

# Curriculum Information

Year 7

2018-19

Year: 7  
Learning across the Year 2018-19

Subject: Art

Curriculum Leader: Mr P Singh

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Autumn Term	Spring Term	Summer Term
<p><b>Still Life (The key to my environment)</b></p> <ol style="list-style-type: none"> <li>1.Introduction to key project line drawing of key</li> <li>2. Understanding tone. Apply tone to key</li> <li>3.Cut and ripped key collage</li> <li>4. Final collage outcome</li> </ol> <p><b>Colour theory</b></p> <p><b>1st outcome</b></p> <ol style="list-style-type: none"> <li>1. colour wheel (primary colours)</li> <li>2..colour wheel (secondary colours)</li> </ol> <p><b>2nd outcome</b></p> <ol style="list-style-type: none"> <li>3. MCM artist study (enlarge using grid)</li> <li>4.MCM artist study (painting 1)</li> <li>5.MCM artist study (painting 2)</li> </ol> <p>9. Evaluate and present</p> <p><b>Materials:</b></p> <p>Sketchbooks A3/A4 paper A4 Coloured sugar paper</p> <p><b>Equipment:</b></p> <p>Scissors PVA glue Powder paint Rulers Colouring pencils Masking tape</p>	<p><b>Mythological Creatures</b></p> <p><b>1st outcome</b></p> <ol style="list-style-type: none"> <li>1. Exquisite corpse</li> <li>2. Animal Collage</li> <li>3. Draw from collage</li> <li>4. Paint from collage</li> </ol> <p><b>2nd Outcome</b></p> <ol style="list-style-type: none"> <li>6. Design 3D creature</li> <li>7. Create wire skeleton</li> <li>8. Paper mache creature</li> <li>9. Paint creature (base)</li> <li>10.Paint creature (details) (2nd Outcome)</li> </ol> <p><b>Materials:</b></p> <p>Sketchbooks A3/A4 paper A4 Coloured sugar paper</p> <p><b>Equipment:</b></p> <p>Wire Scissors PVA glue Powder paint newspapers Masking tape</p>	<p><b>Polyblock Printing</b></p> <p><b>1st outcome</b></p> <ol style="list-style-type: none"> <li>1. Patterns in Nature</li> <li>2. Drawing of piece of fruit</li> <li>3. Introduction to Pop Art/ Warhol</li> <li>4. Poly Block Printing</li> <li>5. Poly Block Printing (double print)</li> </ol> <p><b>2nd Outcome</b></p> <ol style="list-style-type: none"> <li>5. Word into Art. Add text to image</li> <li>6. Repeated Patterns</li> <li>7. Repeated Patterns 2</li> <li>8. Poly Block Printing Poster</li> </ol> <p><b>Materials:</b></p> <p>Sketchbooks A3/A4 paper A4 Coloured sugar paper</p> <p><b>Equipment:</b></p> <p>Scissors PVA glue Printing inks Poly block Plastic sheeting Masking tape</p>

<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<ol style="list-style-type: none"> <li>1. Research the artist Michael Craig Martin</li> <li>2. Draw objects from pencil case</li> <li>3. Create a mixed media colour wheel</li> <li>4. Colour theory window page</li> <li>5. Colour theory background</li> <li>6. Research Georgia O'Keeffe</li> </ol>	<ol style="list-style-type: none"> <li>1. Research 1 mythological Creature</li> <li>2. Max Ernst study</li> <li>3. Create habitat in style of Max Ernst</li> <li>4. Write a story about your creature</li> <li>5. Tiger in a Tropical Storm</li> <li>6. ROA graffiti Research</li> <li>7. Jabberwocky illustration</li> </ol>	<ol style="list-style-type: none"> <li>1. Draw a fruit section/ bring in fruit from home</li> <li>2. Frottage Surface textures from home environment</li> <li>3. William Morris</li> <li>4. Islamic design</li> <li>5. Step by Step guide to Polyblock printing</li> </ol>
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
<p>Mon 4th September - Fri 14th December</p> <p>Primary and secondary research Using artists to inform your work Art formal elements Research Drawing Colour Theory Colour mixing Painting Composition Scale</p>	<p>Mon 11th - 18th March</p> <p>Drawing and Painting Research and analysis Making decision Resilience Resourcefulness Reciprocity Reflectiveness</p>	<p>Mon 3rd - 10th June</p> <p>Drawing Research and analysis Printing Layout and Presentation Resourcefulness Experimenting Reflectiveness Planning Reciprocity Resilience</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>
Create a Michael Craig Martin style of artwork at home using the everyday objects you have at home. Use the skills	Research a mythological creature from own culture and present to class. Lead a group in sculpture task.	Research the work of Paul Cezanne.

<p>you have learnt in lesson to create an interesting composition.</p>	<p>Create clay model of your creature. Find out more about the links between mythology and art.</p>	<p>Create a still life arrangement of everyday objects and create a watercolour study of the objects in the style of Cezanne</p>
<p><b>Recommended Resources</b></p>	<p><b>Independent Learning Expectations</b></p>	
<p>Students MUST have: drawing pencils (2B/4B), rubber, sharpener, ruler, colouring pencils and a glue stick. It is recommended that they have a 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 2018-19

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

Autumn Term	Spring Term	Summer Term
<p><b>ICT Skills</b> To learn about the basic ICT skills such as file management and organisation, file-handling and MS Office.</p> <p><b>E-safety</b> To be aware of the potential risks to safety and well being from texting, social networking and using the Internet and how to reduce these risks.</p>	<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>Kodu</b> A complete Kodu unit to where pupils learn the basic features of the block programming. Pupils independently make their game..</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>
Homework	Homework	Homework
<p>Autumn 1 1. Show my homework quizzes on ICT skills</p> <p>Autumn 2 1. Show my homework quizzes on E-safety</p>	<p>Spring 1 1. Show my homework quizzes on Computer Systems</p> <p>Spring 2 1. Show my homework quizzes on Data Representation</p>	<p>Summer 1 1. To develop game 2. Show my homework quizzes on Kodu</p> <p>Summer 2 1. Show my homework quizzes on Scratch 2. To develop Scratch product</p>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills

Mon 4th Sep –Fri 14th Dec 2018 on ICT skills and E-Safety	Mon 11th March 2019 - Mon 18th March 2019 on Computer Systems and Data Representation	Mon 3rd June 2019 - Mon 10th June 2019 on Kodu and Scratch.
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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 2018-19

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

Autumn Term	Spring Term	Summer Term
Autumn 1: Transition Project Still Image and Mime  Autumn 2: Darkwood Manor (Baseline Assessment and Exploring)	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. fairytales, 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 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><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</li></ol></li></ul>

		<p>members of your group remembered their lines and movement.</p> <p>4. How the audience responded to the scene e.g. did they laugh unexpectedly or stay silent at a comic moment?</p> <p>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.</p>
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
<p>Darkwood Manor – Week beginning: Mon 4<sup>th</sup> Sep –Fri 14<sup>th</sup> Dec 2018</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: Thoughts Aloud, Narration, Physical Theatre, Soundscape</li> <li>• Pupils are required to complete a written Skills Assessed Assessment on their Creating process. Included is an Assessment criteria a written example and prompts for guidance.</li> </ul>	<p>Melodrama - Week beginning: Mon 11<sup>th</sup> March 2019 - Mon 18<sup>th</sup> March 2019</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> <li>• Pupils are required to complete a written Skills Assessed Assessment on their Performance. Included is an Assessment criteria, a written example and prompts for guidance.</li> </ul>	<p>Troy – Week beginning: Mon 3<sup>rd</sup> June 2019 - Mon 10<sup>th</sup> June 2019</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 the performance of peers</li> <li>• Pupils are required to complete a written Skills Assessed Assessment on the Evaluation of their and other's work. Included is an Assessment criteria, a written example and prompts for guidance.</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>
<p>Attend KS3 Drama club on a Monday to help improve performance/levels.</p> <p>Learning and applying the following explorative strategies/skills:</p>	<p>Attend KS3 Drama club on a Monday to help improve performance/levels.</p> <p>Learning and applying the following explorative strategies/skills:</p>	<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>- 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. 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>	<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>	<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>
<h3>Recommended Resources</h3>	<h3>Independent Learning Expectations</h3>	
<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> <p>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.</p>	

Year: 7

Subject: English

Curriculum Leader (KS3): Mr Myers

Learning across the Year 2018-19

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Autumn Term	Spring Term	Summer Term
<p><b>Narrative Structure- Introductory 4 Week Unit</b> In this introductory Unit, students learn about how different kinds of texts are structured, and learn about differences between different text forms.</p> <p><b>War in Literature- 'Once' by Morris Gleitzman</b> Students will be studying Morris Gleitzman's novel about the events of the Holocaust set in 1940s Poland. In <i>Reading</i> lessons they will be focusing upon comprehension and understanding of the events of the novel, as well as the writer's techniques and the way that he builds character and tension. In <i>Writing</i> lessons, they will be focusing on Writing to Explain, using the novel as inspiration. Throughout the year students will also have opportunities for independent and class reading in lesson time.</p>	<p><b>19th Century Prose and Poetry- Childhood</b> In <i>Reading</i> lessons students will initially study a range of extracts from 19th Century prose and poetry, focused on the theme of childhood, 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. In <i>Writing</i> lessons, students will be focusing on learning skills of Writing to Describe, using the texts they have studied as inspiration. Students will also be reinforcing technical skills of Spelling, Punctuation and Grammar throughout this unit.</p>	<p><b>A Midsummer Night's Dream:</b> In <i>Reading</i> lessons students explore a full Shakespeare play in detail, looking at language, themes and characters using active drama techniques. They will begin to understand Shakespeare's language, the conventions of Elizabethan drama, the context of the play, and how the play has been presented over time. In <i>Writing</i> lessons, students will be focusing on learning skills of Writing to Advise as well as reinforcing skills of Writing to Explain, using <i>A Midsummer Night's Dream</i> as inspiration. Students will be reinforcing technical skills of Spelling, Punctuation and Grammar throughout this Unit.</p>
Homework	Homework	Homework
<p>Throughout the term students will undertake a range of activities related to the subject matter of the topic studied. These will include:</p> <ul style="list-style-type: none"><li>• Quizzes on vocabulary and related to the other texts studied</li><li>• Research on the Holocaust and other issues related to 'Once'</li><li>• Writing to Explain activities</li><li>• Creative activities related to 'Once'</li></ul>	<p>Throughout the term students will undertake a range of activities related to the subject matter of the topic studied. These will include:</p> <ul style="list-style-type: none"><li>• Independent contextual research into the lives of Victorian children</li><li>• Exploring the techniques of writers in the prose and poetry texts</li><li>• Writing to describe activities</li><li>• Creative activities related to Victorian childhood.</li></ul>	<p>Throughout the term students will undertake a range of activities related to Shakespeare and <i>A Midsummer Night's Dream</i>. These will include:</p> <ul style="list-style-type: none"><li>• Independent contextual research into Shakespeare and Shakespeare's World</li><li>• Writing to advise and explain activities</li><li>• Creative activities related to <i>A Midsummer Night's Dream</i></li><li>• Activities which enhance technical skills</li></ul>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<p><b>Baseline – Week beginning: 17th September 2018</b> This will assess students ability to write accurately and creatively following a prescribed writing form.</p>	<p><b>Week beginning: 11<sup>th</sup> March 2019</b> Students will be assessed on their ability to analyse and compare 19th Century texts on</p>	<p><b>Week beginning: 3rd June 2019</b> Students will be assessed on their ability to respond to <i>A Midsummer Night's Dream</i> as well as writing to Advise or Explain.</p>

Speaking and Listening Thresholds are gained through participation in class work across each term.	<p>Childhood, identifying writers' techniques. They will also be expected to write accurately.</p> <p>Writing skills will be assessed in-class.</p> <p>Speaking and Listening thresholds are gained through participation in class work across each term.</p>	<p>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	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<p><b>Attend one of the KS3 English Extra-Curricular opportunities: Spoken Word, BBC News Report/Journalism, Carnegie Reading Group, trips and visits.</b></p> <p>Complete independent contextual research to show deeper insight into the novel's themes. Use the themes and ideas in the novel to produce ambitious, carefully crafted pieces of creative writing. Develop wider reading skills by reading a range of suggested texts from the KS3 reading list.</p>	<p><b>Attend one of the KS3 English Extra-Curricular opportunities: Spoken Word, BBC News Report/Journalism, Carnegie Reading Group, trips and visits.</b></p> <p>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. Write their own poems about childhood</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. Produce theatrical responses to 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>	

Year: 7

Subject: Product Design - Food /Textiles Curriculum Leader: Ms Litchfield

Learning across the Year 2018-19

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The students will do two terms of food and one term of textiles on a rotation.

Autumn Term	Spring Term	Summer Term
<p><b>Theory work</b></p> <ul style="list-style-type: none"><li>● Hygiene and Safety</li><li>● Washing up</li><li>● Basic Equipment</li><li>● Getting to grips – knife skills.</li><li>● Eatwell Guide</li><li>● Main nutrients and their functions</li><li>● Parts of the cooker</li><li>● Blender safety</li><li>● Measuring liquids</li><li>● Fruit/vegetables</li><li>● Healthy Eating Guidelines</li><li>● Weighing and measuring</li><li>● Transference of heat - radiation, conduction, convection</li><li>● Fibre</li></ul> <p><b>Practical work</b></p> <ul style="list-style-type: none"><li>● Fruit fusion</li><li>● Layered salad</li><li>● Vegetable soup</li><li>● Fruit crumble</li><li>● Croque-Monsieur or pizza toast</li><li>● Flapjacks</li></ul>	<p><b>Theory work</b></p> <ul style="list-style-type: none"><li>● What makes bread rise?</li><li>● Breakfasts around the world</li><li>● Eggs</li><li>● Food miles</li><li>● Seasonal food</li><li>● Wise food shopping/ budgeting</li><li>● Types of pastry</li><li>● Cooking safely and storing food safely</li><li>● Modifying a recipe</li><li>● Where does our food come from</li><li>● Revisit healthy eating - Eatwell guide</li><li>● High risk foods</li></ul> <p><b>Practical work</b></p> <ul style="list-style-type: none"><li>● Bread rolls</li><li>● Scones</li><li>● Savoury muffins</li><li>● Pizza</li><li>● Fruit plait</li><li>● Cheese and onion triangles</li><li>● Chicken nuggets</li></ul>	<p><b>Theory work</b></p> <ul style="list-style-type: none"><li>● Learning the names of the equipment and their uses</li><li>● The sewing machine</li><li>● Driving test using the sewing machine</li><li>● Embellishments</li><li>● Using a pattern</li><li>● Upcycling fabric</li></ul> <p><b>Practical work</b></p> <ul style="list-style-type: none"><li>● Making a pin cushion</li><li>● Making a puggly toy</li></ul>
Homework	Homework	Homework
<ul style="list-style-type: none"><li>● Design a Poster – “The need for hygiene when handling food”</li></ul>	<ul style="list-style-type: none"><li>● Writing an evaluation including a nutritional analysis</li><li>● Worksheet on flapjacks with modifications</li></ul>	<ul style="list-style-type: none"><li>● Find out the names of 3 types of pastry and at least 2 products made by each pastry</li></ul>

<ul style="list-style-type: none"> <li>● Research one fruit (or one vegetable) and produce presentation.</li> <li>● Evaluating your work</li> <li>● Monitoring your diet and evaluating it.</li> <li>● Worksheet on healthy eating</li> <li>● Worksheet on pizza toast or croque - monsieur</li> <li>● Five interesting facts about bread</li> </ul>	<ul style="list-style-type: none"> <li>● Write up survey about breakfasts. Evaluate results.</li> <li>● Produce a handout about eggs</li> <li>● Research about vegetarianism</li> <li>● Why is teamwork important in the catering industry?</li> <li>● Complete evaluation sheet on vegetarian burgers</li> </ul>	<ul style="list-style-type: none"> <li>● Produce a poster on the 4 methods of cake making and the cakes made by each method</li> <li>● Work out the cost of your nuggets and compare to the cost of McDonald's nuggets.</li> <li>● Write a detailed production plan for your own bread design.</li> <li>● Evaluate your own bread design.</li> </ul>
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
Baseline test within first term 4th Sept- 7th Dec 2018 Research assessed from fruit presentation Cooking skills assessed each practical (peer/self/teacher assessed)	Assessment 11th March - 22nd March 2019 Knowledge assessed by formal assessment Evaluation assessed via pizza practical Cooking skills assessed each practical (peer/self/teacher assessed)	Assessment 3rd June - 14th June 2019 Knowledge assessed by formal assessment Sewing skills assessed each practical (peer/self/teacher assessed) Designing assessed via puggly 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>● Research using more than one source.</li> <li>● Detailed evaluations</li> <li>● Writing a logical, sequential production plan with times and health and safety points</li> </ul>	<ul style="list-style-type: none"> <li>● A detailed evaluation of the nutritional content of the pizza</li> <li>● Writing a logical, sequential time plan with times and health and safety points.</li> <li>● Detailed write up of survey including graphs and conclusions</li> <li>● Detailed costing and evaluation of chicken nuggets</li> </ul>	<ul style="list-style-type: none"> <li>● Detail in annotation and analysing information</li> <li>● Use of high skills in the practical work - will use a variety of embellishments</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.	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 students to be able to wash up so please get them to do this at home.

<p><a href="http://explorefood.foodafactoflife.org.uk">http://explorefood.foodafactoflife.org.uk</a> - use this program to analyse their diet and nutritional content of the food they cook. Will need some fabric to upcycle when they make their puggly toy</p>	<p>We expect all homework tasks to be managed and presented to a high level of excellence, showing time-management and a high level of effort. Students should practise cooking the dishes at home.</p>	
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**Year: 7**

**Subject: French**

**Curriculum Leader: Mrs J Heath**

**Learning across the Year 2018-19**

**Email: [j.heath@holyfamily.waltham.sch.uk](mailto:j.heath@holyfamily.waltham.sch.uk)**

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<ul style="list-style-type: none"> <li>● La rentrée</li> <li>● Point de départ Module 1</li> <li>● As-tu des frères et des soeurs?</li> <li>● Voici ma salle de classe!</li> <li>● Tu aimes ça?</li> <li>● Tu es comment</li> <li>● Qu'est-ce que tu fais?</li> <li>● Mon interview!</li> <li>● Révisions / Assessments</li> <li>● Target setting and self-evaluation</li> <li>● Point de départ Module 2</li> <li>● Qu'est-ce que tu penses de tes matières?</li> <li>● Qu'est-ce que tu portes?</li> <li>● Ta journée scolaire est comment?</li> <li>● C'est comment un collègue français?</li> </ul>	<ul style="list-style-type: none"> <li>● Un collègue super cool</li> <li>● Révisions / Assessments</li> <li>● Target setting and self-evaluation</li> <li>● Point de départ Module 3</li> <li>● Tu es sportif?</li> <li>● Qu'est-ce que tu fais?</li> <li>● Le sport dans les pays francophone</li> <li>● Tu aimes faire ça?</li> <li>● Questions, questions, questions?</li> <li>● Révisions / Assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Target setting and self-evaluation</li> <li>● Point de départ Module 4</li> <li>● Décris-moi ta famille</li> <li>● Où habites-tu?</li> <li>● Qu'est-ce que tu manges au petit déjeuner?</li> <li>● On fait la fête!</li> <li>● Une drôle de famille</li> <li>● Révisions / Assessments</li> <li>● Target setting and self-evaluation</li> <li>● Cultural activities</li> </ul>
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>

<p>10/09/18 - Practise introducing yourself  17/09/18 - Page 11: Ex 8  24/09/18 - Reading: Où habites-tu?  01/10/18 - Writing: Module 1  08/10/18 - Redraft  15/10/18 - Practise answers - Page 20: Ex 3  29/10/18 - Reading: Sept couleurs  05/11/18 - Flashcards  12/11/18 - Speaking assessment  19/11/18 - Green pen work: writing test  26/11/18 - Reading: Une histoire à suivre  03/12/18 - Find a picture and describe it  10/12/18 - Writing: Module 2</p>	<p>07/01/19 - Redraft  14/01/19 - Flashcards  21/01/19 - Flashcards for Speaking  28/01/19 - Speaking assessment  04/02/19 - Redraft Writing assessment  11/02/19 - Describe the picture  25/02/19 - Reading: Bernard Stamm  04/03/19 - Mon temps libre  11/03/19 - Writing Module 3  18/03/19 - En plus: Pages 74-75  25/03/19 - Flashcards  01/04/19 - Flashcards</p>	<p>23/04/19 - Speaking assessment  29/04/19 - Redraft Writing assessment  07/05/19 - Reading: Mon grand-père  13/05/19 - Presentation Page 87: Ex 7  20/05/19 - Writing: Module 4  03/06/19 - Reading: La Festival d'Abéné  17/06/19 - Flashcards  24/06/19 - Flashcards for Speaking  01/07/19 - Speaking assessment  08/07/19 - Redraft: Writing assessment</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>
<p>All redrafted written homework will be assessed according to the new marking criteria for writing based on the linear GCSE.</p> <p><b><u>Baseline exam week beg 5th Nov</u></b>  All skills Module 1</p>	<p>All redrafted written homework will be assessed according to the new marking criteria for writing based on the linear GCSE.</p> <p><b><u>Week beg 21st January</u></b>  All skills Module 2</p> <p><b><u>Week beg 1st April</u></b>  All skills Module 3</p>	<p>All redrafted written homework will be assessed according to the new marking criteria for writing based on the linear GCSE.</p> <p><b><u>Week beg 24th June</u></b>  All skills Module 4</p>

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p><b>Challenge Tasks</b></p>	<p><b>Challenge tasks</b></p>	<p><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>See autumn term.</p>	<p>See autumn term.</p>

<p>All students have PLCs that need to be constantly updated and referred to.</p> <p>Students must continue to re-apply vocabulary in a new context.</p> <p>Students should justify what they say using a variety of ideas and opinions to back up what they have said or written.</p> <p>Students must use flashy (unusual) vocabulary.</p> <p>All students have been provided with a Student Guide, which contains a progress review section, the marking criteria and strategies to improve.</p>		
<p><b>Recommended Resources</b></p>	<p><b>Independent Learning Expectations</b></p>	
<ol style="list-style-type: none"> <li>1. Dynamo 1: ISBN 978 1292 226316</li> <li>2. Student Guide to Success in Year 7 (supplied 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. <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> <li>8. <a href="http://www.wordreference.com">www.wordreference.com</a></li> <li>9. Youtube: Cyprien</li> <li>10. Youtube: Easy French</li> <li>11. Youtube: Monsieur Pattinson</li> </ol>	<ul style="list-style-type: none"> <li>▪ To persevere with a task as per 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 in and ensure excellent presentation with dates and titles underlined</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 and <i>wordreference.com</i> instead of resorting to Google translator</li> <li>▪ To apply the <i>TONIC</i> strategy.</li> </ul>	

Year: 7

Subject: Geography

Curriculum Leader: Miss A. Lippa

Learning across the Year 2018-19

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

Autumn Term	Spring Term	Summer Term
<p><b><u>Weather and climate</u></b></p> <ul style="list-style-type: none"> <li>● The difference between weather and climate</li> <li>● Measuring and presenting weather data</li> <li>● Causes and types of rainfall</li> <li>● Air pressure, anticyclones and depressions</li> <li>● UK climate</li> <li>● How climate varies around the world</li> </ul> <p><b><u>Population and migration</u></b></p> <ul style="list-style-type: none"> <li>● Global population change patterns</li> <li>● Global population distribution</li> <li>● Population structure</li> <li>● Population control</li> <li>● Causes and impacts of migration</li> <li>● The UK population</li> <li>● Urban Change: Causes and impacts</li> <li>● Comparison of two cities with different population patterns</li> </ul>	<p><b><u>Eco-Systems</u></b></p> <ul style="list-style-type: none"> <li>● What are ecosystems?</li> <li>● Ecosystem distribution around the world</li> <li>● Adaptations</li> <li>● Location and distribution of tropical rainforests</li> <li>● Climate and characteristics of tropical rainforests</li> <li>● Human activity in the rainforests</li> <li>● Sustainable management of the rainforest</li> </ul> <p><b><u>Development</u></b></p> <ul style="list-style-type: none"> <li>● Defining development</li> <li>● Global distribution of money</li> <li>● Measuring development in ways other than money</li> <li>● The Development Continuum</li> <li>● Intra-national development issues</li> <li>● Causes of uneven development</li> <li>● Gender inequality and development</li> <li>● Strategies to reduce the development gap</li> <li>● The Sustainable Development Goals</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>● The planet as a natural resource</li> <li>● Rocks: Types of rocks and how they are natural resources</li> <li>● Soils</li> <li>● The biosphere</li> <li>● The hydrosphere</li> <li>● Oil as a natural resource the world depends upon</li> <li>● Generating electricity using natural resources</li> <li>● Sustainable use of resources</li> </ul> <p><b><u>Rivers (including fieldwork)</u></b></p> <ul style="list-style-type: none"> <li>● The water cycle</li> <li>● Why rivers are important</li> <li>● River Processes</li> <li>● The changing profile of rivers</li> <li>● River landforms</li> <li>● The uses and value of rivers</li> <li>● Management of river flooding</li> <li>● Rivers fieldwork enquiry</li> </ul>
Homework	Homework	Homework
	<ul style="list-style-type: none"> <li>● Regional Study: The Middle East</li> </ul>	

Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
Mon 4th Sep - Fri 14th December 2018	w/b Monday 11th March 2019	w/b Mon 3rd June 2019
Baseline Test in September covering 3 AOs from GCSE (teacher marked) Graphical skills in December (peer marked)	Map skills (teacher marked) 9 mark GCSE style essay with 3 marks SPGST (teacher marked)	Peer assessment TBC Essay: Evaluating fieldwork (9 marks plus 3 SPGST)

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<ul style="list-style-type: none"> <li>• Expectation of wider range and more detailed developed ideas</li> <li>• Students use more detailed resources to help substantiate their explanations. Student leadership opportunities</li> <li>• Expectation that students with a high baseline attainment use the challenge resources and complete the challenge tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Use of advice and guidance relevant for challenge tasks</li> <li>• Explicit, cause-effect links are explained in detail</li> <li>• Detailed, evidenced, research report into issues in one megacity, showing explicit links between them</li> </ul>	<ul style="list-style-type: none"> <li>• Student leadership opportunities</li> <li>• Embedded in skills booklet</li> </ul>
Recommended Resources	Independent Learning Expectations	
<p><b><u>Progress in geography: Key Stage Three:</u></b> Authors: David Gardiner, Catherine Owen Publisher: Hodder Education ISBN-13: 978-1510428003 Price £25 approx</p> <p><b><u>AQA GCSE Geography Student Book</u></b>.(key text)</p> <ul style="list-style-type: none"> <li>• Authors: Simon Ross, Nick Rowles</li> <li>• Publisher: <a href="#">Oxford University Press</a></li> <li>• ISBN-13: 9780198366614</li> <li>• Price: £25</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>	

Year: 7

Subject: History

Curriculum Leader: Mr Shah

Learning across the Year 2018-19

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

Autumn Term	Spring Term	Summer Term
<p>Autumn 1: 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>● What was going on around the world in the 12th Century?</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>Autumn 2: Students will focus on race and religion in the Middle Ages</p> <ul style="list-style-type: none"><li>- What had total power: Church or Crown? A study from the 1100s to the 1600s.</li><li>- What was Queen Elizabeth's attitude towards Tudor England's black population?</li></ul>	<p>Spring 1 &amp; 2: Students will study about the Transatlantic trade system</p> <ul style="list-style-type: none"><li>- Life in Africa before the Slave Trade</li><li>- <i>How were the many cultures of Africa turned into one slave race?</i></li><li>- <i>How important were the slaves in abolition?</i></li><li>- How has the abolishment of slavery been interpreted by historians?</li><li>- <i>Did abolition in 1807 change slave motherhood?</i></li></ul>	<p>Summer 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>● How far did the Suffragettes change public opinion?</li><li>● How far did the Suffragists change public opinion?</li><li>● How far did World War One change public opinion?</li><li>● How did Saudi women react to getting the vote in 2015?</li><li>● Should we all be feminists?</li></ul> <p>Summer 2: Students will study about Industrial Britain</p> <ul style="list-style-type: none"><li>- Compare life between 1750-1900</li><li>- Social problems in London during the Industrial Revolution</li><li>- Role of social reformers</li><li>- Effect of social reformers during Industrial period</li></ul>

		<ul style="list-style-type: none"> <li>- Could you be a “freak” in Victorian England?</li> <li>- What can Oliver Twist (movie) teach us about social problems in the Industrial Revolution?</li> </ul>
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
Includes: source questions, poster, descriptive writing, diary entries. Details to be posted on Show My Homework	Includes: analysis of interpretations and creative writing. Details to be posted on Show My Homework	Includes: student teachers and independent research. Details to be posted on Show My Homework
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
<p>Autumn 1: Baseline test - students will have the opportunity to express their skills as a Historian</p> <p>Autumn 2: Why was the church so important in Medieval Society? Ao1 and AO2</p>	<p>Spring 1: A04: Explain and compare different interpretations of why slavery was abolished</p>	<p>Summer 1: Skill: How far did the suffragette movement cause woman's suffrage? AO1 and AO2</p> <p>Summer 2: Skill: AO3: How useful are Sources A and B to learn about the Industrial Revolution changes the lives of Londoners? Explain your answers, using Sources A and B and your own knowledge.</p>
<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>Student Leadership</p> <p>Research projects</p>	<p>Student Leadership</p> <p>Research projects</p>	<p>Student Leadership</p> <p>Research projects</p>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<p>Websites: BBC websites</p>	All homework completed on time and to a high standard	

<p>www.schoolhistroy.com <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></p>	<p>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</p>	
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Year: 7

Subject: Mathematics

Curriculum Leader: Mr McCollin

KS3 Coordinator: Ms Atakan

Learning across the Year 2018-19

Email: a.atakan@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>
<p><b>Homework</b></p>	<p><b>Homework</b></p>	<p><b>Homework</b></p>
<ul style="list-style-type: none"><li>● Extended project homework.</li><li>● Tasks from Mathematics Mastery workbook</li><li>● Tasks on MathsWatch</li></ul>	<ul style="list-style-type: none"><li>● Tasks from Mathematics Mastery workbook</li><li>● Tasks on MathsWatch</li></ul>	<ul style="list-style-type: none"><li>● Tasks from Mathematics Mastery workbook</li><li>● Tasks on MathsWatch</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.

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge Tasks	Challenge Tasks
Unused tasks from workbooks. Independent study using MathsWatch VLE.	Unused tasks from workbooks. Independent study using MathsWatch VLE. Students from top sets selected for Junior Maths Challenge.	Unused homework tasks from workbooks. Independent study using MathsWatch VLE.
Recommended Resources	Independent Learning Expectations	
<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	Complete homework. Read over notes prior to the next lesson in order to facilitate continuous progression. Use of MathsWatch to identify and address area of weakness.	

Year: 7

Subject: Music Curriculum Leader: Mrs Corlett

Learning across the Year 2018-19

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

Autumn Term	Spring Term	Summer Term
<p><b><u>Night and Day -</u></b> Pupils will be made aware of, understand and recognise the concepts of pitch, tempo, dynamics, duration, attack and decay, texture, timbre and silence. Pupils should be able to draw on them as a resource when composing, use them effectively when performing and recognise them when listening to and appraising music describing morning and night moods. Pupils participate in a variety of singing, performing, composing, listening and evaluating activities with awareness of the elements of music</p> <p><b><u>Hairspray</u></b> Pupils should all build their performance skills by joining in with singing workshops and performing songs from Hairspray in small groups.</p>	<p><b><u>Chinese Music</u></b> In this unit, pupils will develop an awareness of Chinese music in relation to its social, cultural and historical context. This unit also explores the pentatonic scale.</p> <p>Pupils are introduced to the sounds of Chinese music through the integrated activities of listening, performing and composing and learn about its origins and Chinese musical instruments.</p> <p>Pupils take part in both composition and performance activities.</p>	<p><b>Music and Space:</b> This unit begins by exploring Holst's "The Planets" to explore the connection between Music and Space and to provide a stimulus for creative composition work. Pupils explore how Holst uses musical elements and features, including the use of an Ostinato, in "Mars", before using these features to compose their own "Mars, The Bringer of War" programmatic pieces. Students will then use Garageband to compose an electronic soundscape - "The Missing Moon"</p> <p><b>Film Music:</b> Students will perform a variety of film pieces from traditional musical notation. Drawing on their knowledge of the musical elements particularly rhythm melody and Dynamics.</p>
Homework	Homework	Homework
<p><b>Week 1</b> - Elements of music worksheet &amp; Odd one out Instrument worksheet</p> <p><b>Week 3</b> - Graphic Scores worksheet &amp; Pupils will investigate further pieces of music or songs to do with "morning", "dawn" and "sunrise" perhaps popular songs taking this as a theme.</p> <p><b>Week 5</b> - Students will be asked to write a short evaluation of their group's "Morning Mood" piece as a homework activity describing how they used the elements of music in their pieces to create an intended effect and how they selected and combined their chosen sound sources for each of the three separate ideas.</p> <p><b>Week 7</b> - Elements of music activity sheet.</p>	<p><b>Week 1</b> - Choose a Chinese instrument and create a factfile on it <b>Week 3</b> - Chinese music context worksheet <b>Week 5</b> - Revise musical elements for your listening test. <b>Week 7</b> - Essay - Why should we study music from other cultures? <b>Week 9</b> - Read and Complete the "Music from China" worksheet <b>Week 11</b> - Draw a graphic Score for Display in the music room. This can be as elaborate as you like but must be based on the piece of chinese music you are composing.</p>	<p><b>Week 1</b> Student should design a new CD cover for a recording of Holst's "The Planets" using the information on the attached worksheet to provide a track listing and some brief, accompanying notes about Holst and the seven movements which make up "The Planets". <b>Week 3</b> Pupils should research the scientific aspects of the Planets and should present six facts (orbit, mass, diameter, colour, size, photo or illustration) for lesson work in the next lesson. Try to find out some information in the library. <b>Week 5</b> write a short account on how you approached your electronic composing task using the template provided. <b>Week 7</b> Choose a music video which reflects the words of the song and explain how in 150 words <b>Week 9</b> Choose your own episode of Tom and Jerry and track the mickey mousing <b>Week 11</b> Revise for Music analysis test.</p>
Assessment Dates/Skills/Topics	Assessment Dates/Skills/Topics	Assessment Dates/Skills/Topics
<p>Week 9 Musical elements and theory Exam Week 12 GCSE style assessment of Hairspray group performance</p>	<p><u>Week 6</u> - Solo Chinatown performance <u>Week 11</u> - Listening test on Chinese music features <u>Week 12</u> - end of unit Theory exam</p>	<p>Week 5 - Music analysis exam on Holst planets Week 6 - Composition assessment Week 10 - Performance assessment - Film music</p>

Autumn Term	Spring Term	Summer Term
<p style="text-align: center;"><b>Challenge Tasks</b></p>	<p style="text-align: center;"><b>Challenge tasks</b></p>	<p style="text-align: center;"><b>Challenge Tasks</b></p>
<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/zykw6sq">http://www.bbc.co.uk/education/topics/zykw6sq</a></li> </ul>	<ul style="list-style-type: none"> <li>• Use youtube to find out more about keyboard music and playing the keyboard.</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 keyboard 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 Holst planet works</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>
<p style="text-align: center;"><b>Recommended Resources</b></p>	<p style="text-align: center;"><b>Independent Learning Expectations</b></p>	
<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, 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>	<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: Yr 7

Subject: PE

Curriculum Leader: Mrs Cole

Learning across the Year 2018-19

Email: [e.cole@holyfamily.waltham.sch.uk](mailto:e.cole@holyfamily.waltham.sch.uk)

Autumn Term	Spring Term	Summer Term
Baseline testing  Gym, Rugby, Football Dance , Fitness , Basketball, Netball, Parkour	Handball, Gym, Rugby, Basketball, Netball, Football, 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 (21/01/19)</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 - Sept - Dec 2018	Assessment 1 - March 2019	Assessment 2 - June 2019

Year: 7

Subject: PE

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>• 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>
<b>Independent Learning Expectations</b>		
<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 2018-19

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

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
<b>Homework Based on the following topics</b>	<b>Homework Based on the following topics</b>	<b>Homework Based on the following topics</b>
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>
Baseline testing throughout whole term	'GCSE' style questions in the fortnight beginning 12th March	'GCSE' style questions in the fortnight beginning 18th June.

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Autumn Term	Spring Term	Summer Term
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<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>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<p>dynamiclearning.org (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 2018-19

Email: [s.nandlal@holyfamily.waltham.sch.uk](mailto:s.nandlal@holyfamily.waltham.sch.uk)

Autumn Term	Spring Term	Summer Term
<p><b><u>HEALTH &amp; SAFETY</u></b></p> <p>Pupils will learn workshop rules and routines. 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 an A3 size poster to promote correct H&amp;S at Holy Family Catholic School</p> <p><b><u>Bottle opener</u></b></p> <ul style="list-style-type: none"><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></ul>	<p><b>Pop up cards ( paper Engineering) using Techsoft 2D 6 weeks</b></p> <ul style="list-style-type: none"><li>● Pupils will design and make a range of pop up cards to a chosen celebration theme</li><li>● Pupils will learn to draw simple pop up mechanisms using a 2D drawing software –Techsoft 2D Design.</li><li>● Use a range of drawing tools on Techsoft 2D</li><li>● How to convert cutting lines in to red</li><li>● How to make cuts in the middle of card by deleting unwanted lines</li><li>● Pupils will draw 4 designs using 4 different card mechanisms by hand</li><li>● Draw the best 2 on computer using Techsoft 2D</li><li>● Using CNC machine cut out their best design.</li><li>● Add colours using a variety of manual techniques</li><li>● Add decorations and fonts/writing a message</li><li>● Draw an envelope using Techsoft 2D to match with card size</li><li>● Print this out on paper and cut using scissors</li></ul> <p><b><u>Sketchup : Night Light 5 weeks</u></b></p>	<p><b><u>Night Light</u></b></p> <p>Research – analysis of existing products/ basic circuit written out Card designs stuck on moulds Colour chosen and moulds placed on Selected Polystyrene sheet. On bordered paper copy out working drawing of base. Vac form moulds as they draw their sheets Use Gerbil to remove mould from sheets. Discuss position of the support bracket and therefore the position of the hole. Mark out acrylic blanks according to the worksheet. Add centre for the shade. Use of marking out tools Drill holes File edges of the acrylic Glass paper edges Use polisher to achieve a shiny finish Line bend the acrylic when finish is achieved. The distribution of components. Discuss the use of each component. Demo wire stripping, Do a dry assembly. Demo soldering Solder components together Complete soldering and assemble project. Glue bracket to shade Write an evaluation of their project on bordered paper.</p>

<ul style="list-style-type: none"> <li>Remove adhesive and polish using brasso metal polish.</li> <li>Evaluate use and mark practical</li> </ul>	<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>	
<h3>Homework</h3>	<h3>Homework</h3>	<h3>Homework</h3>
<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 pop up mechanisms with annotation.</li> <li>Worksheet on different paper engineering</li> <li>Complete 4 design ideas for pop up cards.</li> <li>Complete the adding colours on final design</li> <li>Draw 3 designs for matching envelopes</li> <li>Flowchart symbols and their meanings</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>
<h3>Assessment Dates/Topics/Skills</h3>	<h3>Assessment Dates/Topics/Skills</h3>	<h3>Assessment Dates/Topics/Skills</h3>

<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>	<p>Basic card engineering (pop up) research</p> <ul style="list-style-type: none"> <li>● Four design ideas</li> <li>● Planning of making flow chart</li> <li>● Final CNC cutout with manual colour techniques</li> <li>● Final envelope with matching decor</li> <li>● Evaluation of designing and making</li> <li>● Final outcome of pop-up cards</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>
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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>● 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 different card engineering types by hand and using computer.- complexity of design.</li> <li>● Creation of final product with variety of rendering techniques by hand and using software.</li> <li>● Produce a professional finish to match with the theme to the final product</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 off the edges of the acrylic</li> <li>● Vacuum forming – demonstrate to peers</li> <li>● Excellent finish on completion of the project</li> </ul>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<p>Video on 'How to solder'  <a href="http://www.technologystudent.com">www.technologystudent.com</a>,  <a href="http://www.howitworks.com">www.howitworks.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> <li>● Draw realistic designs using Techsoft 2D Design tools</li> </ul>	

www.bbcbitsize.co.uk

- 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): Mrs Anjorin

Learning across the Year 2018-19

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

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> <li>● <b>Working Scientifically:</b> Students will learn about how Science works and the fundamental skills in experimental Science including naming and using a range of different equipment, health and safety when working in a Science laboratory and planning investigations.</li> <li>● <b>Space:</b> Students will gain an understanding of the structure of the universe and the solar system. They will have the opportunity to learn about seasons arise and the different phases of the moon.</li> <li>● <b>Cells and Organisation:</b> Students will learn how cells are organised to create complex organisms such as plants and animals. They will also have the opportunity to use microscopes to observe cells.</li> <li>● <b>Forces:</b> Students will be able to identify different forces in action and apply them to a real life context.</li> </ul> <p><b>The periodic table:</b> Students will gain an understanding of how elements are arranged in the Mendeleev periodic table and the patterns in chemical and physical properties of the different groups.</p>	<p><b>Particles and their behaviour:</b> Students will learn about the different states of matter and investigate how solids, liquids and gases can interchange leading to different properties.</p> <ul style="list-style-type: none"> <li>● <b>Reproduction:</b> Students will gain an understanding of the structure and function of the male and female reproductive systems and the changes that happen during puberty. Students will also learn about the reproductive systems in plants.</li> <li>● <b>Adaptations and inheritance:</b> Students will learn about competition in living organisms and different adaptations that help them to survive, and can lead to natural selection, evolution or extinction. Students will also learn about how DNA was discovered and its role in inheritance and variation.</li> </ul> <p><b>Elements, atoms and compounds:</b> Students will gain an understanding into the differences in elements, compounds and mixtures and be able to compare properties of different atoms. Students will also use the periodic table, writing word and chemical formulae and interpreting their meanings.</p>	<ul style="list-style-type: none"> <li>● <b>Acids and alkalis:</b> Students will be able to compare the properties of acids and alkalis. They will also become more familiar with the hazard symbols and offer suitable safety precautions. There are opportunities to use the pH scale through practical investigations where students will be able to make their own observations and draw conclusions from them.</li> <li>● <b>Energy:</b> Students will be able to investigate and compare energy values of food and fuels. They will be able to identify different forms of energy and describe how they can be transformed using examples from real life contexts.</li> </ul>
Homework	Homework	Homework
<ol style="list-style-type: none"> <li>1. Making a model cell.</li> <li>2. B1 1.1 WebQuest: Development of microscope.</li> <li>3. C1 4.3 WebQuest: Soil pH</li> <li>4. Homework activity C1 1.2 Indicators and pH</li> <li>5. C1 Summary (Creating flashcards)</li> <li>6.Homework C2 3.1 Metals and Acids</li> <li>7.Homework C2 3.4 Metal Displacement</li> <li>8. Homework activity P1 1.3 investigating friction.(investigation)</li> <li>9. Homework Activity P2 3.1 speed</li> <li>10.B1 3.3 WebQuest Fertilisation and implantation</li> </ol>	<ol style="list-style-type: none"> <li>1.Homework activity B1 2.6 Investigating Muscle Fatigue.(investigation).</li> <li>2.Homework activity C1 1.3 Observing the cooling of stearic acid.(investigation).</li> <li>3.The heating curve of water.</li> <li>4. Homework activity C1 2.3 Introducing Compounds.(investigation).</li> <li>5. Elements homework</li> <li>6. B1 3.3 WebQuest Fertilisation and implantation</li> <li>7. B2 3.5 inheritance</li> </ol>	<ol style="list-style-type: none"> <li>1.Research Task</li> <li>2.Write up scientific investigations completed</li> <li>3. Science investigation projects</li> </ol>

11. B2 3.5 inheritance		
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
<p>Topics: Working scientifically Assessment date: w/b 1/10/18</p> <p>Topics: Cells and Organisation Assessment date: w/b 5/11/18</p> <p>Topics: Forces and Periodic Table Assessment date: w/b 17/12/18</p> <p>Skills: Researching/Analysing/Recording/Calculating</p>	<p>Topics: Particles and their behaviour, Reproduction, Adaptations and Inheritance Assessment date: w/b 18/3/19</p> <p>Topic: Elements, atoms and compounds Assessment date: w/b 22/04/19</p> <p>Skills: Planning/Observing/Analysing/Evaluating.</p>	<p>Topics: Acid and Alkalis, Energy Assessment date: w/b 1/7/19</p> <p>Topic (End of year assessment): Assessment date: w/b 03/06/19</p> <p>Skills: Analysing/Calculating/Investigating.</p>

Autumn Term	Spring Term	Summer Term
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<p>2.B1 1.1 Cells challenge. 4. B1 1.4 International Space Station. 5.P1 4.2 Solar system tourist. 3.C1 2.2 Elements on Earth. 2.B1 1.3 Safer Roads.</p>	<p>1.B1 2.5 Hip Replacement. 2.B1 1.3 Safer Roads. 3.B1 1.1 Fertility Treatments. 3.C1 2.2 Elements on Earth.</p> <p>Extended project: Healthy Pregnancy.</p>	<p>1.P1 2.4 The science of Music. 1.C1 4.3 Soil pH. 4.C1 3.1 Kitchen Chemistry</p> <p>Projects: Chemistry (Superheroes)-Elements. Physics (Rockets)- Forces</p>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<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>	

**Year: 7**

**Subject: Spanish**

**Curriculum Leader : Mrs. Heath**

Learning across the Year 2018-19

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

Autumn Term	Spring Term	Summer Term
<b>Module 1: My life</b> Giving your name Describing the sort of person you are Talking about your family Describing family members Telling your birthday Learning the alphabet Talking about and describing pets	<b>Module 2: My free time</b> Talking about activities you like doing Present tense - regular and irregular verbs Describing the weather including activities Talking about sports you play Talking about sports you like	<b>Module 3: My school</b> Talking about school subjects Giving your opinion on school subjects Talking about your timetable Describing your school Talking about what activities you do at break
Homework	Homework	Homework
Decorate and cover your exercise book Practise introducing yourself Los Pérez genealogical tree and civil state Writing - Introduce yourself (Autumn 1) Thinking Skills: ¿Cuándo es tu cumpleaños? Redraft (Autumn 1) Personality Adjectives – dictionary use Reading – El día de las Mascotas Writing - Introduce yourself 2 (Autumn 2) Redraft (Autumn 2) Prepare your endangered species powerpoint or poster to present to the class Learn your answers for the Speaking Exam Thinking Skills – Las Loom Bands El día de los Santos Inocentes	Extended Homework Project Reading: El festival de las cometas Writing: Spring Term Writing: Redraft of Spring Term Grammar: Present tense verb practice Prepare answers for Speaking Assessment Revise Module 2 vocabulary Learn Writing Assessment Reading: ¿Cuál es tu estilo? Redraft of Writing Assessment  (See Student Guide for Homework Due Dates)	Spelling test Reading: Estudio español Reading: El material escolar Writing: Summer Term Writing: Redraft of Summer Term Grammar: Making nouns plural in Spanish Speaking: prepare answers for Speaking Assessment Make revision mini flashcards of Module 3 Reading: El torneo ATP de Buenos Aires Complete Redraft of the Writing Assessment Finish School Brochure Make a powerpoint presentation of your favourite festival

Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<p><u>Module 1:</u> Speaking: Baseline Assessment</p> <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 11th Dec</b></p>	<p>All redrafted written homework will be assessed according to the new marking criteria for writing based on the new GCSE.</p> <p><u>March: Module 2 Assessments</u> Listening, Speaking, Reading &amp; Writing</p>	<p>All redrafted written homework will be assessed according to the new marking criteria for writing based on the new GCSE.</p> <p><u>June: Module 3 Assessments</u> Listening, Speaking, Reading &amp; Writing</p>
Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<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>All students have PLCs that need to be constantly updated and referred to.</p> <p>Students must continue to re-apply vocabulary in a new context.</p> <p>Students should justify what they say using a variety of tenses to back up what they have said or written.</p> <p>Students must use flashy (unusual) vocabulary.</p> <p>All students have been provided with a Student Guide, which contains a progress review section, the marking criteria and strategies to improve.</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>All students have PLCs that need to be constantly updated and referred to.</p> <p>Students must continue to re-apply vocabulary in a new context.</p> <p>Students should justify what they say using a variety of tenses to back up what they have said or written.</p> <p>Students must use flashy (unusual) vocabulary.</p> <p>All students have been provided with a Student Guide, which contains a progress review section, the marking criteria and strategies to improve.</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>All students have PLCs that need to be constantly updated and referred to.</p> <p>Students must continue to re-apply vocabulary in a new context.</p> <p>Students should justify what they say using a variety of tenses to back up what they have said or written.</p> <p>Students must use flashy (unusual) vocabulary.</p> <p>All students have been provided with a Student Guide, which contains a progress review section, the marking criteria and strategies to improve.</p>

Recommended Resources	Independent Learning Expectations	
<ul style="list-style-type: none"> <li>● Viva 1 book: 97814479 35254</li> <li>● Student Guide to Success in Year 7 (supplied in September by class teacher)</li> <li>● Collins Easy Learning Spanish dictionary or Oxford Learner's dictionary: recommended for home use only as we have large stocks in school</li> <li>● <a href="http://www.bbc.co.uk/education">www.bbc.co.uk/education</a></li> <li>● <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></li> <li>● Youtube</li> <li>● Duolingo (available in all languages)</li> <li>● www.wordreference.com</li> </ul>	<ul style="list-style-type: none"> <li>● To persevere with a task taking into account the 1, 2, 3 Rule</li> <li>● To update 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 in</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>	