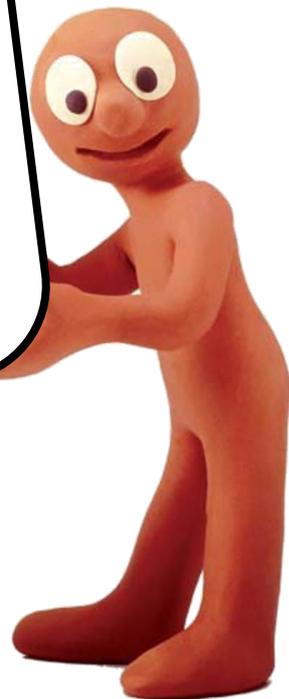




# Ecclesfield **SCHOOL.**

Y7 and Y8  
Curriculum  
Guide



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# Your Child's Curriculum Entitlement

The **Discover Curriculum** entitles students to:

- Access a broad and balanced curriculum which allows them to explore some of the subjects they encountered at primary school in more depth.
- Be taught in different types of teaching group (with students of similar ability and in mixed ability class) promoting and developing literacy and numeracy skills.
- Personalised provision to address the individual needs in Maths and/ or English (extra support to get back 'on track' with students of a similar age).
- Follow a Personal, Social, Health, Citizenship and Economic education (PSHCE programme).
- Learn a Modern Foreign Language.
- Experience the separate art forms of Music, Art and Drama and access to the extra-curricular opportunities they provide.
- Participate in four hours of physical education each fortnight.
- Study a range of subjects within Design and Technology, including programmes in food and nutrition.
- Acquire new skills in computing and develop ICT skills that can be transferred to other subjects.
- Receive careers education, information advice and guidance through specific lessons and access to impartial careers advice.
- Spend at least 33 out of 50 hours per fortnight studying Ebacc subjects.
- Develop their skills, knowledge and understanding in Maths and English.
- Access mentoring sessions with students from across the 11-16 range during daily Vertical Mentor sessions.
- Develop attitudes to learning, GRIT behaviours and leadership skills in a range of contexts including lessons, VM time, extra-curricular participation, home learning activities and as members of the student or department leadership teams.
- Represent their school in cultural and sporting events and/ or be a volunteer ambassador at whole school and community events.

There are 50 periods a fortnight. The table below shows the number of periods per fortnight each subject is studied.

English	8	Drama	2	MFL	4
Maths	8	Music	2	RE	2
Science	6	Art	2	PSHCE	1
PE/ Games	4	History	3	D&T	3
Computing/ ICT	2	Geography	3		

Further personalisation of some students' timetables includes intervention and/ or withdrawal programmes as appropriate. Parents and Carers of students following intervention programmes will receive detailed information.

### **Interventions include:**

- Read Write Inc—Phonics based reading programme
- Accelerated Reader—Individual ICT based support to increase reading and comprehension
- Lexia –Individual ICT based support which develops reading, phonics and comprehension, particular for students with dyslexia
- Back On Track—Maths and English programmes for students who have had a dip in their progress or have very specific aspects of maths and English which they need additional support with.
- Breakfast Booster and Catch Up Intervention —Numeracy intervention for students in Year 7 who are working below age-related expectations
- Social Skills group
- Life Skills (Foundation Learning) Group –Specifically for vulnerable students who may struggle academically in mainstream lessons
- Personalised Learning Centre - For students with difficulties accessing mainstream lessons or who may present with complex behavioural problems
- In class support
- Personalised 1:1 interventions
- School Counsellor—for students with emotional and mental health difficulties
- One-to-one mentoring
- Reciprocal Reading—a reading comprehension programme
- Foundation Learning Programme—nurture provision for KS3 students
- The Learning Challenge – Challenges on organisation, memory and reflection
- Reading Leaders—peer coaching
- Premiership Reading Stars
- Vocabulary and Narrative Speech, Language and Communication groups
- After-school Study Support

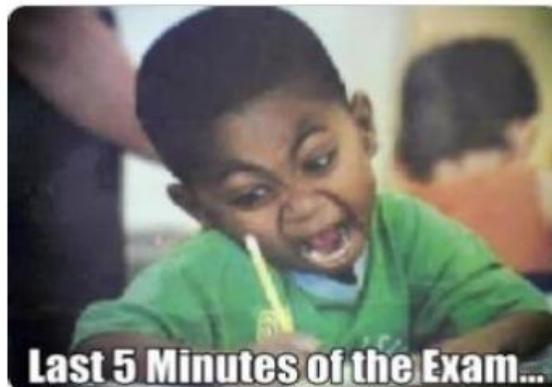
## End of Year Exams:

In light of the demands of the new GCSEs, it is essential that students feel confident going in to the exam hall to sit tests in a range of subjects. End of year exams from Year 7 onwards are designed to ensure students are familiar with the expectations of them in the exam hall. Additionally, we want students to be equipped with a range of revision techniques from as early on as possible. Essentially, we want students to be fully prepared for their GCSE exams and we know that the earlier we start in that preparation, the better.

A few weeks before the exams are due to take place, you can expect your child to receive an Exams booklet – this contains information on when the exams will take place, provides a range of strategies and advice as well as topic lists from each subject so your child knows exactly what to revise.

You can support your child by reading through the booklet and helping them construct a revision timetable in the run up to their exams. Again, this is essential practice before they reach GCSEs.

### ***Top Tips for Revision and Exam Success Year 7 Exams***



**"By failing to prepare, you are preparing to fail."**

- Benjamin Franklin

**"Preparation is the key to success."**

- Alexander Graham Bell

**"Never, never, never give up."**

- Winston Churchill

**"There is no secret to success. It is the result of preparation, hard work and learning from failure."**

Colin Powell

# Year 7 English 2017-18

Scheme of Learning/ key questions	Home learning	Assessment
<p><b>10 week Scheme of Learning Power of the Pen</b>            This scheme explores what English is and looks at the use of language and words across the ages. At the end of this scheme, the students should have some understanding of:</p> <ul style="list-style-type: none"> <li>✓ Literary heritage – e.g. canon of literature, word origins</li> <li>✓ Key literary movements – e.g. Romanticism</li> <li>✓ Key British literary figures – e.g. Shakespeare</li> <li>✓ Historical context – e.g. Victorian Era</li> </ul>	<p>Students are expected to read for at least one hour a week as part of their homework. Homework will focus on spellings, creative writing and learning new words. The English teacher, on a weekly basis, will hand out homework sheets.</p>	<ol style="list-style-type: none"> <li>1. <b>Big read</b> – assessing students’ ability to read and understand a text. Also, their ability to analyse the writer’s methods.</li> <li>2. <b>Big write</b> – assessing students’ ability to write creatively.</li> </ol> <p>Results will be shared with students at the end of the SOL and they will be given the opportunity to work on their personal targets.</p>
<p><b>10 week Scheme of Learning Media</b>            This scheme explores the use of English in the media and looks at bias and opinion, teaching students to be discerning readers.</p> <p>At the end of this scheme, the students should have some understanding of:</p> <ul style="list-style-type: none"> <li>✓ A range of non-fiction forms (e.g. newspapers, articles, letters)</li> <li>✓ Media bias and persuasive language</li> <li>✓ Links between English, media and the modern world</li> <li>✓ Different methods of self-expression</li> </ul>	<p>Students are expected to read for at least one hour a week as part of their homework. Homework will focus on improving students’ use of punctuation and discourse markers. They will also create their own article. The English teacher, on a weekly basis, will hand out homework sheets.</p>	<ol style="list-style-type: none"> <li>1. <b>Big read</b> – assessing students’ ability to read and understand a text. Also, their ability to analyse the writer’s methods.</li> <li>2. <b>Big write</b> – assessing students’ ability to write non-fiction texts.</li> </ol> <p>Results will be shared with students at the end of the SOL and they will be given the opportunity to work on their personal targets.</p>
<p><b>10 week Scheme of Learning Novel</b>            This scheme explores how a whole novel is crafted and looks at characterisation.</p> <p>At the end of this scheme, the students should have some understanding of:</p> <ul style="list-style-type: none"> <li>✓ The novel form and its conventions</li> <li>✓ The context of their specific</li> </ul>	<p>Students are expected to read for at least one hour a week as part of their homework. Homework will focus on exploring key characters and reflecting on key scenes and moments. The English teacher, on a weekly basis, will hand out homework sheets.</p>	<ol style="list-style-type: none"> <li>1. <b>Big read</b> – assessing students’ ability to read and understand a text. Also, their ability to analyse the writer’s methods.</li> <li>2. <b>Big write</b> – assessing students’ ability to write in the role of one of the characters.</li> </ol> <p>Results will be shared with students at the end of the SOL</p>

<p>novel</p> <ul style="list-style-type: none"> <li>✓ Narrative perspectives and narrative voice</li> <li>✓ Characterisation</li> </ul>		<p>and they will be given the opportunity to work on their personal targets.</p>
<p><b>10 week Scheme of Learning Poetry</b></p> <p>This scheme explores a range of different poetic forms and introduces the students to key terminology and approaches to poetry study.</p> <p>At the end of this scheme, the students should have some understanding of:</p> <ul style="list-style-type: none"> <li>✓ Evolution of poetic forms and cultural heritage</li> <li>✓ Poetic devices – e.g. volta, pentameter</li> <li>✓ Key poetic figures – e.g. Shakespeare</li> <li>✓ Historical context – e.g. Victorian Era</li> </ul>	<p>Students are expected to read for at least one hour a week as part of their homework.</p> <p>Homework will focus on responding to poetry and creating their own.</p> <p>The English teacher, on a weekly basis, will hand out homework sheets.</p>	<ol style="list-style-type: none"> <li>1. <b>Big read</b> – assessing students’ ability to read and understand a poem. Also, their ability to analyse poetic devices.</li> <li>2. <b>Big write</b> – assessing students’ ability to write in creatively using a poem as stimulus.</li> </ol> <p>Results will be shared with students at the end of the SOL and they will be given the opportunity to work on their personal targets.</p>
<b>Parents/ Carers could help by...</b>		<b>Resources</b>
<ul style="list-style-type: none"> <li>• Make sure your child manages their time and workload so they don't leave their home learning until the very last day.</li> <li>• Accessing the resources/ websites provided.</li> <li>• Reading novels with your child and discussing how writer's create characters and moods.</li> <li>• Encouraging your child to write regularly – getting them to keep a diary, write a shopping list or write creatively in their spare time</li> <li>• Encourage your child to improve their vocabulary by suggesting alternative words that they could use.</li> </ul>		<p>Students should have their own private reading books and bring them to each lesson.</p> <p>Students should have access to a dictionary and thesaurus at home, particularly when they are completing homework.</p>

# Year 8 English 2017-18

Scheme of Learning/ key questions	Home learning	Assessment
<p><b>War and Peace</b> 6<sup>th</sup> September to 10<sup>th</sup> November</p> <ul style="list-style-type: none"> <li>- Fiction and non-fiction texts related power and conflict.</li> <li>- Analysis of writers perspectives</li> <li>- Awareness of conflicts which have shaped the modern world</li> </ul>	<p><b>Students will receive a pack of activities to complete over the course of each of the four schemes.</b></p> <p>Students must also read for a minimum of one hour a week at home. This is verified by signing their sheet.</p>	<p>Big Write: Empathetic Writing (<b>WSA, WSC</b>)</p> <p>Big Read: Comparing perspectives on war (<b>RSA, RSD</b>)</p>
<p><b>The Play</b> 13<sup>th</sup> November to 2<sup>nd</sup> February</p> <ul style="list-style-type: none"> <li>- Crafting of whole texts</li> <li>- Knowledge of drama and key dramatic conventions</li> <li>- Social, historical and political context</li> </ul>		<p>Big Write: Writing a speech from the perspective of a character (<b>WSA, WSC</b>)</p> <p>Big Read: How is a theme presented? (<b>RSA, RSC</b>)</p>
<p><b>Shakespeare</b> 6<sup>th</sup> February to 4<sup>th</sup> May</p> <ul style="list-style-type: none"> <li>- Shakespeare’s language and literary style</li> <li>- Elizabethan and Jacobean context</li> <li>- Stage craft and performance</li> <li>- One play in detail</li> </ul>		<p>Big Write Informative article or blog. (<b>WSB</b>)</p> <p>Big Read: Extract question followed by a question on how a character is presented. (<b>RSB, RSC</b>)</p>
<p><b>Crime and Punishment</b> 7<sup>th</sup> May to 20<sup>th</sup> July</p> <ul style="list-style-type: none"> <li>- Narrative voice, style and structure</li> <li>- Fiction and non-fiction writing.</li> <li>- Discussion and debate</li> </ul>		<p>Big Write: Writing a police report based on a fictional crime: <b>SCHOOL EXAM(WSA, WSB, WSC)</b> <b>Speaking and listening:</b> Presentation on the analysis of an extract. (<b>RSB</b>)</p>
Parents/ Carers could help by...	Resources	
<ul style="list-style-type: none"> <li>✓ Make sure your child manages their time and workload, so that they do not leave their home learning until the very last day.</li> <li>✓ Accessing the resources and websites provided.</li> <li>✓ Checking your child reads 20 minutes a day.</li> <li>✓ Buying a KS3 English revision guide.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">BBC Bitesize</a></li> <li>• <a href="#">KS3 English Study Guide</a> by CGP Books</li> <li>• <a href="#">The Poetry Foundation</a></li> <li>• <a href="#">Book Trust – Short Stories</a></li> <li>• <a href="#">BBC Media Studies</a></li> <li>• <a href="#">Suggested reading list for Y7</a></li> </ul>	

# Year 7 Maths 2017-18

Scheme of Learning/ key questions	Home learning	Assessment
<p><b>Autumn half term 1</b> All sets - Key mathematical skills Calculations and rounding to decimal places</p>	<p>Weekly homework is set by the classroom teacher. The content of the homework will vary depending on what set a student is in. Support for completing home learning activities is provided in Homework Club in P120 on a Monday after school through study support sessions in p212 every lunchtime.</p>	w/c 11 <sup>th</sup> September – Assessment Point 1
<p><b>Autumn half term 2</b> Sets 1/2 - Real Life Maths, The number line, Algebraic Notation, Data and frequency tables, Revision and Review  Sets 3/4 – Real Life Maths, The number line, Algebraic Notation, Revision and Review</p>		w/c 22 <sup>nd</sup> January – Assessment Point 2 (end of topics test)
<p><b>Spring half term 1</b> Sets 1/2 - Area and Perimeter, Formulae, Fractions, decimals and percentages Sets 3/4 – Data and frequency tables, Area and volume, Formulae</p>		w/c – 26 <sup>th</sup> March - Assessment Point 3 (end of topics test)
<p><b>Spring half term 2</b> Sets 1/2 – , 2D Shape, angles and symmetry, equations, revision and review Sets 3/4 – Fractions, decimals and percentages, 2D shape, angles and symmetry, revision and review</p>		Maths Challenge Assessment for Set 1 (UKMT)
<p><b>Summer half term 1</b> All sets – Percentages, sequences and coordinates, accuracy and bounds</p>		w/c 18 <sup>th</sup> June – End of year exam
<p><b>Summer half term 2</b> All sets – Measure, revision and review, 3D shape incl. plans and elevations, review and problem solving</p>		
Parents/ Carers could help by...	Resources	
<ul style="list-style-type: none"> <li>Make sure your child manages their time and workload so they don't leave their home learning until the very last day.</li> <li>Accessing the resources/ websites provided.</li> <li>Regularly checking that your child is completing home learning tasks.</li> </ul>	<p><a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a> <a href="http://www.mrcartermaths.com">www.mrcartermaths.com</a></p>	

# Year 8 Maths 2017-18

Scheme of Learning/ key questions	Home learning	Assessment
<b>Autumn half term 1</b> Types of number Algebraic expressions	Weekly homework is set by the classroom teacher. The content of the homework will vary depending on what set a student is in. Support for completing home learning activities is provided in Homework Club in P120 on a Monday after school through study support sessions in p212 every lunchtime.	w/c 6 <sup>th</sup> November – Assessment Point 1 (end of topics test)
<b>Autumn half term 2</b> Revision and review Reflections, rotations Translations and congruency Fractions Probability		
<b>Spring half term 1</b> Probability Formulae Ration Averages and range		w/c 26 <sup>th</sup> February – Assessment Point 2 (end of topics test)
<b>Spring half term 2</b> Averages and range Equations Proportion		
<b>Summer half term 1</b> Proportion Read life maths Angles, polygons and parallel lines Volume and surface area		
<b>Summer half term 2</b> Volume and surface area Revision and Review Mathematical Modelling Problem solving		
Parents/ Carers could help by...	Resources	
<ul style="list-style-type: none"> <li>• Make sure your child manages their time and workload so they don't leave their home learning until the very last day.</li> <li>• Accessing the resources/ websites provided.</li> <li>• Regularly checking that your child is completing home learning tasks.</li> </ul>	<a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a> <a href="http://www.mrcartermaths.com">www.mrcartermaths.com</a>	

# Year 7 Science 2017-18

Scheme of Learning/ key questions	Home learning	Assessment
<b>Autumn half term 1</b> Students will cover content on living organisms and chemical matter.	Assessed home learning activities will be set on a weekly basis. For every teaching Unit there will be a more in depth assessed Homework that will be tailored around Scientific ideas and opinions taught previously through the term. Students must be able to call upon their Scientific knowledge and use that to agree or disagree with particular statements and construct their own statement to show a higher level of understanding of the content.	End of unit tests followed by a Question Level Analysis (QLA) and Directed Improvement and Reflection Time (DIRT) lessons tailored to the areas of the assessment where areas for development are shown.
<b>Autumn half term 2</b> Students will cover content on Forces and how organisms interact within an ecosystem.		End of unit test as above and an End of Term test linked to set changes.
<b>Spring half term 1</b> Students will be taught content on Chemical Reactions and Electricity.		End of unit tests followed by a Question Level Analysis (QLA) and Directed Improvement and Reflection Time (DIRT) lessons tailored to the areas of the assessment where areas for development are shown.
<b>Spring half term 2</b> Students will be taught about the Science behind Reproduction and Variation within animals as well as studying the Earth and rocks along with structures found in Space.		End of unit test as above and an End of Term test linked to set changes.
<b>Summer half term 1</b> Students will cover content on Light and Sound and investigate the different forms of Energy used to produce electricity for our homes		End of unit tests followed by a Question Level Analysis (QLA) and Directed Improvement and Reflection Time (DIRT) lessons tailored to the areas of the assessment where areas for development are shown.
<b>Summer half term 2</b> Students will revise and be assessed on their year's progress in Science and complete intervention activities designed to overcome weaknesses identified from their assessment ready for Y8		End of unit test as above and an End of Term test linked to set changes.
Parents/ Carers could help by...	Resources	
<ul style="list-style-type: none"> <li>• Make sure your child manages their time and workload so they don't leave their home learning until the very last day.</li> <li>• Accessing the resources/ websites provided.</li> <li>• Trying different revision techniques such as flash cards and mind maps.</li> <li>• Regularly checking that your child is completing home learning tasks with sufficient depth in their answers.</li> </ul>	Relevant resources will be made available on students' Google classroom. KS3, BBC Bitesize is a useful website to provide students and parents with support of the Science content throughout the year.	

# Year 8 Science 2017-18

Scheme of Learning/ key questions	Home learning	Assessment
<b>Autumn half term 1</b> Students will cover content on a Healthy Lifestyle and The Periodic Table.	Assessed home learning activities will be set on a weekly basis. For every teaching Unit there will be a more in depth assessed Homework that will be tailored around Scientific ideas and opinions taught previously through the term. Students must be able to call upon their Scientific knowledge and use that to agree or disagree with particular statements and construct their own statement to show a higher level of understanding of the content.	End of unit tests followed by a Question Level Analysis (QLA) and Directed Improvement and Reflection Time (DIRT) lessons tailored to the areas of the assessment where areas for development are shown.
<b>Autumn half term 2</b> Students will cover content on Electricity, Magnetism and Components involved in Ecosystems.		End of unit test as above and an End of Term test linked to set changes.
<b>Spring half term 1</b> Students will be taught about the Separating techniques used in Chemistry and The Different forms of Energy we can use to Generate Electricity.		End of unit tests followed by a Question Level Analysis (QLA) and Directed Improvement and Reflection Time (DIRT) lessons tailored to the areas of the assessment where areas for development are shown.
<b>Spring half term 2</b> Students will be taught content on Animal and Plant Adaptations and how Metals and other Materials react.		End of unit test as above and an End of Term test linked to set changes.
<b>Summer half term 1</b> Students will cover content on Motion and Pressure in Physics and will finish off the teaching content looking at the Earths Structures and Rocks		End of unit tests followed by a Question Level Analysis (QLA) and Directed Improvement and Reflection Time (DIRT) lessons tailored to the areas of the assessment where areas for development are shown.
<b>Summer half term 2</b> Students will revise and be assessed on their KS3 progress in Science and complete intervention activities designed to overcome weaknesses in knowledge and skills essential for the start of their GCSE content in Y9.		End of unit test as above and an End of Term test linked to set changes.
Parents/ Carers could help by...	Resources	
<ul style="list-style-type: none"> <li>• Make sure your child manages their time and workload so they don't leave their home learning until the very last day.</li> <li>• Accessing the resources/ websites provided.</li> <li>• Trying different revision techniques such as flash cards and mind maps.</li> <li>• Regularly checking that your child is completing home learning tasks with sufficient depth in their answers.</li> </ul>	Relevant resources will be made available on students' Google classroom. KS3, BBC Bitesize is a useful website to provide students and parents with support of the Science content throughout the year.	

## Year 7 Computer Studies 2017-18

Scheme of Learning/ key questions	Home learning	Assessment
<p><b>Unit 1: E-Safety, Security and the Law</b>  <b>4<sup>th</sup> September – 24<sup>th</sup> November 2018</b>                      Health and Safety in the classroom                      Understanding E-Safety                      Email communication                      Copyright and Intellectual Property                      Security and Encryption                      Computer Hacking                      Designing, creating and reviewing your presentation</p>	<p>Students are to select one project-based home learning activity. The level of difficulty varies in order to provide access and challenge for all students. The following projects are available to choose from for the first unit</p> <p><b>Projects</b></p> <ol style="list-style-type: none"> <li>1. Create a leaflet for children giving them help on how to stay safe on social networking websites like Facebook, Twitter or YouTube. Remember to discuss things like privacy settings.                      Keep a diary for a week each time you use Facebook or Twitter. Make a note of how long you used it for and what you did e.g. updated my status, posted a photo, read other people's statuses or used chat.</li> <li>2. Write a song about staying safe online. It could be to a remix of a current song like below:  <a href="https://www.youtube.com/watch?v=GHW6O3Mf0qE">https://www.youtube.com/watch?v=GHW6O3Mf0qE</a>                      Redesign the Facebook website profile page (you could draw it or do it on a computer).                      Explain how you would improve it and make it safer for children.</li> </ol>	
<p><b>Unit 2: Inside a Computer</b>  <b>27<sup>th</sup> November 2017 – 2<sup>nd</sup> February 2018</b>                      The Human Computer                      Hardware and Software                      File size and storage                      Operating Systems                      Denary/ Binary Data Representation                      Hexadecimal Data Representation</p>	<p>Students are to select one project-based home learning activity. The level of difficulty varies in order to provide access and challenge for all students. The following projects are available to choose from for the second unit</p> <p><b>Projects</b></p> <ol style="list-style-type: none"> <li>1. Build the tower of the computer using ONLY cardboard. Make sure your model includes all of the following: The components of the computer. Clearly labelled. E.G. Part and description of what it does.                      Use either <a href="http://www.dabs.com">www.dabs.com</a> or <a href="http://www.ebuyer.com">www.ebuyer.com</a> to build your own computer. You have a budget of £700. Make sure you write down each component and the price.                      Create a fact file or a passport of a well-known Computer Scientist. This should include the following: a photo, Date of Birth, Date of death (if no longer living), Brief description of why they are famous and a well-known quote.                      Create a number search that includes the answers to a variety of binary codes.                      Create a picture collage of all the keywords we have used in the unit.</li> </ol>	<p>Formative Assessment 1                      w/b 22<sup>nd</sup> January 2018                      (in lesson)</p> <p>Feedback to Formative Assessment 1                      w/b 12<sup>th</sup> February 2018                      (in lesson)</p>

<p>Unit 3: <b>Website Development</b>  <b>5<sup>th</sup> February – 25<sup>th</sup> May 2018</b>  HTML Basics  Images  Hyperlinks  Cascading Style Sheets  Tables  Designing, developing and testing your website</p>	<p>Students are to select one project-based home learning activity. The level of difficulty varies in order to provide access and challenge for all students. The following projects are available to choose from for the third unit.</p> <p><b>Projects</b></p> <ul style="list-style-type: none"> <li>• Websites and Apps like WhatsApp use encryption so nobody but the sender and recipient can see the message. Research encryption and create a poster about the positives and negatives of encryption. Some countries ban specific websites for citizens to visit. For example, China appears to block Facebook, Google, Snap Chat, etc. Write a letter to Theresa May in support or against governments blocking specific websites  Create a number search that includes the answers to a variety of binary codes.  Use either <a href="http://www.dabs.com">www.dabs.com</a> or <a href="http://www.ebuyer.com">www.ebuyer.com</a> to build your own computer. You have a budget of £700.</li> </ul>	<p>Formative Assessment 2 w/b 16<sup>th</sup> April 2018 (in lesson)</p> <p>Feedback to Formative Assessment 2 w/b 7<sup>th</sup> May 2018 (in lesson)</p>
<p>Unit 4: <b>Programming: Scratch</b>  <b>4<sup>th</sup> June – 20<sup>th</sup> July 2018</b>  Introduction to computer programming  Programming loops (iteration)  If Statements  Variables  Designing, creating and testing your own game</p>	<p>Students are to select one project-based home learning activity. The level of difficulty varies in order to provide access and challenge for all students. The choice of projects will be confirmed.</p>	
<b>Parents/ Carers could help by...</b>		<b>Resources</b>
<ul style="list-style-type: none"> <li>• Make sure your child manages their time and workload so they do not leave their home learning until the very last day.  Accessing the resources/websites provided.</li> <li>• Check your Child's planner regularly to remind them of when Formative Assessments are taking place.</li> </ul>		<p>OneNote via VLE or installation.</p>

## Year 8 Computer Studies 2017-18

Scheme of Learning/ key questions	Home learning	Assessment
<b>Unit 1: ICT &amp; Society</b> <b>4<sup>th</sup> September – 20<sup>th</sup> October 2017</b> Old technology New and future technology Ecommerce Social networking Cyber crime Reflection	Students are to select one project-based home learning activity. The level of difficulty varies in order to provide access and challenge for all students. The choice of projects will be confirmed in September 2018.	
<b>Unit 2: Creating a Video Using Movie Maker</b> <b>23<sup>rd</sup> October – 22<sup>nd</sup> December 2017</b> Introduction Purpose, audience and design Video recording Video editing Testing Evaluation	Students are to select one project-based home learning activity. The level of difficulty varies in order to provide access and challenge for all students. The choice of projects will be confirmed in September 2018.	Formative Assessment 1 w/b 6 <sup>th</sup> November 2017 (in lesson) Feedback to Formative Assessment 1 w/b 27 <sup>th</sup> November 2018 (in lesson)
<b>Unit 3: Programming: Using Python</b> <b>8<sup>th</sup> January – 16<sup>th</sup> March 2018</b> Inputs, outputs and variables Data types and arithmetic Selection Arrays Count controlled iteration Challenges	Students are to select one project-based home learning activity. The level of difficulty varies in order to provide access and challenge for all students. The choice of projects will be confirmed in September 2018.	Formative Assessment 2 w/b 15 <sup>th</sup> January 2018 (in lesson) Feedback to Formative Assessment 2 w/b 12 <sup>th</sup> February 2018 (in lesson)
<b>Unit 4: Cryptography</b> <b>19<sup>th</sup> March – 25<sup>th</sup> May 2018</b> Early cryptography Morse code Winning WW2 Ecommerce Bar codes Escape room	Students are to select one project-based home learning activity. The level of difficulty varies in order to provide access and challenge for all students. The choice of projects will be confirmed in September 2018.	Formative Assessment 3 w/b 26 <sup>th</sup> March 2018 (in lesson) Feedback to Formative Assessment 3 w/b 23 <sup>rd</sup> April 2018 (in lesson)
<b>Unit 5: Computer Networks</b> <b>4<sup>th</sup> June – 20<sup>th</sup> July 2018</b> Wireless/ wired networks Topologies Network hardware IP and MAC address	Students are to select one project-based home learning activity. The level of difficulty varies in order to provide access and challenge for all students. The choice of projects will be confirmed in September 2018.	

DNS Keeping data safe		
<b>Parents/ Carers could help by...</b>		<b>Resources</b>
<ul style="list-style-type: none"> <li>• Make sure your child manages their time and workload so they do not leave their home learning until the very last day. Accessing the resources/websites provided.</li> <li>• Check your Child's planner regularly to remind them of when Formative Assessments are taking place.</li> </ul>	OneNote via VLE or installation	

## Year 7 French 2017-18

Scheme of Learning/ key questions	Home learning	Assessment
<b>Autumn half term 1</b> Introducing myself	Teaching a friend/family member 1-10 and greetings in a foreign language. Various activities on Linguascope.com. Learning words for vocab tests. Write a conversation between 2 people	Assessment Writing/Reading
<b>Autumn half term 2</b> Describing myself	'Wanted' posters. Describing yourself to a family member/friend (speaking task).	Assessment Speaking/Listening
<b>Spring half term 1</b> Describing my family	Vocab tests Writing a description of a celebrity.	Assessment Speaking/Listening
<b>Spring half term 2</b> Describing my life at school	Vocab tests Design your ideal school timetable. Research life in a French school – what are the main differences? Description of famous outfits.	Assessment Assessment on grammar, reading and writing
<b>Summer half term 1</b> Food and drink	Food and drink. Look in your local supermarket for French food and drink. Make a note of what you can find	Assessment 5 - speaking
<b>Summer half term 2</b> Live, breathe, speak a language	Speaking presentation of food and drink preferences.	Assessment - grammar
Parents/ Carers could help by...		Resources
<ul style="list-style-type: none"> <li>• Make sure your child manages their time and workload so they don't leave their home learning until the very last day.</li> <li>• Accessing the resources/ websites provided.</li> <li>• Test your child on new vocabulary for 10 minutes a night.</li> </ul>		<a href="http://www.linguascope.com">www.linguascope.com</a>

## Year 8 French 2017-18

Scheme of Learning/ key questions	Home learning	Assessment
<b>Autumn half term 1</b> Describing my life at home	Learning words for vocab tests 'Cribs' style video describing house and home Writing in greater detail Various activities on Linguascope.com	Assessment Speaking/Listening Learn technique and strategies to prepare for assessment
<b>Autumn half term 2</b> My town/ city	Learning words for vocab tests Writing in greater detail about town and local area Various activities on Linguascope.com Designing an ideal town	Assessment Writing/Reading Learn technique and strategies to prepare for assessment
<b>Spring half term 1</b> Talking about my hobbies	Vocabulary tests Extended writing about their hobbies and interests and those of others Preparing speaking test on hobbies. Linguascope.com to support learning in school.	Assessment Listening/Reading Learn technique and strategies to prepare for assessment
<b>Spring half term 2</b> Future holidays	Learn the key list of vocab. Practise forming the future tense Use linguascope to revise. Create a brochure advertising a holiday destination.	Assessment Speaking Learn technique and strategies to prepare for assessment Assessment Writing/Reading Learn technique and strategies to prepare for assessment
<b>Summer half term 1</b> Past holidays	Learn the key list of vocab. Practise forming the past tense Use linguascope to revise.	Assessment writing/reading
<b>Summer half term 2</b> Live, breathe, speak a language	Research 'Matisse' Learn the key list of vocab.	Writing grammar and listening
Parents/ Carers could help by...	Resources	
<ul style="list-style-type: none"> <li>Make sure your child manages their time and workload so they don't leave their home learning until the very last day.</li> <li>Accessing the resources/ websites provided.</li> <li>Test your child on new vocabulary for 10 minutes a night</li> </ul>	www.linguascope.com	

## Year 7 German 2017-18

Scheme of Learning/ key questions	Home learning	Assessment
<b>Autumn half term 1</b> Introducing myself	Teaching a friend/family member 1-10 and greetings in a foreign language. Various activities on Linguascope.com. Learning words for vocab tests. Write a conversation between 2 people	Assessment Reading/Writing
<b>Autumn half term 2</b> Describing myself and my family	Vocab tests Writing a description of a celebrity. 'Wanted' posters. Describing yourself to a family member/friend (speaking task)	Assessment Speaking/Listening
<b>Spring half term 1</b> Describing my life at school	Vocab tests Ideal school timetable Favourite school uniform Research on life in a German/Austrian school	Assessment Speaking/Listening
<b>Spring half term 2</b> My life at home	Learning words for vocab tests 'Cribs' style video describing house and home Writing in greater detail including new vocabulary from the topic as well as 1st and 3rd person verbs Various activities on Linguascope.com	Assessment Assessment Grammar
<b>Summer half term 1</b> My town/ city	Learning words for vocab tests Writing in greater detail about town and local area Various activities on Linguascope.com Designing an ideal town	Assessment Reading/Writing
<b>Summer half term 2</b> Live, breathe, speak a language	Research a given aspect of German culture.	Assessment Grammar
Parents/ Carers could help by...	Resources	
<ul style="list-style-type: none"> <li>• Make sure your child manages their time and workload so they don't leave their home learning until the very last day.</li> <li>• Accessing the resources/ websites provided.</li> <li>• Test your child on new vocabulary for 10 minutes a night</li> <li>•</li> </ul>	<a href="http://www.linguascope.com">www.linguascope.com</a>	

## Year 8 German 2017-18

Scheme of Learning/ key questions	Home learning	Assessment
<b>Autumn half term 1</b> Talking about my hobbies	Vocabulary tests Extended writing about their hobbies and interests and those of others Preparing speaking test on hobbies. Linguascope.com to support learning in school.	Assessment Speaking/Listening Learn techniques and strategies to prepare for assessment
<b>Autumn half term 2</b> Describing my favourite food and drink	Vocab tests Practice of the past tense in a variety of forms Speaking presentation of food and drink preferences.	Assessment Writing/Reading Learn techniques and strategies to prepare for assessment
<b>Spring half term 1</b> Am I healthy?	Vocabulary tests Consolidation of a range of tenses. Speaking tasks (role plays) with the title 'At the doctors' Write a diary (using the past tense) about injuries/illnesses and remedies Linguascope.com to support learning in school.	Assessment Listening/Reading Learn techniques and strategies to prepare for assessment
<b>Spring half term 2</b> Jobs	Learn the key list of vocab. Practise forming the formal future tense Use linguascope to revise. Create a cartoon strip, story board of your career plan	Assessment Speaking Learn techniques and strategies to prepare for assessment
<b>Summer half term 1</b> Education	Writing in greater detail practicing complex structures Learning vocab for small tests Teaching a friend/family member the rules of the past tense and other grammar rules.	Assessment Writing/Reading Learn techniques and strategies to prepare for assessment
<b>Summer half term 2</b> Live, breathe, speak a language	Research an aspect of German culture.	
Parents/ Carers could help by...		Resources
<ul style="list-style-type: none"> <li>• Make sure your child manages their time and workload so they don't leave their home learning until the very last day.</li> <li>• Accessing the resources/ websites provided.</li> <li>• Test your child on new vocabulary for 10 minutes a night</li> <li>•</li> </ul>		www.linguascope.com

## Year 7 Spanish 2017-18

Scheme of Learning/ key questions	Home learning	Assessment
<b>Autumn half term 1</b> Introducing myself	Linguascope learning tasks. Teaching a family member numbers 1-10 Creating a dialogue between two people.	Writing assessment All about me
<b>Autumn half term 2</b> Saying where I am from	Spanish speaking countries project.	Reading and speaking Self This result will inform setting which takes place in Jan/Feb
<b>Spring half term 1</b> Describing myself and my family	Vocab tests Writing a description of a celebrity/famous family tree Describing a family member/friend (speaking task).	Reading, listening and writing Self and family
<b>Spring half term 2</b> Describing my life at school	Vocab tests Write a paragraph about your Ideal school – be sure to include adjectives! Research on life in a Spanish school.	Grammar and reading School
<b>Summer half term 1</b> My house and home	Learning words for vocab tests 'Cribs' style video describing house and home. Writing in greater detail Various activities on Linguascope.com	Vocabulary and reading  House and bedroom
<b>Summer half term 2</b> Live, breathe, speak a language	Vocab tests Practice of 3 tenses in a variety of forms. Speaking presentation of food and drink preferences.	Listening, reading and writing Food and drink
Parents/ Carers could help by...	Resources	
<ul style="list-style-type: none"> <li>Make sure your child manages their time and workload so they don't leave their home learning until the very last day.</li> <li>Accessing the resources/ websites provided.</li> <li>Test your child on new vocabulary for 10 minutes a night.</li> </ul>	<a href="http://www.linguascope.com">www.linguascope.com</a>	

## Year 8 Spanish 2017-18

Scheme of Learning/ key questions	Home learning	Assessment
<b>Autumn half term 1</b> My town/ city	Vocabulary tests Extended writing on Home Town Linguascope.com to support learning.	Assessment Reading/Writing
<b>Autumn half term 2</b> My daily routine	Learning words for vocab tests Writing in greater detail about your daily routine Various activities on Linguascope.com Research a celebrity daily routine and translate to Spanish	Assessment Writing/Speaking
<b>Spring half term 1</b> Talking about my hobbies	Vocabulary tests Extended writing about their hobbies and interests and those of others Preparing speaking test on hobbies. Linguascope.com to support learning in school.	Assessment Speaking/Listening
<b>Spring half term 2</b> Am I healthy?	Vocabulary tests Consolidation of a range of tenses. Speaking tasks (role plays) with the title 'At the doctors' Write a diary (using the past tense) about injuries/illnesses and remedies Linguascope.com to support learning in school.	Assessment Listening/Reading
<b>Summer half term 1</b> Shopping and clothes/ souvenirs	Learn the key list of vocab. Holiday brochure to consolidate tenses before GCSE course in Y9.	Assessment – holidays Reading and writing
<b>Summer half term 2</b> The environment	Presentation about favourite film Film review - poster Vocab tests	Assessment Speaking Learn techniques and strategies in preparation for assessment
Parents/ Carers could help by...		Resources
<ul style="list-style-type: none"> <li>• Make sure your child manages their time and workload so they don't leave their home learning until the very last day.</li> <li>• Accessing the resources/ websites provided.</li> <li>• Test your child on new vocabulary for 10 minutes a night</li> </ul>		<a href="http://www.linguascope.com">www.linguascope.com</a>

## Year 7 Drama 2017-18

Scheme of Learning/ key questions	Home learning	Assessment
<b>Autumn half term 1</b> Introduction to Drama A range of basic drama skills looking to build the confidence of each Individual students through practical exploration.	Research into a ghost story and bring in examples. Journal entries about what you have done in development time and why. Students will also evaluate performances of themselves and others.	All drama schemes include a final performance that will allow students to demonstrate progress in their skills and confidence. Within the scheme students will receive verbal feedback from the teacher and classmates. In their logbooks, they will be given individual specific targets on how to improve and improvement tasks A drama tracker is kept to show students' progress through the learning lanes based on responding, creating and evaluating
<b>Autumn half term 2</b> Introduction to Drama A range of basic drama skills looking to build the confidence of each Individual students through practical exploration.	Research into a ghost story and bring in examples. Journal entries about what you have done in development time and why. Students will also evaluate performances of themselves and others.	
<b>Spring half term 1</b> Physical Theatre Exploring different styles of Drama and looking at non-naturalism.	Research and bring in a piece of music that can enhance your performance Journal entries about what you have done in development time and why. Students will also evaluate performances of themselves and others.	
<b>Spring half term 2</b> Advanced Skills Building on previously learnt skills to look at how drama techniques can enhance performance quality.	Character development exercises in the logbook. Journal entries about what you have done in development time and why. Students will also evaluate performances of themselves and others.	
<b>Summer half term 1</b> Ernie's Incredible Illucinations Studying a play text through practical exploration and the styles plays are written in.	Journal entries about what you have done in development time and why. Students will also evaluate performances of themselves and others.	
<b>Summer half term 2</b> Time Travel An end of year assessment giving the students the opportunity to showcase all the skills they have learnt in the first year.	Research a specific historical event or time period to help develop practical work Journal entries about what you have done in development time and why. Students will also evaluate performances of themselves and others.	
Parents/ Carers could help by...	Resources	
<ul style="list-style-type: none"> <li>• Make sure your child manages their time and workload so they don't leave their home learning until the very last day.</li> <li>• Accessing the resources/ websites provided.</li> </ul>	Students will have a drama logbook in which they will complete a journal. The logbook also has resources inside and a tracker to show their progress.	

## Year 8 Drama 2017-18

Scheme of Learning/ key questions	Home learning	Assessment
<p><b>Autumn half term 1</b> Poetry Students will look at how poems can be used as a stimulus to create drama. They will also explore the dangers of drunk driving and the after effects on the victims.</p>	<p>Character profiles Journal entries about what you have done in development time and why. Students will also evaluate performances of themselves and others</p>	<p>All drama schemes include a final performance that will allow students to demonstrate progress in their skills and confidence. Within the scheme students will receive verbal feedback from the teacher and classmates. In their logbooks, they will be given individual specific targets on how to improve and improvement tasks. A drama tracker is kept to show students' progress through the learning lanes based on responding, creating and evaluating.</p>
<p><b>Autumn half term 2</b> Melodrama Students will look at genres of Theatre by exploring Melodrama. They will research into the style and stock characters and create their own melodrama performance.</p>	<p>Research into Melodramatic stock characters Journal entries about what you have done in development time and why. Students will also evaluate performances of themselves and others.</p>	
<p><b>Spring half term 1</b> Soaps Students will look at the elements that make up a soap opera and explore drug abuse and the use of cliff hangers. They will also explore stereotypes.</p>	<p>Research into drug use for use in the performance Journal entries about what you have done in development time and why. Students will also evaluate performances of themselves and others</p>	
<p><b>Spring half term 2</b> Shakespeare Students will learn about the role Shakespeare played in theatre and Victorian theatres in general. They will look at key moments in a range of plays and their dramatic potential.</p>	<p>Journal entries about what you have done in development time and why. Students will also evaluate performances of themselves and others</p>	
<p><b>Summer half term 1</b> Our Day Out Students will study this play text and analyse how it is written. They will work with a piece of script and learn lines as well as character development.</p>	<p>Bring in a prop to help enhance your performance Journal entries about what you have done in development time and why. Students will also evaluate performances of themselves and others.</p>	
<p><b>Summer half term 2</b> Our Day Out Students will study this play text and analyse how it is written. They will work with a piece of script and learn lines as well as character development.</p>	<p>Journal entries about what you have done in development time and why. Students will also evaluate performances of themselves and others</p>	
Parents/ Carers could help by...		Resources
<ul style="list-style-type: none"> <li>• Make sure your child manages their time and workload so they don't leave their home learning until the very last day.</li> <li>• Accessing the resources/ websites provided.</li> </ul>		<p>Students will have a drama logbook in which they will complete a journal. The logbook also has resources inside and a tracker to show their progress.</p>

# Year 7 Music 2017-18

Scheme of Learning/ key questions	Home learning	Assessment
<p><b>Autumn half term 1</b> <b>'Bridging the Gap'</b> Understanding of the elements of music and how they can be used to create music. Understand the different ways in which music can be written down</p>	<p>Pupils to create a set of rhythms that have been written in notation. Pupils will also complete a graphic score of a 'Haunted House'.</p>	<p>Baseline assessment in 1st lesson. Performance of a short tune (marked on use of rhythm, pitch and melody writing). Performance of Haunted House graphic score in final lesson to be marked by the class teacher. QLA done by class teacher.</p>
<p><b>Autumn half term 2</b> <b>'Instruments of the Orchestra'</b> Understand the range, timbre and how to play instruments with the orchestra. Understand why certain instruments are used in particular compositions.</p>	<p>Pupils to create a portfolio of instrumental families.</p>	<p>Performance of a 'deadly animal' composition. Showing understanding of the elements of music. Listening test to be completed during the penultimate week which will be marked by the class teacher. QLA done by class teacher.</p>
<p><b>Spring half term 1</b> <b>'Musical Cycles'</b> Pupils will understand the Structure of Indonesian music, Traditional Indonesian Musical Instruments and key terminology. Pupils will learn what improvisation is and how It is used in Indonesian music.</p>	<p>Pupils to create a fact file about and Indonesian instruments and traditions. This will be continued from what was started in class. Possibly a travel report about the arts and culture.</p>	<p>Performance of their Gamelan piece. Focusing on timing and working together as an ensemble. The performance grades will be marked by the class teacher. QLA done by class teacher.</p>
<p><b>Spring half term 2</b> <b>'Stomp'</b> Learn how a range of different timbres can be produced by non-conventional sound sources. Learn about the importance of ostinato, rhythm and form and structure in a piece of music for "junk" percussion.</p>	<p>Pupils will be given an opportunity to develop their ensemble skills by practicing in their own time. They will also need to complete a listening log from a piece of 'junk' music given by the class teacher.</p>	<p>Performance of their Stomp piece – both as a class and as a smaller ensemble. Focusing on timing and working together as an ensemble. The performance grades will be marked by the class teacher. QLA done by class teacher.</p>
<p><b>Summer half term 1</b> <b>'Early Music'</b> Understand how music has developed through time. Understand how art, science and music played a huge part in the Renaissance. Understand how music can be made from simple modes and drones.</p>	<p>Nando's Style home learning task. There will be opportunities for pupils to complete a listening activity with specific targeted questions for homework based around certain composers of the renaissance period.</p>	<p>Performance of their Dorian and Aeolian Mode composition. They will also have an opportunity to perform and sing music from the Renaissance. Marks for compositions and performances will be marked by the class teacher. QLA done by class teacher.</p>
<p><b>Summer half term 2</b> <b>'Rock Band'</b> Understand how to create music performances as part of a band. Understand how to create an</p>	<p>Pupils will be encouraged to practice in their own time ready for their final performance. All chords, lyrics etc will be</p>	<p>Performance of their cover version in a band on their chosen instrument in their final lesson of the year. Marks for performances (and</p>

instrumental solo within a piece of music.	sent to pupils ready for this task.	improvisations where appropriate) will be marked by the class teacher. QLA done by class teacher.
<b>Parents/ Carers could help by...</b>		<b>Resources</b>
<ul style="list-style-type: none"> <li>• Make sure your child manages their time and workload so they don't leave their home learning until the very last day.</li> <li>• Accessing the resources/ websites provided.</li> </ul>		<p>Any resources will be sent directly to your child's school email account.</p> <p><a href="http://www.bbc.co.uk/education/subjects/zmsvr82">http://www.bbc.co.uk/education/subjects/zmsvr82</a></p>

## Year 8 Music 2017-18

Scheme of Learning/ key questions	Home learning	Assessment
<p><b>Autumn half term 1</b> <b>'The Blues'</b></p> <p>Understand the origin of Blues music. Understand how chords and 7th chords are constructed. Understand how improvisation can be used as part of a performance.</p>	<p>Pupils will be encouraged to practice in their own time ready for their final performance. Pupils may be asked to research a particular blues performer and analyse a blues piece by this performer.</p>	<p>Performance of their Blues piece on their chosen instrument in their final lesson of the half term. Marks for performances (and improvisations where appropriate) will be marked by the class teacher. Pupils will also partake in a listening test. Marked by the class teacher. QLA done by class teacher.</p>
<p><b>Autumn half term 2</b> <b>'Programme Music'</b></p> <p>Understand how to create music to a stimulus. Understand how music can be created to reflect feelings, characters and emotions. Understand how you can tell a story using only music as a narrative. Understanding why composers have written music using specific instruments.</p>	<p>Pupils will be asked to produce a storyboard for their compositions. Pupils will be encouraged to practice in their own time ready for their final performance. Composition 'help sheets' will be available on the MLE for pupils to use.</p>	<p>Performance of their storyboard music composition. Focusing on timing and working together as an ensemble. Pupils will also undertake a listening test based on the skills that they have used in this scheme. The performance grades and listening tests will be marked by the class teacher. QLA done by class teacher.</p>
<p><b>Spring half term 1</b> <b>'Structure'</b></p> <p>Understand how structure features in every piece of music we listen to. Understand the terms binary, ternary, rondo and be able to recognise these aurally. Understand how accompaniments can be written - including cadences for upper ability pupils.</p>	<p>Pupils may be asked to listen to a particular piece of music and comment on the structure.</p>	<p>Performance of their music composition. Pupils will be marked on their composition presentation skills and score writing ability. Pupils will also undertake a listening test based on the skills that they have used in this scheme. The performance grades and listening tests will be marked by the class teacher. QLA done by class teacher – teacher to use this data to inform Y9/KS4 Pathways.</p>
<p><b>Spring half term 2</b> <b>'4 Chord Songs'</b></p> <p>Understand how many pop songs use a similar chord pattern. Understand how to compose a piece of music in a popular music style using musical devices.</p>	<p>Pupils will be encouraged to practice in their own time ready for their final performance. Pupils may be asked to listen to a particular piece of music and comment on the instrumentation and genre of the piece.</p>	<p>Performance of their 4 chord composition. Pupils will be marked on their composition presentation skills and lyric writing ability. The performance grades and listening tests will be marked by the class teacher. QLA done by class teacher – teacher to use this data to inform Y9/KS4 Pathways.</p>

<p><b>Summer half term 1</b> <b>'Dance Music'</b></p> <p>Understand how composers use devices such as sampling and minimalism to create dance music. Pupils will understand and begin to appreciate the role of dance music within society. Pupils will develop their harmonic understanding - recognising major/minor chords aurally.</p>	<p>Pupils will be encouraged to practice in their own time ready for their final performance. Pupils may be asked to listen to a particular piece of dance music and comment on how they have used musical devices.</p>	<p>Performance of their dance music composition focusing on structure and appropriate instrumental sounds. Pupils will also undertake a listening test based on the skills that they have used in this scheme. The performance grades and listening tests will be marked by the class teacher. QLA done by class teacher – teacher to use this data to inform Y9/KS4 Pathways.</p>
<p><b>Summer half term 2</b> <b>'Decades 1'</b></p> <p>Understand the musical differences between decades and how music developed. Understand the context behind music from other decades. Understand how to perform as part of a band.</p>	<p>Pupils will be encouraged to practice in their own time ready for their final performance. All chords, lyrics etc will be on the MLE ready for this task.</p>	<p>Performance of their cover version in a band on their chosen instrument in their final lesson of the year. Marks for performances (and improvisations where appropriate) will be marked by the class teacher. QLA done by class teacher – teacher to use this data to inform Y9/KS4 Pathways.</p>
<p><b>Parents/ Carers could help by...</b></p>		<p><b>Resources</b></p>
<ul style="list-style-type: none"> <li>• Make sure your child manages their time and workload so they don't leave their home learning until the very last day.</li> <li>• Accessing the resources/ websites provided.</li> </ul>		<p>Any resources will be sent directly to your child's school email account. <a href="http://www.bbc.co.uk/education/subjects/zmsvr82">http://www.bbc.co.uk/education/subjects/zmsvr82</a></p>

## Year 7 Art 2017-18

Scheme of Learning/ key questions	Home learning	Assessment
<b>Autumn half term 1:</b> Key skills, based around Artist's who use different techniques. Line, Shape, Tone, Mark making, shading, detail, 3D shape, perspective.	A series of observational drawings using different media. Research on Artists. Mark-making/ rubbing examples.	Observational Drawing Test Assessment. Peer/Self-Assessment/teacher feedback for classwork. Homework feedback Preparation Work Assessment
<b>Autumn half term 2:</b> Development of key skills using different materials, culminating into final outcome that reflects each Key concept.	Research on Artists Colour theory research.	Peer Assessment/teacher feedback for classwork. Homework feedback Final Outcome assessment
<b>Spring half term 1:</b> Refinement of key skills, exploring the work of linked Artists using the Jungle theme.	Research Henri Rousseau (5 facts, 5 images of their work. A4 colour pencil/painted study of houseplant leaves A4 colour study of an rainforest animal	Peer Assessment/teacher feedback for classwork. Homework feedback Preparation Work assessment
<b>Spring half term 2</b> Refinement of key skills, developing design/compositional skills culminating in a final outcome that is 2D or 3D. Jungle theme.	Research an artist (of your choice whose themed work is Jungles. Produce an A3 sketch of your chosen Artist's work Produce a collage using Jungle as the theme.	Peer Assessment/teacher feedback for classwork. Homework feedback Final Outcome assessment
<b>Summer half term 1:</b> Exploration of Surrealism/Mythology themes using illuminated lettering and Advertising. Development of Artist understanding.	Collect (at least 5 images of Mythological creatures). Create a 2 <sup>nd</sup> design for a Mythological creature. Research Surrealism and create a factfile.	Peer Assessment/teacher feedback for classwork. Homework feedback Preparation Work assessment
<b>Summer half term 2:</b> Exploration of Surrealism/Mythology themes using Illuminated Lettering and Advertising. Refinement of design/compositional skills to produce 2D or 3D final outcome.	Collect examples of lettering in packaging. How does it sell the product? Collect 5 different examples of lettering that you may use on your final piece.	Peer Assessment/teacher feedback for classwork. Homework feedback Final Outcome assessment
Parents/ Carers could help by...	Resources	
<ul style="list-style-type: none"> <li>Helping their child research the linked home learning tasks.</li> <li>Discussing their child's topic to see what they are doing in class.</li> <li>Visiting local/national galleries to expose children to Art, craft and design first hand.</li> </ul>	<ul style="list-style-type: none"> <li>Internet –Gallery Websites- For example;</li> <li><a href="http://www.tate.org.uk/">http://www.tate.org.uk/</a></li> <li><a href="https://www.vam.ac.uk/">https://www.vam.ac.uk/</a></li> <li>GCSE Bitesize</li> <li>Any available Art materials will help such as paper, shading pencils, colour pencils, watercolour paints, poster paint, oil pastels etc.</li> </ul>	

## Year 8 Art 2017-18

Scheme of Learning/ key questions	Home learning	Assessment
<b>Autumn half term 1:</b> Cultures – exploring rich cultural references and use this stimulus to inspire student’s personal response.	Research the Culture is and bring in 5 examples of the Art work form that area. Research an Artist from the culture. Create a series of drawing to do with the culture using different media.	Peer Assessment/teacher feedback for classwork. Homework feedback Preparation Work assessment
<b>Autumn half term 2:</b> Development of 3D skills (clay work), printmaking and mixed media/painting skills to produce a final outcome based around a culture.	Find 2 narrative paintings (from Europe) Bring the story/painting to class. Bring in resources relating to another Culture.	Peer Assessment/teacher feedback for classwork. Homework feedback Final Outcome assessment
<b>Spring half term 1:</b> Using Contemporary Art as a theme to develop research, thinking, written, design and digital Art skills.	Research a Contemporary Artist and design a power point presentation. Produce a range of studies based on your chosen Artists in different medias. Produce a gallery leaflet for a Contemporary Artist.	Peer Assessment/teacher feedback for classwork. Homework feedback Preparation Work assessment
<b>Spring half term 2:</b> Final outcome to reflect Contemporary Art using developed research, design and digital Art skills.	Produce a study based on your chosen Contemporary Artist. Research careers to do with Artist and produce a leaflet based on this.	Peer Assessment/teacher feedback for classwork. Homework feedback Final Outcome assessment
<b>Summer half term 1:</b> Fauvism- exploring a producing Artwork using the idea of Fauvism. Colour Theory, perspective and pattern.	Research a Fauvist Artist and produce a Fact Sheet. Collect a series of patterns to use on your Fauvist Artwork.	Peer Assessment/teacher feedback for classwork. Homework feedback Preparation Work assessment
<b>Summer half term 2</b> Development of a final piece based on Fauvism.	Research the concept of Fauvism – create a facts sheet. Create your own Fauvist style ‘Room with a View’.	Observational Drawing Test Assessment. Peer Assessment/teacher feedback for classwork. Homework feedback Final Outcome assessment
Parents/ Carers could help by...	Resources	
<ul style="list-style-type: none"> <li>• Helping their child research the linked home learning tasks.</li> <li>• Discussing their child’s topic to see what they are doing in class.</li> <li>• Visiting local/national galleries to expose children to Art, craft and design first hand.</li> </ul>	<ul style="list-style-type: none"> <li>• Internet –Gallery Websites- For example;</li> <li>• <a href="http://www.tate.org.uk/">http://www.tate.org.uk/</a></li> <li>• <a href="https://www.vam.ac.uk/">https://www.vam.ac.uk/</a></li> <li>• GCSE Bitesize</li> <li>• Any available Art materials will help such as paper, shading pencils, colour pencils, watercolour paints, poster paint, oil pastels etc.</li> </ul>	

# Year 7 History 2017-18

Scheme of Learning/ key questions	Home learning	Assessment
<p><b>Autumn half term 1 &amp; 2</b> A quick history of Britain: Why did William win the Battle of Hastings? Was Conisborough castle a safe place to live? Why did the barons rebel against King John?</p>	<p>Design and create a shield that either a Norman or a Saxon soldier would have used in the Battle of Hastings. In addition to the shield, pupils must provide an A4 write up which explains the design, the materials and how you would use it in battle.</p>	<p>Why did William win the Battle of Hastings essay? (Causation) <i>Teacher assessed with DIRT activity completed by pupils.</i> Was Conisborough castle a safe place to live? (Sources) PA Why did the barons rebel against King John? (Causation) <i>Teacher assessed with DIRT activity completed by pupils.</i> The mystery of the skeletons: why were so many skeletons discovered at Charterhouse Square? (Source skills) Peer Assessment</p>
<p><b>Spring half term 1 &amp; 2</b> The mystery of the skeletons: why were so many skeletons discovered at Charterhouse Square? Is Freddie's Mum right to complain – why bother with the Black Death? Why did religion cause so many problems for Tudor Monarchs? Who were the Mughals and which Emperor was the most significant?</p>	<p>Pick two activities off the home learning menu. <b>At:</b></p> <ul style="list-style-type: none"> <li>• Make a timeline of the history of Britain from 1066 - 1485, the Medieval period or Middle Ages.</li> <li>• Create a 'For Sale' notice for a Medieval Castle, include all the main 'selling features'.</li> <li>• Produce a job description for a Plague Doctor.</li> </ul> <p><b>Beyond:</b></p> <ul style="list-style-type: none"> <li>• Create a menu for a Medieval feast. Include instructions as to how the food would be served, who it would be served by and how it would be eaten.</li> <li>• Create a biography about Henry V111. You could include his wives and about how he changed religion in England.</li> <li>• Create a 'how to prevent' poster for the Black Death. Consider people's beliefs at the time and how they tried to prevent the Black Death.</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>• Research the story of the Princes in the Tower. Pretend you are a detective. Gather up any evidence you need, then based on this write a suspect report of the person you think responsible for what happened to the boys. <ul style="list-style-type: none"> <li>• Alton Towers are designing a new rollercoaster with a Tudor theme. Design the ride for them explaining how religion in England constantly changed (up and down like a rollercoaster) during the Tudor Period.</li> <li>• 'Castles in Europe changed over time'. Either write a report on this for horrible</li> </ul> </li> </ul>	<p>Why did religion cause so many problems for Tudor Monarchs? (causation) <i>Teacher assessed with DIRT activity completed by pupils.</i></p>

	Histories, or design a create display.	
<p><b>Summer half term 1 &amp;2</b></p> <p>What horrors lay behind the slave trade?</p> <p>What did the Industrial Revolution do for us?</p> <p>Why was Sheffield significant in the Industrial Period?</p> <p>What can we learn from Jack the Ripper about social conditions in 19th century London?</p>	<p>Prepare and revise for the end of year assessment exam. Complete the EVIDENCE table showing what you have revised.</p>	<p>What horrors lay behind the slave trade? (Source Skills) <i>Teacher assessed with DIRT activity completed by pupils.</i></p> <p>Why was Sheffield significant in the Industrial Period? (Significance) <i>Teacher assessed with DIRT activity completed by pupils.</i></p> <p>What did the Industrial Revolution do for us? (Causation) Peer assessment</p> <p>What can we learn from Jack the Ripper about social conditions in 19th century London? (Interpretations) <i>Teacher assessed with DIRT activity completed by pupils.</i></p>
<b>Parents/ Carers could help by...</b>		<b>Resources</b>
<ul style="list-style-type: none"> <li>• Make sure your child manages their time and workload so they don't leave their home learning until the very last day.</li> <li>• Accessing the resources/ websites provided.</li> <li>• Proof read their work, checking spelling, punctuation and grammar.</li> </ul>		<p>BBC Bitesize (KS3)  <a href="http://www.bbc.co.uk/history">www.bbc.co.uk/history</a>  <a href="http://spartacus-educational.com">http://spartacus-educational.com</a>  <a href="http://www.historylearningsite.co.uk">http://www.historylearningsite.co.uk</a></p>

# Year 8 History 2017-18

Scheme of Learning/ key questions	Home learning	Assessment
<p><b>Autumn half term 1 &amp; 2</b>            What would you include in a newspaper front page about why WW1 started?            What motivated British soldiers to continue fighting in such awful conditions?            Was the Somme really lions led by donkeys?</p>	<p><b>Produce a creative display that answers the following question –</b>  <i>'General Haig implied that the Sheffield Pals were cowards for not leaving their trench.'</i> How far do you agree?            You must use your source grid as evidence to support your answer. You may use any images, drawings or materials to help you with your display.</p>	<p>What would you include in a newspaper front page about why WW1 started?            (Causation)  <i>Teacher assessed with DIRT activity completed by pupils.</i>            What motivated British soldiers to continue fighting in such awful conditions?            (Source Skills)  <i>Teacher assessed with DIRT activity completed by pupils.</i>            Was the Somme really lions led by donkeys?            (Interpretations) Peer Assessment</p>
<p><b>Spring half term 1 &amp; 2</b>            Was Adolf Hitler's rise to power inevitable?            How effective were Nazi methods of control?            Significant turning points of WW2            Was the atomic bomb justified?</p>	<p>Pick two activities off the home learning menu.  <b>At:</b></p> <ul style="list-style-type: none"> <li>Construct a graph to illustrate the numbers of victims of the Holocaust, try to include members of different groups that were affected such as Jews, Political prisoners, Prisoners of War, Gypsies, Disabled, Homosexuals.</li> <li>If you met a Holocaust Survivor today write a list of questions you would ask them about their experience.</li> <li>Write a recipe that a family could make from their weekly rations - first you will need to research the rations of WW2, then write up your recipe and method and include a picture.</li> </ul> <p><b>Beyond:</b></p> <ul style="list-style-type: none"> <li>With permission, watch a wartime film such as <i>The Boy in The Striped Pyjamas</i>, <i>Life is Beautiful</i>, <i>Goodnight Mr Tom</i>, <i>Carrie's War</i>, <i>Imitation Game</i> and write a review. If you would rather read a book with a WW2 theme then do the same for a book.</li> <li>Compare and contrast WW1 and WW2. Examine the similarities and differences and write about them in detail. Make a judgement on which war you think provided the worst experience for its soldiers.</li> <li>Write a survival guide for those living in Britain during WW2 (Homefront). Examples may include bombing raids, rations, role of women.</li> </ul> <p><b>Exceeding:</b></p>	<p>Was Adolf Hitler's rise to power inevitable? (Causation)            PA            How effective were Nazi methods of control? (Source Skills)  <i>Teacher assessed with DIRT activity completed by pupils.</i>            Significant turning points of WW2 (significance)  <i>Teacher assessed with DIRT activity completed by pupils.</i></p>

	<ul style="list-style-type: none"> <li>• Why is it so important that the Holocaust be remembered by future generations? Write a speech to explain your view.</li> <li>• Anne Frank famously wrote a diary about her experience in a concentration camp, write your own diary entry as someone experiencing the Holocaust.</li> <li>• Send a letter home. Pretend you are a Visitor to Nazi Germany during the 1930s. Explain what life is like for those people living under Nazi control.</li> </ul>	
<p><b>Summer half term 1 &amp; 2</b>  How did so many innocent people lose their rights and freedoms during the Holocaust?  What can the story of Frank Bright tell us about life in the death camps?  Why was Oskar Schindler significant during the Holocaust?</p>	<p>Prepare and revise for the end of year assessment exam. Complete the EVIDENCE table showing what you have revised.</p>	<p>Was the atomic bomb justified? (interpretations)  <i>Teacher assessed with DIRT activity completed by pupils.</i>  How did so many innocent people lose their rights and freedoms during the Holocaust? (Causation) Peer Assessment  What can the story of Frank Bright tell us about life in the death camps? (Source skills)  <i>Teacher assessed with DIRT activity completed by pupils.</i>  Why was Oskar Schindler significant during the Holocaust? (significance) Peer Assessment</p>
<b>Parents/ Carers could help by...</b>		<b>Resources</b>
<ul style="list-style-type: none"> <li>• Make sure your child manages their time and workload so they don't leave their home learning until the very last day.</li> <li>• Accessing the resources/ websites provided.</li> <li>• Proof read their work, checking spelling, punctuation and grammar.</li> </ul>		<p>BBC Bitesize History  <a href="http://www.historyplace.com">www.historyplace.com</a>  <a href="http://www.bbc.co.uk/history">www.bbc.co.uk/history</a>  <a href="http://www.historylearningsite.co.uk">www.historylearningsite.co.uk</a></p>

# Year 7 Geography 2017-18

Scheme of Learning/ key questions	Home learning	Assessment
<b>Autumn half term 1</b> <b>Fantastic Places</b> Where are some of the world's most fantastic places? What are they like?	Project work (choice of tasks). Geography in the news. Revision for assessments. Independent research.	End of unit assessment. Mix of extended writing and shorter exam style questions. These will be teacher marked; students will be given a WWW and EBI, as well as a raw score. Students will then complete DIRT work to improve their assessments.
<b>Autumn half term 2</b> <b>Africa</b> Which countries are found in Africa? What is the Horn of Africa like? What is a desert? What is it like? How do people and wildlife survive here?	Project work (choice of tasks). Geography in the news. Revision for assessments. Independent research.	End of unit assessment. Mix of extended writing and shorter exam style questions. These will be teacher marked; students will be given a WWW and EBI, as well as a raw score.
<b>Spring half term 1</b> <b>Map skills</b> How can we locate places on maps?	Project work (choice of tasks). Geography in the news. Revision for assessments. Independent research.	Students will then complete DIRT work to improve their assessments.
<b>Spring half term 2</b> <b>Population</b> Where do people live? Why do populations change? What challenges do people face?	Project work (choice of tasks). Geography in the news. Revision for assessments. Independent research.	End of unit assessment. Mix of extended writing and shorter exam style questions. These will be teacher marked; students will be given a WWW and EBI, as well as a raw score.
<b>Summer half term 1</b> <b>Coasts</b> What features are found at the coast? How are they formed? What impact does coastal erosion have on people, the environment and the economy? How can the coast be managed?	Project work (choice of tasks). Geography in the news. Revision for assessments. Independent research.	Students will then complete DIRT work to improve their assessments.
<b>Summer half term 2</b> <b>Geography of the UK</b> What the main physical and human features of the UK?	Project work (choice of tasks). Geography in the news. Revision for assessments. Independent research. NOTE: One of these home learnings will be set each half term.	End of unit assessment. Mix of extended writing and shorter exam style questions. These will be teacher marked; students will be given a WWW and EBI, as well as a raw score.
Parents/ Carers could help by...	Resources	
<ul style="list-style-type: none"> <li>• Make sure your child manages their time and workload so they don't leave their home learning until the very last day.</li> <li>• Accessing the resources/ websites provided.</li> <li>• Following the Geography Twitter account #GeogEcco</li> </ul>	Useful websites: BBC Bitesize KS3 resources BBC news Lonely planet National Geographic	

# Year 8 Geography 2017-18

Scheme of Learning/ key questions	Home learning	Assessment
<b>Autumn half term 1</b> <b>Natural hazards</b> What happens at plate margins? What effects do earthquakes have? How do people respond to them? How do tropical storms form? What are their effects?	Project work (choice of tasks). Geography in the news. Revision for assessments. Independent research.	End of unit assessment. Mix of extended writing and shorter exam style questions. These will be teacher marked; students will be given a WWW and EBI, as well as a raw score.
<b>Autumn half term 2</b> <b>Middle East</b> Where is the Middle East? What are its main natural attractions? What is like like in the Middle East? Why did the war in Syria begin? What effects has it had?	Project work (choice of tasks). Geography in the news. Revision for assessments. Independent research.	Students will then complete DIRT work to improve their assessments.
<b>Spring half term 1</b> <b>Ecosystems</b> What is an ecosystem? How do they work? What are the main features of the rainforest? Why do they need protecting?	Project work (choice of tasks). Geography in the news. Revision for assessments. Independent research.	End of unit assessment. Mix of extended writing and shorter exam style questions. These will be teacher marked; students will be given a WWW and EBI, as well as a raw score.
<b>Spring half term 2</b> <b>Environmental Issues</b> What are the main challenges to our population? How can these be managed?	Project work (choice of tasks). Geography in the news. Revision for assessments. Independent research.	Students will then complete DIRT work to improve their assessments.
<b>Summer half term 1</b> <b>Urban World</b> What is happening to the world's urban population? What are megacities? What are the issues that they face? How can they be managed?	Project work (choice of tasks). Geography in the news. Revision for assessments. Independent research.	End of unit assessment. Mix of extended writing and shorter exam style questions. These will be teacher marked; students will be given a WWW and EBI, as well as a raw score.
<b>Summer half term 2</b> <b>Rivers</b> What are the main features of a river? How are they made?	Project work (choice of tasks). Geography in the news. Revision for assessments. Independent research. NOTE: One of these home learnings will be set each half term.	Students will then complete DIRT work to improve their assessments.
Parents/ Carers could help by...	Resources	
<ul style="list-style-type: none"> <li>• Make sure your child manages their time and workload so they don't leave their home learning until the very last day.</li> <li>• Accessing the resources/ websites provided.</li> <li>• Following the Geography Twitter account #GeogEcco</li> </ul>	Useful websites: BBC Bitesize KS3 resources BBC news Lonely planet National Geographic	

## Year 7 RE 2017-18

Scheme of Learning/ key questions	Home learning	Assessment
<b>Autumn half term 1:</b> Time Travel: Should we change the past?	Design a logo for our time travel company which showcases the service we offer	Baseline assessment around an ethical dilemma. Students will need to decide whether they would or would not change the past in their given dilemma and justify their decision. Self and teacher assessed.
<b>Autumn half term 2</b> Time Travel: Who are the rightful owners of the promised land?	Draw the Abrahamic family tree	Students will write back to their client informing them of the company's findings during their time travel mission. Students should justify who they believe to be the rightful owners of the land are using their learning/time travels missions as evidence. This will be teacher assessed.
<b>Spring half term 1</b> Spirituality: What is Spirituality? <i>Can a humanist be spiritual?</i>	P4C Evaluation	Students will write a descriptive piece of writing about their journey to the shop of souls describing all of their ideas about souls and spirituality. Peer and teacher assessed.
<b>Spring half term 2</b> Spirituality: If there was a window into your soul, what would we see?	Artistic assessment to be continued at home during this half term.	Students will use art/photography or philosophy to show their own views in answer to the question, 'if there was a window into your soul, what would we see?' They will also write a written explanation of their artwork and other people's views, both religious and non-religious. Peer and teacher assessed.
<b>Summer half term 1</b> Jesus: Man or God?	Written response to your own top 6 beliefs using template	Students will write a magazine interview with Jesus where they ask him challenging questions and answer them from his point of view. Self and teacher assessed.
<b>Summer half term 2</b> Jesus: Man or God?	Judas: Good guy or bad guy?	Students will write an extended answer to the dilemma 'would you save Jesus?' They will need to consider the implications on the world as well as whether it would be morally right. Teacher assessed.
Parents/ Carers could help by...	Resources	
<ul style="list-style-type: none"> <li>• Make sure your child manages their time and workload so they don't leave their home learning until the very last day.</li> <li>• Accessing the resources/ websites provided.</li> <li>• Ask your child about their learning and discuss your views and theirs with them</li> <li>• Check that they have responded to and acted upon teacher feedback in purple pen when they bring their exercise books home</li> </ul>	Find out about Humanism here: <a href="https://humanism.org.uk/">https://humanism.org.uk/</a> Download the P4C evaluation form and other homework's as well as assessment information on the school student portal Email a believer your questions here: <a href="http://pof.reonline.org.uk/">http://pof.reonline.org.uk/</a>	

## Year 8 RE 2017-18

Scheme of Learning/ key questions	Home learning	Assessment
<b>Autumn half term 1</b> <b>Islam:</b> What is it like as a British Muslim? What is Islamophobia? How do the press report on Islam?	To write 'the Story of the Tie'	Students will write a newspaper article about a girl who was asked to remove her headscarf in a Science lesson. They must consider all the different views of people in the local community as well as give their own opinion and justify this. Self and teacher assessed.
<b>Autumn half term 2</b> <b>Islam:</b> What is it like as a British Muslim? What are the 5 pillars of Islam?	DIRT tasks	Students will write an extended answer to the question, 'what is it like as a British Muslim?' They will need to demonstrate their learning about Islam and the 5 Pillars as well as social issues surrounding Islam. Peer and teacher assessed.
<b>Spring half term 1</b> <b>Equality:</b> Who are inspirational people and heroes of faith?	Independently research a specific inspirational person and their impact on the world	Students will put together an anthology about their hero of faith writing various pieces of writing that demonstrate their independent and group learning. Peer and teacher assessed.
<b>Spring half term 2</b> <b>Equality:</b> What do Sikh's believe about Equality? What are the 5 K's?	DIRT tasks	Students will go into role as the school council and they must justify whether a student should be allowed to wear her Kirpan to school. They should consider both sides of the argument and conclude with their own view. Peer and Teacher assessed.
<b>Summer half term 1</b> <b>Does God really exist?</b> What are the philosophical arguments for and against?	To be decided	To be decided
<b>Summer half term 2</b> <b>Does God really exist?</b>	To be decided	To be decided
Parents/ Carers could help by...	Resources	
<ul style="list-style-type: none"> <li>• Make sure your child manages their time and workload so they don't leave their home learning until the very last day.</li> <li>• Accessing the resources/ websites provided.</li> <li>• Ask your child about their learning and discuss your views and theirs with them</li> <li>• Check that they have responded to and acted upon teacher feedback in purple pen when they bring their exercise books home</li> </ul>	Download homework's as well as assessment information on the school student portal Email a believer your questions here: <a href="http://pof.reonline.org.uk/">http://pof.reonline.org.uk/</a>	

## Year 7 D&T 2017-18

Scheme of Learning/ key questions <u>In Y7 D&amp;T Each rotation will last approximately 13 weeks (3 lessons per fortnight)</u>	Home learning	Assessment
<b>Food Rotation</b> <ul style="list-style-type: none"> <li>• An introduction to basic food Equipment, Skills, Safety and Hygiene.</li> <li>• Nutritional knowledge and healthy eating will be covered</li> <li>• A variety of food products (Sweet and Savoury) will be made to develop confidence in the kitchen</li> </ul>	Preparation / weighing of ingredients for practical lessons. Research nutrients, recipes, ingredients, methods of cooking	<u>Theory</u> – Design task on nutritional knowledge and how this can be applied to people with different dietary needs <u>Practical</u> – regular assessments and feedback are made and given in the practical lessons.
<b>Engineering Rotation</b>  <b>TBC SEPTEMBER 2017</b>		
<b>Materials rotation</b>  <b>TBC SEPTEMBER 2017</b>		
Parents/ Carers could help by...	Resources	
<ul style="list-style-type: none"> <li>• Make sure your child manages their time and workload so they don't leave their home learning until the very last day.</li> <li>• Accessing the resources/ websites provided.</li> </ul>	Food: Recipe books, magazines. Engineering: Materials:	

## Year 8 D&T 2017-18

Scheme of Learning/ key questions <u>In Y8 D&amp;T Each rotation will last approximately 13 weeks (2 lessons per fortnight)</u>	Home learning	Assessment
<b>Food Rotation</b> <ul style="list-style-type: none"> <li>Development of knowledge and understanding of food Equipment, Skills, Safety and Hygiene.</li> <li>Nutritional knowledge and healthy eating with reference to macro and micro nutrients, and understanding food labelling will be covered</li> <li>A variety of food products (Sweet and Savoury) will be made to develop confidence in the kitchen</li> </ul>	Preparation / weighing of ingredients for practical lessons. Research nutrients, recipes, ingredients, methods of cooking	<u>Theory</u> – Design task on writing a detailed specification, cross section design and packaging of a food product that the students have previously made in the rotation <u>Practical</u> – regular assessments and feedback are made and given in the practical lessons.
<b>Engineering rotation</b>  <b>TBC SEPTEMBER 2017</b>		
<b>Materials rotation</b>  <b>TBC SEPTEMBER 2017</b>		
Parents/ Carers could help by...	Resources	
<ul style="list-style-type: none"> <li>Make sure your child manages their time and workload so they don't leave their home learning until the very last day.</li> <li>Accessing the resources/ websites provided.</li> </ul>	Food: Recipe books, magazines. Engineering: Materials:	

# Year 7 PSHCE 2017-18

Scheme of Learning/ key questions	Home learning
<b>Autumn half term 1</b> <b>Healthy body and mind</b> <ul style="list-style-type: none"> <li>- Healthy eating/drinking</li> <li>- Consequences of smoking</li> <li>- Personal hygiene</li> </ul>	Create a food diary for a week. Create an anti-smoking campaign. Include key facts/statistics and warn of dangers to health.
<b>Autumn half term 2</b> <b>Healthy Relationships</b> <ul style="list-style-type: none"> <li>- Different kinds of relationships</li> <li>- Identity</li> <li>- Puberty</li> </ul>	'Who am I?' reflection and project.
<b>Spring half term 1</b> <b>Personal wellbeing</b> <ul style="list-style-type: none"> <li>- Dangers of fire (visit from fire service)</li> <li>- Road safety</li> <li>- The role of the police</li> <li>- Emergency response and First Aid (including Restart a Heart)</li> </ul>	Create a 'How to keep safe on the road' poster (to include facts and figures learnt from the lesson). Reflections from 'Restart a Heart' day.
<b>Spring half term 2</b> <b>Personal wellbeing (e-safety)</b> <ul style="list-style-type: none"> <li>- Using social media and technology sensibly and appropriately</li> </ul>	Research facts and figure around advantages and disadvantages of social media. Prepare presentation ready for debate.
<b>Summer half term 1</b> <b>Study skills</b> <ul style="list-style-type: none"> <li>- How to revise</li> <li>- GRIT</li> <li>- Preparing for Yr 7 school exams</li> </ul>	
<b>Summer half term 2</b> <b>Citizenship &amp; challenging prejudice</b> <ul style="list-style-type: none"> <li>- Importance of respecting all</li> <li>- Exploring and identifying similar identities, differences and diversity amongst our local community</li> </ul>	'#Respect!' project. Exploring my own values and beliefs. 'What do I stand for?' booklet
Parents/ Carers could help by...	Resources
<ul style="list-style-type: none"> <li>• Staying safe online:               <ul style="list-style-type: none"> <li>- <a href="https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/">https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/</a></li> <li>- <a href="http://www.bbc.co.uk/cbbc/shows/stay-safe">http://www.bbc.co.uk/cbbc/shows/stay-safe</a></li> </ul> </li> <li>• Healthy living               <ul style="list-style-type: none"> <li>- <a href="https://www.nhs.uk/change4life-beta">https://www.nhs.uk/change4life-beta</a></li> </ul> </li> <li>• Puberty               <ul style="list-style-type: none"> <li>- <a href="http://www.nhs.uk/Livewell/puberty/Pages/pubertyhome.aspx">http://www.nhs.uk/Livewell/puberty/Pages/pubertyhome.aspx</a></li> </ul> </li> <li>• Respect and tolerance for all               <ul style="list-style-type: none"> <li>- <a href="http://educateagainsthate.com/">http://educateagainsthate.com/</a></li> <li>- <a href="http://www.citizenshipfoundation.org.uk/main/page.php?465">http://www.citizenshipfoundation.org.uk/main/page.php?465</a></li> </ul> </li> </ul>	N/A. Mainly discussion based lessons.

## Year 8 PSHCE 2017-18

Scheme of Learning/ key questions	Home learning
<b>Autumn half term 1</b> <b>What is peer pressure?</b> <ul style="list-style-type: none"> <li>- Body image (influence from social media/media (including effects on mental health)</li> <li>- Attitudes towards relationships</li> </ul>	'My personal strengths' template. A reflection of our best qualities. Bring in some magazines of celebrities. (Ready to present key findings, thinking about photoshop etc. Pros and cons)
<b>Autumn half term 2</b> <b>Healthy relationships</b> <ul style="list-style-type: none"> <li>- Consensual relationships</li> <li>- Sex and the law</li> <li>- Staying safe (Contraception)</li> <li>- STIs</li> </ul>	Researching definitions of consent and why important. Consent in the news. Create advertising campaign to encourage healthy relationships.
<b>Spring half term 1</b> <b>Personal finance</b> <ul style="list-style-type: none"> <li>- Managing money</li> <li>- The importance of budgeting and being financially aware</li> </ul>	'How can I afford to live?' worksheet. Planning a personal budget
<b>Spring half term 2</b> <b>Careers and the world of work</b> <ul style="list-style-type: none"> <li>- Who am I? What can I do?</li> <li>- Preparing for the changing world of work</li> <li>- Researching possible careers for me (using JED)</li> </ul>	
<b>Summer half term 1</b> <b>Study skills</b> <ul style="list-style-type: none"> <li>- GRIT</li> <li>- How to revising for exams</li> <li>- Dealing with exam pressure</li> </ul>	
<b>Summer half term 2</b> <b>Citizenship &amp; challenging prejudice</b> <ul style="list-style-type: none"> <li>- Importance of voting</li> <li>- The importance of understanding the word of politics</li> </ul>	Create your own political party and write manifesto. Consider beliefs, values, morals etc.
<b>Parents/ Carers could help by...</b>	
<ul style="list-style-type: none"> <li>• Healthy relationships <a href="http://www.loveisrespect.org/healthy-relationships/">http://www.loveisrespect.org/healthy-relationships/</a></li> <li>• Keeping safe online and talking to your child re. healthy relationships. <a href="https://www.barnardos.org.uk/barnardos_be_safe_guide.pdf">https://www.barnardos.org.uk/barnardos_be_safe_guide.pdf</a></li> <li>• Respect and tolerance for all               <ul style="list-style-type: none"> <li>- <a href="http://educateagainsthate.com/">http://educateagainsthate.com/</a></li> <li>- <a href="http://www.citizenshipfoundation.org.uk/main/page.php?465">http://www.citizenshipfoundation.org.uk/main/page.php?465</a></li> <li>- <a href="http://www.bbc.co.uk/news/education-40011787">http://www.bbc.co.uk/news/education-40011787</a></li> </ul> </li> </ul> <a href="http://www.parliament.uk/education/teaching-resources-lesson-plans/">http://www.parliament.uk/education/teaching-resources-lesson-plans/</a>	

## Year 7 PE/ Games 2017-18

Schemes of Learning / Key Questions	Home Learning	Assessment
<p><b>Block 1 [8 weeks]:</b> Students will be taught invasion games. This will include passing, attacking, defending, Shooting and rules of the game.</p> <p>Girls – Netball &amp; Football Boys – Basketball &amp; Football</p> <p>How do we create space? What is the difference between an attacker and a defender?</p>	<p>Students will be asked to watch a game on TV and give their match analysis of the game.</p> <p>Students will be asked to learn the rules / positions of the game.</p>	<p>At the end of the block of work, students will be assessed in individual closed skills as well as a competitive situation.</p>
<p><b>Block 2 [8 weeks]:</b> Students will be taught invasion games and some aesthetics.</p> <p>Gymnastics &amp; Hockey / Handball [dependent on indoor space]</p> <p>Questioning will include what makes a good performance? What feedback can we give a partner on their performance? Questioning on composition and how to improve performance and technique? How do you move to the next level? What components of fitness do these type of athletes need?</p>	<p>Practice skills at home i.e. Forward &amp; Backward rolls. Shoulder Stands, Headstands and Handstands against a wall.</p> <p>Watch Max Whitlocks Rio Olympic 2016 floor routines on youtube and list what makes this a good performance? Identify how the scoring works in this event?</p>	<p>At the end of the block of work, students will be assessed in individual closed skills as well as a competitive situation for handball / hockey. Students will be assessed in individual skills as well a final performance in Gymnastics.</p>
<p><b>Block 3 [8 weeks]:</b> Students will continue with invasion games and aesthetics, but also introduced to net &amp; wall activities.</p> <p>Girls – Cheer &amp; Rugby Boys – Badminton &amp; Rugby</p> <p>Key questions will include how these sports differ to others. Rules of the sport? What is the difference between a cheer and a chant?</p>	<p>Research the rules of Badminton.</p> <p>Research what a tackle, ruck, maul, scrum, line out are.</p>	<p>At the end of the block of work, students will be assessed in individual closed skills as well as a competitive situation for rugby &amp; Badminton. Students will be assessed in individual skills as well a final performance in Cheer.</p>
<p><b>Block 4 [8 weeks]:</b> Students will start to be introduced to summer activities.</p> <p>Girls – Rounders &amp; Tennis Boys – Cricket &amp; Athletics</p> <p>Key questions to include; What</p>	<p>Watch sporting activities on TV such as Wimbledon.</p> <p>Research world record holders for various athletics</p>	<p>At the end of the block of work, students will be assessed in individual closed skills as well as a competitive situation for rounders, cricket &amp; tennis. Students will be assessed in each lesson for athletics as they will focus on a</p>

<p>athletics events there are? Describe the body types for different athletic events? What makes you an effective player in rounders / cricket? When would use a form a fielding technique?</p>	<p>events i.e. Usain Bolt.</p>	<p>different event each week. Teacher will take an average from how they performed in their top 3 events.</p>
<p><b>Block 5 [8 weeks]:</b> Students will continue with summer activities.</p> <p>Girls – Cricket &amp; Athletics Boys – Rounders &amp; Tennis</p> <p>Key questions to include; What athletics events there are? Describe the body types for different athletic events? What makes you an effective player in rounders / cricket? When would use a form a fielding technique?</p>	<p>Watch sporting activities on TV such as Wimbledon.</p> <p>Research world record holders for various athletics events i.e. Usain Bolt.</p>	<p>At the end of the block of work, students will be assessed in individual closed skills as well as a competitive situation for rounders, cricket &amp; tennis. Students will be assessed in each lesson for athletics as they will focus on a different event each week. Teacher will take an average from how they performed in their top 3 events.</p>
<p><b>Parents / Carers could help by...</b></p>		<p><b>Resources</b></p>
<ul style="list-style-type: none"> <li>• Encourage your child to watch sport on TV to develop knowledge and awareness of rules and tactics.</li> <li>• Play sport on an evening or weekend will help develop their own skills, performances and confidence. Students can get involved in school clubs &amp;/or local clubs.</li> <li>• Encourage your child to follow @EccoPEdept with useful information i.e. extra-curricular info.</li> </ul>	<p>Useful websites:</p> <p><a href="http://www.bbc.co.uk/sport">http://www.bbc.co.uk/sport</a>  <a href="http://rulesoffootball.co.uk/">http://rulesoffootball.co.uk/</a>  <a href="http://www.simplenetball.co.uk/netball-rules/">http://www.simplenetball.co.uk/netball-rules/</a>  <a href="http://www.badminton-rules.co.uk/">http://www.badminton-rules.co.uk/</a>  <a href="http://www.youtube.com">www.youtube.com</a>  <a href="http://www.breakthroughbasketball.com/basics/basics.html">http://www.breakthroughbasketball.com/basics/basics.html</a>  <a href="http://www.cricket-rules.com">http://www.cricket-rules.com</a>  <a href="http://www.simplerounders.co.uk">www.simplerounders.co.uk</a></p>	

## Year 8 PE/ Games 2017-18

Schemes of Learning / Key Questions	Home Learning	Assessment
<p><b>Block 1 [8 weeks]:</b> Students will continue from Y7 on developing skills in invasion games as well as introduce more difficult flight moves in cheer.</p> <p>Girls – Netball &amp; Cheer</p> <p>Boys – Basketball &amp; Football</p> <p>How do you change your game play in these positions? What would be the most effective pass and when? Outline the importance of each role in cheer? How is levitation different to prep?</p>	<p>Students will be asked to learn the rules and identify dialogue used within the sport.</p> <p>Watch different flight movements on youtube i.e. Prep, hitch, cradle etc.</p>	<p>At the end of the block of work, students will be assessed in individual closed skills as well as a competitive situation.</p> <p>Students will be assessed in individual skills as well a final performance in Cheer.</p>
<p><b>Block 2 [8 weeks]:</b> Students will be taught invasion games and some aesthetics.</p> <p>Girls - Hockey &amp; Badminton / Fitness [dependent on indoor space]</p> <p>Boys – Hockey &amp; Handball / Fitness [dependent on indoor space].</p> <p>How do you move to the next level? Analyse someone else's performance, can you identify where areas for development are &amp; practices you could use to improve them? Explain the different types of training methods?</p>	<p>Watch the Rio Olympics 2016 Handball final / Womens Hockey final. What skills are needed in this game? Why do you think the team who won was so successful? What was better about their game?</p>	<p>At the end of the block of work, students will be assessed in individual closed skills as well as a competitive situation for handball / hockey. Students will be assessed in individual training methods for fitness.</p>
<p><b>Block 3 [8 weeks]:</b> Students will continue with invasion games and also net &amp; wall activities.</p> <p>Girls – Football &amp; Handball Boys – Badminton &amp; Rugby</p> <p>Key questions will include how can you use tactics to outwit an opponent?</p>	<p>Research the rules of Badminton.</p> <p>Research what a tackle, ruck, maul, scrum, line out are.</p>	<p>At the end of the block of work, students will be assessed in individual closed skills as well as a competitive situation for rugby, football, handball &amp; Badminton.</p>
<p><b>Block 4 [8 weeks]:</b> Students will start their summer activities.</p>	<p>Watch sporting activities on TV such as Wimbledon</p>	<p>At the end of the block of work, students will be assessed in individual closed skills as well as a</p>

<p>Girls – Rounders &amp; Tennis Boys – Cricket &amp; Athletics</p> <p>Key questions to include; What fitness components are needed for each athletic event? How do you score in rounders / cricket?</p>	<p>&amp; make note of the scoring system.</p> <p>Research rules and regulations for each athletic event.</p>	<p>competitive situation for rounders, cricket &amp; tennis. Students will be assessed in each lesson for athletics as they will focus on a different event each week. Teacher will take an average from how they performed in their top 3 events.</p>
<p><b>Block 5 [8 weeks]:</b> Students will continue with summer activities.</p> <p>Girls – Cricket &amp; Athletics Boys – Rounders &amp; Tennis</p> <p>Key questions to include; What fitness components are needed for each athletic event? How do you score in rounders / cricket?</p>	<p>Watch sporting activities on TV such as Wimbledon &amp; make note of the scoring system.</p> <p>Research world record holders for various athletics events i.e. Usain Bolt.</p>	<p>At the end of the block of work, students will be assessed in individual closed skills as well as a competitive situation for rounders, cricket &amp; tennis. Students will be assessed in each lesson for athletics as they will focus on a different event each week. Teacher will take an average from how they performed in their top 3 events.</p>
<b>Parents / Carers could help by...</b>		<b>Resources</b>
<ul style="list-style-type: none"> <li>• Encourage your child to watch sport on TV to develop knowledge and awareness of rules and tactics.</li> <li>• Play sport on an evening or weekend will help develop their own skills, performances and confidence. Students can get involved in school clubs &amp;/or local clubs.</li> <li>• Encourage your child to follow @EccoPEdept with useful information i.e. extra-curricular info.</li> </ul>	<p>Useful websites:</p> <p><a href="http://www.bbc.co.uk/sport">http://www.bbc.co.uk/sport</a>  <a href="http://rulesoffootball.co.uk/">http://rulesoffootball.co.uk/</a>  <a href="http://www.simplenetball.co.uk/netball-rules/">http://www.simplenetball.co.uk/netball-rules/</a>  <a href="http://www.badminton-rules.co.uk/">http://www.badminton-rules.co.uk/</a>  <a href="http://www.youtube.com">www.youtube.com</a>  <a href="http://www.breakthroughbasketball.com/basics/basics.html">http://www.breakthroughbasketball.com/basics/basics.html</a>  <a href="http://www.cricket-rules.com">http://www.cricket-rules.com</a>  <a href="http://www.simplerounders.co.uk">www.simplerounders.co.uk</a></p>	