-type: none"> <li>Research and display or present work to others.</li> <li>Able to assess own work (complete peer assessment sheet).</li> </ul>	

