

Curriculum Information

Year 8

2021-22

Year: 8 Subject: Art
 Learning across the Year 2020-21

Curriculum Leader: Ms Javaid/ Mr Madden
Email: Ms.javaid@holyfamilycatholicschool.co.uk/
mr.madden@holyfamilycatholicschool.co.uk

Autumn Term	Spring Term	Summer Term
<p>Patterns and Portraiture</p> <ol style="list-style-type: none"> 1. Observational Shoe Drawing 2. Monoprint of a strong idol focusing on Michelle Obama/ Greta Thunberg and Malala 3. Introduction to Analysing Artists- Kehinde Wiley and Amy Sherald 4. Heritage pattern- Watercolour 5. Styrofoam Printing 6. Monoprint refresh with patterns 7. Drawing portraits using a grid 8. Experimental portraiture- layered portraits/ nature cyanotype 9. Practising drawing Anatomy 10. Anatomy quiz 11. Experimental drawing techniques Continuous line drawing/ Blind contour drawing/ Gesture drawing/ Negative space drawing 12. Final project- A3 self portrait- pencil drawing with shading 	<p>Street Art/ Art as Activism/ Art Careers</p> <ol style="list-style-type: none"> 1. Introduction to Banksy/ Shepard Fairy/ Keith Waring/ Stikman 2. Make self portrait stencil on Photoshop 3. Cut stencil and print 4. Introduction to Lino printing 5. Experimentation- Lino cutting and printing- Protest poster 5. Street Art Analysis 6. Street Art techniques- Guerilla art/ Yarn Bombing- chance to experiment 7. Final piece- Group Task - Mural 8. Group task analysis and peer assessment 	<p>Grayson Perry inspired Ceramics</p> <ol style="list-style-type: none"> 1. Introduction to clay/ ceramics including processes and possible career paths 2. Design tile with theme of Love/ Hope/ Peace/ War 3. Make tile using clay 4. Paint tile 5. Draw tile outcome into sketchbooks 6. Tile self analysis/ Peer Assessment 7. Paper Mache bowl make 8. Paper Mache Bowl- collage/ decorate . 9. Clay self evaluation
<p>Homework</p>	<p>Homework</p>	<p>Homework</p>
<ol style="list-style-type: none"> 1. Finish observational shoe drawing 2. Kehinde Wiley/ Amy Sherald Artist page 3. Decorate sketchbook 4. Finish grid portrait 5. Artist page portrait Artist 	<ol style="list-style-type: none"> 1. Artist page on a Street Artist 2. Self assessment on self portrait stencil outcome 3. Street Art technique research- choose 1 4. Street Art technique practise 	<ol style="list-style-type: none"> 1. Grason Perry/ Kyle Scott Lee/ Ashan Pidgon analysis sheet 2. Finish tile design

6. Refine final self-portrait	5. Individual mural design 6. Self assessment for final project	3. Research functional ceramics 4. Research bowl shapes for inspiration
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
Mon 18th October - 08th November Accuracy Drawing Shading Multimedia Experimenting Planning Self reflection Peer Assessment Resourcefulness Reflectiveness	Mon 7th February- 21st February Drawing Mixed media control Experimenting Planning Resilience Resourcefulness Reflectiveness	Mon 9th May- 23rd May Drawing Clay manipulation Experimenting Planning Resourcefulness Reflectiveness

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
Draw a portrait of a family member	Go around Walthamstow/ your local area. Take pictures of all the street art you see and write a reflection.	Buy some air dry clay and experiment with creating functional pieces at home.
Recommended Resources	Independent Learning Expectations	
Students MUST have: drawing pencils (2B/4B), rubber, sharpener,ruler and a glue stick. Students could visit the following websites/galleries to develop ideas:	Students should spend at least 1 hour on homework which could include planning and research. Students could further their skills and understanding by researching artwork online or visiting local galleries.	

Gallery websites: http://www.saatchigallery.com/ http://www.tate.org.uk/ http://www.nationalgallery.org.uk/ http://www.vam.ac.uk/		
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Year: 8

Subject: Drama

Curriculum Leader: Miss Hampshire

Learning across the Year 2021-22

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

Autumn Term	Spring Term	Summer Term
Autumn 1: Stand Up! (Remix) Autumn 2: Stylised Theatre	Spring 1: Craig and Bentley Spring 2: Didactic Theatre	Summer: Mugged
Homework	Homework	Homework

<p>Drama is a practical subject, so homework set is in most part of a practical nature and will consist of line learning, research into topics, collecting stimulus for lessons and self and peer evaluations where applicable.</p> <ul style="list-style-type: none"> • Completing the self assessment • Researching factual/historical events • Researching topics for Stylised Theatre 	<p>Drama is a practical subject, so homework set is in most part of a practical nature and will consist of line learning, research into topics, collecting stimulus for lessons and self and peer evaluations where applicable.</p> <ul style="list-style-type: none"> • Completing the self assessment • Researching factual/historical story of Craig and Bentley • Researching topics for Didactic Theatre 	<p>Drama is a practical subject, so homework set is in most part of a practical nature and will consist of line learning, research into topics, collecting stimulus for lessons and self and peer evaluations where applicable.</p> <ul style="list-style-type: none"> • Completing the self assessment • Independent rehearsal • Bringing in costumes/designs • Sourcing pieces of music • Learning lines
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
On-going teacher assessment in lessons. Self assessment via at the end of each half term.	On-going teacher assessment in lessons. Self assessment at the end of each half term.	On-going teacher assessment in lessons. Self assessment via at the end of each half term.

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
Learning and applying the following explorative strategies/skills:	Learning and applying the following explorative strategies/skills:	Learning and applying the following explorative strategies/skills:

<ul style="list-style-type: none"> ● Still Image ● Thoughts Aloud ● Narration ● Improvisation ● Marking the Moment ● Exaggeration ● Physical Theatre <p>Task: Research a physical theatre company such as Frantic Assembly or Kneehigh. Find out when the company started, what their most recent performances was and what it was about, and what type of physical theatre do they create - eg. puppets/masks/dance etc.</p>	<ul style="list-style-type: none"> ● Communication ● Planning ● Leadership ● Teamwork ● Presenting ● Performance ● Narration ● Improvisation ● Marking the Moment ● Symbolism ● Directing ● Placards ● Rhetorical Questions ● Direct Address <p>Task: Plan and lead a didactic theatre activity in class. Conduct your own research into the theatre practitioners Augusto Boal and Bertolt Brecht. type of physical theatre do they create - eg. puppets/masks/dance etc.</p>	<ul style="list-style-type: none"> ● Still Image ● Split-Stage ● Whole Class Role-Play ● Narration ● Thoughts Aloud ● Script reading ● Rehearsal and refinement ● Directing <p>Task: Create a detailed director's concept for how you might stage a key scene you have created in class around the subject matter you are studying. Include:</p> <ul style="list-style-type: none"> ● Performance style and explorative strategies you might use ● Lighting Design ● Costume Design ● Sound Design ● Audience Impact
Recommended Resources	Independent Learning Expectations	
http://youtube.com http://www.bbc.co.uk/schools/gcsebitesize/drama/	Use the google classroom to access resources and blended learning opportunities.	

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

Year: 8 Subject: Computing
Learning across the Year 2021-22

Curriculum Leader: Mr Hussain
Email: mr.hussain@holyfamilycatholicschool.co.uk

Autumn Term	Spring Term	Summer Term
<p>Autumn Term 1: Cyber Security</p> <p>Overview: This unit takes learners on a journey of discovery of techniques that cybercriminals use to steal data, disrupt systems, and infiltrate networks. The learners will start by considering the value their data holds and what organisations might use it for. They will then learn about social engineering and other common cybercrimes, and finally look at methods to protect against these attacks.</p> <ol style="list-style-type: none"> 1. You & Your Data Part 1: Introduce the learners to the unit and to help them understand the value of data to companies. 2. You & Your Data Part 2: Introduce the learners to the unit and to help them understand the value of data to companies. 3. Learners to become aware of how humans can be a weak point in the 	<p>Spring Term 1: Introduction to text-based programming (Python)</p> <p>Overview: A beginners course into the Python programming language using the PRIMM framework.</p> <ol style="list-style-type: none"> 1. Output and variable assignment 2. Input & calculations 3. Selection 4. Iteration 5. Lists & Sub Routines 6. Spring 1 - Assessment week <p>Spring Term 2: Text-Based Programming Project</p> <p>Overview: Following on from spring term 1, students will now use their new-found programming skills to work on a project where they will create and program their own text-based game.</p>	<p>Summer Term 1: Mobile App Development</p> <p>Overview: This unit takes learners through the entire process of creating their own mobile app, using App Lab from code.org. Building on the programming concepts learners used in previous units, they will work in pairs to perform user research, design their app, write the code for it, before finally evaluating and publishing it for the world to use.</p> <p>Summer Term 2: Media - Vector Graphics</p> <p>Overview: Vector graphics can be used to design anything from logos and icons to posters, board games, and complex illustrations. Through this unit, students will be able to better understand the processes involved in creating such graphics and will be provided with the knowledge and tools to create their own.</p>

system, as well as looking at the social engineering tactics deployed by cybercriminals to dupe users into giving away data that could lead to further crime.

4. This lesson allows the learners to explore the concept of hacking and the techniques used by hackers to exploit computer systems.
5. The aim of this lesson is for learners to develop their understanding of the risks that cyberthreats pose to a network, followed by an exploration of some of the more common methods of defending a network against attacks, such as firewalls and anti-malware.
6. Assessment week: A 40-45 minute multiple choice assessment to assess students learning from the half-term

Autumn Term 2: Computational Thinking

1. An introduction to the 4 principles of computational thinking, with a focus on decomposition
2. Theory-led session focusing on Abstraction
3. A practical lesson using computational skills to complete block-based programming tasks
4. Converting written algorithms into flowcharts
5. Pattern recognition

6. Assessment week: A 40-45 minute multiple choice assessment to assess students learning from the half-term		
Homework	Homework	Homework
Bi-weekly Seneca Assignments	Bi-weekly Seneca Assignments	Bi-weekly Seneca Assignments
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
W/C 18th October - Google Forms Quiz	W/C 7th February 2022 - Google forms Quiz	W/C May 23rd - Google Forms Quiz

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<ul style="list-style-type: none"> • Design, use and evaluate computational abstractions that model the state and behaviour of real-world problems and physical systems • Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem 	<ul style="list-style-type: none"> • Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users 	
Recommended Resources	Independent Learning Expectations	
Seneca Learning Code Combat	Hour of Code Code.org	

Year: 8

Subject: English

Curriculum Leader (KS3): Mr Myers

Learning across the Year 2019-20

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

Autumn Term	Spring Term	Summer Term
<p>Novel Study: My Swordhand is Slnging by Marcus Sedgwick</p> <p>In <i>Reading</i> lessons, students study Marcus Sedgwick's Gothic/ Vampire novel in detail. They demonstrate comprehension of the themes, characters and events; explore the writer's techniques, especially the building of tension and development of character; and explore the historical context of Eastern European myths. They will expand their vocabulary through study of the novel. They will have opportunities to study extracts from range of similar texts, including <i>Dracula</i> by Bram Stoker.</p> <p>In <i>Writing</i> lessons, students will learn about narrative and descriptive techniques, and will have an opportunity to demonstrate mastery of these in their own writing. This unit will also focus on the acquisition of technical skills.</p>	<p>Prejudice and Inequality in Literature: Malorie Blackman's Noughts & Crosses (playscript) and Poetry from Other Cultures</p> <p>In <i>Reading</i> lessons students look at complex themes and ideas through the playscript of 'Noughts and Crosses', adapted from Malorie Blackman's best selling dystopian novel. Students are encouraged to examine links and connections with the world they live in. Students will also explore a short collection of Poetry from Other Cultures, especially those poems which focus upon prejudice and inequality.</p> <p>In <i>Writing</i> lessons, students will focus on learning the skills of Writing to Persuade and Argue. Students will also be expected to improve and enhance their technical accuracy through a range of activities.</p>	<p>Shakespeare's 'Romeo and Juliet':</p> <p>In <i>Reading</i> lessons, students explore a full Shakespeare play, looking at language, themes and characters using active drama techniques. They will develop further the understanding they learned about Shakespeare's world and writing in Year 7 through detailed, higher level study and theatrical performance.</p> <p>In <i>Writing</i> lessons, students develop their skills of Writing to Advise, inspired by their chosen Shakespeare play. Again, there will be a significant focus on technical accuracy in this unit.</p> <p>Throughout Year 8 students will have opportunities to extend their independent reading, through use of the LRC and independent reading activities in class.</p>

Homework	Homework	Homework
<p>Homework will be focused on the scheme of work above, and may include:</p> <ul style="list-style-type: none"> • Independent research tasks related to theme of the novel • Creative writing tasks • Tasks which focus upon technical accuracy <p>Wider Reading from suggested texts on the KS3 reading list</p>	<p>A range of tasks related to the unit of study, to be selected and completed independently by students over the course of a unit of study in order to improve thinking skills. This is in addition to regular homework tasks related to the scheme of work and wider Reading from suggested texts on the KS3 reading list.</p>	<p>Homework will chiefly be focused upon the study of the Shakespeare play, and might include:</p> <ul style="list-style-type: none"> • Further detailed research into Shakespeare and his world; • Comparative and analytical writing; • Creative writing related to the text • Tasks which focus upon technical accuracy
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<p>Assessment - week beginning 18th Oct 2021 Students will be assessed on their ability to identify genre features in the novel and to comment upon the writer's techniques in an extract.</p> <p>Writing is assessed in-class during this unit.</p>	<p>Assessment - week beginning 7th Feb 2022 Students will be assessed on their ability to analyse an extract of the play, and relate the ideas within it to the text as a whole.</p> <p>Writing is assessed in- class during this unit.</p>	<p>Assessment week beginning 9th May 2022 Students will be asked to analyse and comment upon an extract from their chosen Shakespeare play.</p> <p>They will be asked to produce a piece of writing that demonstrates the skills they have learned in writing lessons throughout the year.</p>

Autumn Term	Spring Term	Summer Term
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Challenge Tasks	Challenge tasks	Challenge Tasks
<p>Attend one of the KS3 English Extra-Curricular opportunities: English department magazine, trips and visits.</p> <p>Complete independent contextual research to show deeper insight into the novel's themes. Develop wider reading skills by reading a range of suggested texts from the KS3 reading list.</p>	<p>Attend one of the KS3 English Extra-Curricular opportunities: English department magazine, trips and visits.</p> <p>Read a full 19th Century text from suggested reading list. Complete additional research in order to be able to place the novel in its historical context. Write their own poems about childhood</p>	<p>Attend one of the KS3 English Extra-Curricular opportunities: English department magazine, trips and visits.</p> <p>Watch a range of Shakespeare productions. Visit the Globe Theatre. Produce theatrical responses to key scenes. Research another playwright from the same era as Shakespeare.</p>
Recommended Resources	Independent Learning Expectations	
<p>English Department Reading list The School Library and Librarian BBC Skillswise (for literacy/punctuation skills) Literacy Skills booklet For a recommended reading list for Year 7s, please go to- www.schoolreadinglist.co.uk</p>	<p>At KS3 we expect all students to read a variety of texts, both inside and outside of school. Students should read challenging material and use it to improve their own writing. Students should take what they have learned in class and use it to move their own learning on to a different level, making links between different subjects. We expect all students to think creatively when they approach reading and writing tasks. We expect all homework projects to be managed and presented to a high level of excellence, showing time-management and a high level of effort.</p>	

Year: 8 Subject: Product Design - Food/ Textiles Curriculum Leader: Ms Salahi

Learning across the Year 2021-22 Email: g.salahi@holyfamily.waltham.sch.uk

The students spend half of the academic year studying food, then rotate to textiles for the remainder of the year.

Autumn Term	Spring Term	Summer Term
<p>Theory - What is HACCP? Hazards, Analysis, critical, control, point. - Be able to identify risks and control measures</p>	<p>Theory - To explore a range of food allergies and intolerances</p>	<p>Project title - Fabric Printed Bowties</p> <p>Theory - What is a design brief?</p>

<ul style="list-style-type: none"> - Be able to identify the hierarchy system from both front and back of house in the Catering industry. - Be able to state the skills and qualities different job roles in the Catering industry - Be able to explain the different methods of cooking food and suggest ingredients they can be used for. - Be able to examine how the sensory properties and nutrition of food changes when cooked by different methods. - To identify a range methods to prepare and cook potatoes - Be able to explain the nutritive value of eating beef. <p>Advantages and disadvantages</p> <ul style="list-style-type: none"> - Be able to identify different cuts of beef - All about Pasta - What does garnishing mean? - What is food presentation and how to style a plate? <p><u>Practical Skills</u></p> <ul style="list-style-type: none"> - To prepare and make a range of dishes using a range of cooking methods. - To use correct chopping techniques and safety procedures when using and handling a knife. To be able to use the cooker correctly and safely. - To demonstrate good knowledge and use of safety procedures and quality control during the practical. - To be able to handle meat safely to avoid cross contamination and food poisoning <p><u>Practical Dishes</u></p> <ul style="list-style-type: none"> ● Garden Focaccia ● Mash Potatoes and Potato Wedges ● Meat Koftas ● Spaghetti Bolognese ● Mushroom Risotto ● Upside Down Fruit Cake 	<ul style="list-style-type: none"> - To investigate a range of diets and dietary requirements people follow and to identify the reasons for these choices - Be able to explain the nutritive value of eating chicken and poultry. Advantages and disadvantages - Be able to identify different cuts of chicken - To explore a range of environmental issues associated with how food is produced, processed, sold, cooked and consumed and their effects on the planet. - Different types of pastry <p><u>Practical Skills</u></p> <ul style="list-style-type: none"> - To prepare and make a range of dishes using a range of cooking methods. - To use correct chopping techniques and safety procedures when using and handling a knife. To be able to use the cooker correctly and safely. - To demonstrate good knowledge and use of safety procedures and quality control during the practical. - To be able to handle chicken and poultry safely to avoid cross contamination and food poisoning <p><u>Practical Dishes</u></p> <ul style="list-style-type: none"> ● Fruit art garnishing technique challenge ● Thai Green Chicken Curry ● Cauliflower cheese with crumble topping ● Mini Quiches <p><u>Food Preparation and and cooking skills developed in Year 7</u></p> <p>Peeling, coring, cutting, chopping, slicing, dicing, mixing, stirring, combining, weighing, Measuring, seasoning, Beating, Whisking, melting, cracking an egg, using hob/grill/toaster/oven/kettle, Top and tail, grating, boiling, simmering, kneading, portioning/dividing, baking, forming, shaping, frying, sauteing, stir-frying, mashing, fine chopping, crushing, rub-in method, sift, roll out pastry.</p>	<ul style="list-style-type: none"> - To analysis a design brief and theme to help generate creative ideas - How are fabric prints developed? - How to analyse existing textile products? - Understanding different printing methods. - What is a viewfinder and how to use them to create interesting prints/patterns. - How to develop a print/pattern from a range of sources? - How to use a Heat Press safely and confidently? - What makes a good package design? Key features/information found on packages? - To recognise hand embroidery as a textiles decorative technique. <p><u>Practical</u></p> <ul style="list-style-type: none"> - Develop a range of pencil mark making skills. - Create tonal drawings using a viewfinder and mark making skills. - Develop own fabric print design using heat transfer paints. - How to use a heat press to transfer designs onto fabric - Create a paper model of a bowtie pattern to understand the construction method. - Following and using a pattern and production method; understanding how a textiles product is constructed. - Operating a sewing machine safely and confidently. - Pin, tack and sew using the sewing machine to construct a bow tie using own fabric print design. - To apply a range of hand embroidery stitches to a bowtie.
Homework	Homework	Homework

<ul style="list-style-type: none"> - Research garden focaccias, draw your own garden focaccia design considering the different vegetables you can use. - Cooking methods worksheet - Create a comic which teaches primary school students how potatoes are grown. - Animals and their meat and cuts worksheet - Create a moodboard of different types of pasta shapes and their names. - How rice is grown worksheet. - Practice two fruit and/or vegetable garnishing techniques at home; photograph your outcomes. 	<ul style="list-style-type: none"> - Create an informative fact sheet on one special diet. - Create a poster which shows a labelled diagram of a whole chicken with its cuts. - Read the food waste article and answer the questions. - Create a detailed recipe of a dish of your choice. This should be a dish which is often made at home and a family favorite dish. 	<ul style="list-style-type: none"> - Create a mind map of all things related to natural forms. - Research a famous fabric print designer. - Mirror Image Print Design worksheet - Research the history of Bowties and create an information leaflet of your findings - Create a step by step instruction card on how to use heat transfer paints and transfer designs onto fabric. - Production method/modelling task; how to make a bow tie using paper - Package design for bowtie.
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<ul style="list-style-type: none"> - Theory Knowledge Assessment (Written Assessment) - Cooking skills assessed each practical (peer/self/teacher assessed) - Development of Practical Skills Tracker - Final practical assessment; assessing the preparation, making, cooking and presentation of a final dish. 	<ul style="list-style-type: none"> - Theory Knowledge Assessment (Google Forms Assessment) - Cooking skills assessed each practical (peer/self/teacher assessed) - Development of Practical Skills Tracker - Final practical assessment; assessing the preparation, making, cooking and presentation of a final dish. 	<ul style="list-style-type: none"> - Theory Knowledge Assessment (written paper) - Practical skills assessed during the making of final product (peer/self/teacher assessed) - Theory Knowledge Assessment (Google Forms Assessment) - Design assessment - Final fabric print design - Design assessment - Package Design

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<ul style="list-style-type: none"> - Practical and Presentation skills. - Independent researching skills during homework tasks. - Reach for the Stars activities - Quality evaluations - Writing a logical, sequential methods with times and health and safety/HACCP points - 'Ask the expert' student led teaching - Ability to modify recipes 	<ul style="list-style-type: none"> - Practical and Presentation skills. - Independent researching skills during homework tasks. - Reach for the Stars activities - Quality evaluations - Writing a logical, sequential methods with times and health and safety/HACCP points - 'Ask the expert' student led teaching - Ability to modify recipes 	<ul style="list-style-type: none"> - Use of high skills in practical work - will use a variety of construction and presentation skills with accuracy. - Independent researching skills during homework tasks. - Reach for the Stars activities - Quality design work, annotations and evaluations - 'Ask the expert' student led teaching
Recommended Resources	Independent Learning Expectations	
Resources and practical lesson preparation information are provided by the department.	- Homework tasks are varied and cover a range of activities to develop independent learning skills.	We expect students to be able to wash up so please get them to do this at home.

<p>Students need to bring ingredients and a container to take cooked food home.</p> <p>Useful websites https://www.foodafactoflife.org.uk/ https://www.bhf.org.uk/ https://www.nutrition.org.uk/ https://www.nhs.uk/</p>	<ul style="list-style-type: none"> - Students interpret and fulfil tasks in their own way following a success criteria for each homework task. - Success Criteria points cover the following skills... <ul style="list-style-type: none"> - Presentation and Design skills - Use of images and colour - Content/use of information; how informative is the piece of work. - Independent researching skills - Students are given practical cooking challenges to compete at home. 	
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Year: 8

Subject: French

Curriculum Leader: Mrs N. Sheikh Oomar

Learning across the Year 2021-22

Email: ms.sheikhoomar@holyfamilycatholicschool.co.uk

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> ● Induction & year 7 key revision ● Holidays - talking about school holidays ● Saying what you did during the holidays using the perfect tense AVOIR - regular and irregular past participles 	<ul style="list-style-type: none"> ● Talking about festivals and celebrations ● Describing special days ● Using the present tense of regular IR and RE verbs ● Using transactional language - buying food in the market 	<ul style="list-style-type: none"> ● Talking about celebrities and TV programmes ● Talking about digital technology ● Forming and answering a range of questions ● Arranging to go to the cinema, buying cinema tickets

<ul style="list-style-type: none"> • Describing where you went and how using the perfect tense of verbs that use ETRE • Listening for negatives in the perfect tense and applying negative structures in their writing • Asking and answering questions • Using the present tense and the perfect tense together • Révisions • Assessments • Cultural elements Noel 	<ul style="list-style-type: none"> • Talking about a future school trip • Using and understanding the near future tense • <i>Francophone festivals : le festival de Cannes, le 14 juillet, la fête de la musique, le festival d'Avignon,</i> • <i>Le carnaval de Nice, Les Francofolies, Les Chorégies d'Orange, Rock en Seine, Paris Plage, Le Tour de France, le premier mai, le Paris-Dakar, les 24 heures du Mans, la galette des rois....</i> • La Chandeleur/ Easter in France 	<ul style="list-style-type: none"> • Leisure activities • Using 3 tenses together -past, present and future • Using the negative • Introduction to 'pouvoir' and 'devoir' modal verbs • Extended Homework Project • La fête de la musique - 21st June • Film study Les choristes
Homework	Homework	Homework
<ul style="list-style-type: none"> - Activelearn Module 1 <ul style="list-style-type: none"> - learn verbs 'avoir' and 'être' (full paradigm) - Reading Module 1, 4p.11 & 5p.15 - Describe how to form the perfect tense in a diagram - Teachit video resource, Qu'est-ce que tu as fait le week-end dernier? <ul style="list-style-type: none"> - Writing: a past holiday, what disasters happened? - Senecalearning.com (4.1/ 5.1/ 5.2/ 6.1/ 6.2/ 7.3/ 7.6) <ul style="list-style-type: none"> - Flashcards - Redraft written assessment - Activelearn Module 2 <ul style="list-style-type: none"> - Find a picture and describe it (who, where, what, weather) <ul style="list-style-type: none"> - Teachit video resource, Que fais-tu normalement en famille le week-end? 	<ul style="list-style-type: none"> - Seneca <ul style="list-style-type: none"> - Flashcards - Redraft Module 2 - Speaking assessment - Redraft Writing assessment <ul style="list-style-type: none"> - Reading: Module 2 text - Describe a picture - describe your favourite celebration (2 tenses) - Learn present tense endings (-ir/-re verbs) - recognising the immediate future in authentic texts - write about your birthday/ Christmas (2 or 3 tenses) - translation skills into English - ActiveLearn Module 2 - Seneca <ul style="list-style-type: none"> - Reading - Writing Module 2 - Flashcards - Activelearn revision 	<ul style="list-style-type: none"> - Speaking assessment <ul style="list-style-type: none"> - Redraft Writing assessment - Writing: Module 3 <ul style="list-style-type: none"> - Speaking answers practise - Reading: Module 3 - ActiveLearn Module 3 & 4 <ul style="list-style-type: none"> - Flashcards for Speaking - Seneca - Speaking assessment <ul style="list-style-type: none"> - Redraft: Writing assessment - Research on Soprano - Write using 3 tenses about how you use technology/ watch TV - Translation skills - Using 'devoir' in sentences to talk about house chores

	<ul style="list-style-type: none"> - Reading authentic texts - Present an Easter celebration in a francophone country -Teachitvideo resources 	
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<p>All redrafted written homework will be assessed according to the new marking criteria for writing based on the linear GCSE.</p> <p><u>In-class assessment</u> Week beg 8th Nov, Module 1 - reading and translation</p>	<p>As autumn term</p> <p><u>Module 2 assessments</u> Listening, Reading & Writing</p>	<p>As autumn term</p> <p><u>Module 3 assessments</u> Speaking, Reading & Translation</p>

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<p>All lessons are planned according to what students must, should and could complete during the lesson. All lessons include a Thinking Hard task.</p> <p>All students have PLCs that need to be constantly updated and referred to.</p> <p>Students must continue to re-apply vocabulary in a new context.</p>	<p>See autumn term.</p>	<p>See autumn term.</p>

<p>Students should justify what they say using a variety of ideas and opinions to back up what they have said or written.</p> <p>Students must use flashy (unusual) vocabulary.</p> <p>All students have been provided with a Student Guide, which contains a progress review section, the marking criteria and strategies to improve.</p>		
Recommended Resources	Independent Learning	
<ol style="list-style-type: none"> 1. Collins Easy Learning French dictionary or Oxford Learner's dictionary: recommended for home use only as we have large stocks in school 2. www.pearsonactivelearn.com 3. www.senecalearning.com 4. www.languagesonline.org.uk 5. www.wordreference.com 6. www.bbc.co.uk/education 7. https://www.duolingo.com 8. Youtube: Cyprien 9. Youtube: Easy French 10. Youtube: Monsieur Pattinson 	<ul style="list-style-type: none"> ▪ To persevere with a task as per 1, 2, 3 Rule ▪ To update the <i>Progress Review</i> page after each redrafted written homework ▪ To correctly label the homework sheets with targets for improvement ▪ To act on targets set by the teacher to provide evidence of improvement ▪ To glue all worksheets in and ensure excellent presentation with dates and titles underlined ▪ To refer to the <i>Student Guide to Success</i> ▪ To develop grammatical skills ▪ To practise appropriate use of the dictionary and <i>wordreference.com</i> instead of resorting to Google translator ▪ To apply the <i>TONIC</i> strategy 	<ul style="list-style-type: none"> • To consolidate learning, by revisiting, at home, all work done in class • To transform class work into students' own work by active revision, such as mind maps of topics, creating flashcards

Year: 8

Subject: Geography

Curriculum Leader: Miss A Lippa

Learning across the Year 2019-20

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

Autumn Term	Spring Term	Summer Term
<p><u>Hazards</u></p> <ul style="list-style-type: none">• Theory of Continental Drift• Distribution of earthquakes and volcanoes• Structure of the Earth• Plate boundaries: Types and activity• Earthquakes: How they occur and impacts• Responses to the Nepal Earthquake 2015• Reducing the risk of earthquakes	<p><u>Case Study: The Sonoran Desert</u></p> <ul style="list-style-type: none">• Location and introduction to desert environments• Animals and Plants• Human Activity in desert• Cities in the desert	<p><u>Issue Evaluation</u></p> <p>Practice Issue Evaluation</p> <p>Project based on booklet of material, culminates in speaking and listening assessment.</p>

<ul style="list-style-type: none"> • Characteristics of volcanoes • Living near a volcano 		
Homework	Homework	Homework
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
GCSE Style paper - Hazards	GCSE Style paper - Extreme Environments	GCSE Style Paper + Speaking and Listening Assessment - Issue Evaluation DME

Year: 8

Subject: Geography

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<ul style="list-style-type: none"> • Wide range of research and challenge opportunities within the regional study of Asia 	<ul style="list-style-type: none"> • To be comprehensive and detailed, following all the advice and guidance for challenge activities. • Wide range of research and challenge opportunities within the regional study of Africa 	<ul style="list-style-type: none"> • To be comprehensive and detailed, following all the advice and guidance for challenge activities. • To devise whole fieldwork enquiry independently as opposed to selecting from a range of options
Recommended Resources	Independent Learning Expectations	
<p><u>Progress in geography: Key Stage Three:</u> Authors: David Gardiner, Catherine Owen Publisher: Hodder Education ISBN-13: 978-1510428003 Price £25 approx</p> <p><u>AQA GCSE Geography Student Book</u> (key text)</p> <ul style="list-style-type: none"> • Authors: Simon Ross, Nick Rowles • Publisher: Oxford University Press • ISBN-13: 9780198366614 	<ul style="list-style-type: none"> • To consolidate learning, by revisiting, at home, all work done in class • To transform class work into students' own work by active revision, such as mind maps of topics, case study summaries, etc. • Students to take responsibility for their learning; for example, liaising with staff on the content and homework from any missed lessons, well in advance of the next lesson. 	

- Price: £25

Year: 8

Subject: History

Curriculum Leader: Mr Shah

Learning across the Year 2019-20

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

Autumn Term	Spring Term	Summer Term
<p>Autumn 1: Students will study the pursuit of women's rights in the early 1900s:</p> <ul style="list-style-type: none"> • Suffragists and Suffragettes • Black and Asian Suffragettes • The experience of Victorian women • The changing role of women <p>Autumn 2: Students will start to study the impact of WW1</p> <ul style="list-style-type: none"> • What was World War One and what caused it? • How should it be remembered according to different historians? • What were the main events? • Why did it end? 	<p>Spring 1-2 Students will learn about the horrors of the Holocaust</p> <ul style="list-style-type: none"> • Why did WW2 happen? • Coping with WW2 and the end of WW2 • History of anti-semitism • What was the Holocaust? • Who was to blame for the Holocaust? • How did Hitler rise to power? • What role did the Nuremberg Laws play in creation of the Holocaust? 	<p>Summer 1-2 Students will study the independence of peoples in South Asia (modern India, Pakistan and Bangladesh)</p> <ul style="list-style-type: none"> • What is South Asia? What is an Empire • Was the British Empire a curse for those that were colonised? • Was the Mughal Empire any better than the British Empire? • "Life was horrible under British Rule" Do you agree? • The role of Gandhi's satyagraha, Muslims, women and war in the independence movements within South Asia • Is Gandhi's dream dead today in South Asia?
Homework	Homework	Homework
Research and presentation, essay questions, source questions.	Research and presentation, essay questions, source questions.	Research and presentation, essay questions, source questions. S

Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<p>Autumn 1: How far did the role of women change from 1800-1950?</p> <p>Autumn 2: How far do you agree with Michael Gove that we should remember World War One as a heroic war? Explain your answer, using both interpretations, and your own knowledge.</p>	<p>Spring 2: Explain two consequences of anti-Semitism throughout history</p> <p>Skill: consequences</p>	<p>Summer 2: “Gandhi’s Satyagraha was the most important reason for Independence in South Asia” How far do you agree with this statement?</p>

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<ul style="list-style-type: none"> • Student leadership 	<ul style="list-style-type: none"> • Student leadership • Extended project 	<ul style="list-style-type: none"> • Student leadership
Recommended Resources	Independent Learning Expectations	
<p>Websites: BBC websites www.schoolhistroy.com www.activehistory.co.uk www.historyonthenet.com www.historytoday.com</p>	<p>All homework completed on time and to a high standard Well-presented books Pride in work Working with peers to achieve the set goals</p>	

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Year: 8

Subject: Mathematics

Curriculum Leader: Mr McCollin

KS3 Coordinator: Ms Atakan

Learning across the Year 2021-22

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

Autumn Term	Spring Term	Summer Term
<p>Mathematics Mastery</p> <p>AUTUMN 1- Working with Number</p> <ul style="list-style-type: none"> Primes and factorising Adding and subtracting fractions <p>AUTUMN 2- Number and algebra</p> <ul style="list-style-type: none"> Positive and negative numbers Sequences, expressions and equations 	<p>Mathematics Mastery</p> <p>SPRING 1- 2D Geometry</p> <ul style="list-style-type: none"> Triangles, quadrilaterals and angles in parallel lines Length and area: parallelograms and trapezia <p>SPRING 2- Proportional Reasoning</p> <ul style="list-style-type: none"> Percentage change Ratio and rate 	<p>Mathematics Mastery</p> <p>SUMMER 1- 2D and 3D Geometry</p> <ul style="list-style-type: none"> Rounding Circumference and area of a circle 3D shapes and nets Surface area and volume <p>SUMMER 2- Handling Data</p> <ul style="list-style-type: none"> Statistics
Homework	Homework	Homework
<ul style="list-style-type: none"> Tasks from Mathematics Mastery workbook Tasks on Hegarty Maths Tasks from the Digital PLC Parallel Maths Project 	<ul style="list-style-type: none"> Tasks from Mathematics Mastery workbook Tasks on Hegarty Maths Tasks from the Digital PLC Parallel Maths Project 	<ul style="list-style-type: none"> Tasks from Mathematics Mastery workbook Tasks on Hegarty Maths Tasks from the Digital PLC Parallel Maths Project
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
End of term assessment.	End of term assessment.	Mathematics Mastery pre and post test every half term. End of year test.

Year: 8

Subject: Mathematics

Autumn Term	Spring Term	Summer Term
<p>Challenge Tasks</p> <p>Star challenge questions. Independent study using MathsWatch. Junior Maths Challenge Club. Parallel Maths Challenge.</p>	<p>Challenge tasks</p> <p>Star challenge questions. Independent study using MathsWatch. Students selected for Junior Maths Challenge. Parallel Maths Challenge.</p>	<p>Challenge Tasks</p> <p>Star challenge questions. Independent study using MathsWatch. Junior Maths Challenge Club. Parallel Maths Challenge.</p>
<p>Recommended Resources</p>	<p>Independent Learning Expectations</p>	
<p>HegartyMaths.com Parallel.org.uk Digital PLC's (accessible via Google Classroom).</p>	<p>Complete all homework. Regularly use and update the Digital PLC (accessible via Google Classroom).</p>	

Year: 8

Subject: Music

Curriculum Leader: Mrs Corlett

Learning across the Year 2020-21

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

Autumn Term	Spring Term	Summer Term
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<p><u>Sound tracks</u></p> <p>Students will explore the key features of Film music including performing keyboard pieces from the movies.</p> <p>Time signatures, Tonality Scales C, F, G and D</p> <p><u>Keyboard skills 2</u></p> <p>Students will follow on from their year 7 keyboard scheme further developing their keyboard playing ability through a series of more advanced pieces and activities both whole class and individual. Through this playing they will also develop their knowledge of conventional music theory</p>	<p><u>What makes a good song</u></p> <p>Pupils learn/revise Popular Song Structure and the sub-sections within a Popular Song and explore the Melodic Motion (Conjunct and Disjunct) and Lyrics of both case study and other Popular Songs. The unit also explores Instruments, Timbres and Sonorities of Popular Songs, Popular Song Textures and Chords, all supported by engaging and accessible resources.</p> <p><u>Ukulele Skills 2</u></p> <p>Students will follow on from their year 7 Ukulele scheme further developing their Ukulele playing ability through a series of more advanced pieces and activities both whole class and individual.</p>	<p><u>Offbeat Reggae</u></p> <p>This unit begins by exploring the origins of Reggae music from Mento, Ska and Rock Steady and looks at the famous Reggae musician, Bob Marley, and his influence on a worldwide audience. Students will learn about the different textural elements that make up a Reggae song: bass line riffs, melodic hooks, offbeat chords, syncopated rhythms and the vocal melody line.</p> <p><u>Samba</u></p> <p>This unit introduces the polyrhythmic style of Latin-American Samba and revises and revisits may key concepts concerning rhythm, beat and pulse from pupil's learning including features such as polyrhythms, cyclic rhythms, syncopation, ostinato and call and response. During the unit, pupils learn about the timbres and sonorities of instruments within a Samba band, how Samba has influenced popular music and through music theory and dictation explore the effect that syncopation has on music.</p>
Homework	Homework	Homework
<p>As well as research projects surrounding careers and musician students will complete a range of theory tasks including online assessments.</p>	<p>Students will complete a range of theory and musical analysis tasks set online through the google classroom. All tasks will be differentiated and students should choose their own level based on their abilities.</p>	<p>Students will continue completing a range of research, theory and musical analysis tasks set online through the google classroom. All tasks will be differentiated and students should choose their own level based on their abilities.</p>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<p>Assessment is continuous throughout our schemes of work however students will be assessed on their performances of a group James Bond performance. They will also be assessed on their keyboard skills.</p>	<p>Assessment for the keyboard scheme will be constant throughout the scheme. Focussing on correct finger patterns, as well as correct notes and rhythms. This will also focus on the musicality of the performance.</p>	<p>Assessment within this project will be in line with BTEC criteria and will tracked consistently.</p> <p>Week 6 Formative assessment of progress on project.</p> <p>Week 12 Computer game composition assessment</p>

Autumn Term	Spring Term	Summer Term
<p style="text-align: center;">Challenge Tasks</p>	<p style="text-align: center;">Challenge tasks</p>	<p style="text-align: center;">Challenge Tasks</p>
<ul style="list-style-type: none"> ● Compose your own soundtrack to a film of your choice using Bandlab. ● Research the role of a film Composer ● Research leitmotif within film music. ● Practice your keyboard skills on a lunchtime and at home either through the use of an online keyboard or any keyboard which you may have. 	<ul style="list-style-type: none"> ● Practising your songs at lunchtimes ● Create lyrics for your songs at home and practice singing them. ● Research where the ukulele has come from. ● Attend the ukulele club or modulo orchestra to improve your playing. 	<ul style="list-style-type: none"> ● Use http://www.musictheoryvideos.com/ and http://www.musictheory.net/ to practice and learn more about music theory. ● Practise your pieces at lunchtimes or outside of school (if an instrument is available at home). ● Explore Notation on the BBC Music bitesize - http://www.bbc.co.uk/education/topics/zs48mp3
<p style="text-align: center;">Recommended Resources</p>	<p style="text-align: center;">Independent Learning Expectations</p>	
<p> http://www.dsokids.com/ http://www.mymusictheory.com/ http://www.youtube.com http://www.musictheoryvideos.com/ http://www.musictheory.net/ http://www.african-drumming.com/african_drums.htm http://www.bbc.co.uk/learningzone/clips/samba-music/5306.html http://www.last.fm/tag/samba http://www.bbc.co.uk/1xtra/events/rnbsensations/history/pre90s/ http://www.bbc.co.uk/1xtra/events/rnbsensations/history/post90s/ </p>	<p>A large percentage of music work is group work apart from music theory work, keyboard skills and music analysis. It is therefore expected that students complete all individual tasks to the highest possible standard. The Music Department is often open for pupils to come in at lunchtime, so it is expected that pupils will put in the extra time if it is needed. It is also expected that if students are struggling to complete individual tasks, they ask for help rather than not completing them properly</p>	

Year: 8

Subject: PE

Curriculum Leader: Mrs Cole

Learning across the Year 2021-22

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

Autumn Term	Spring Term	Summer Term
<p><u>Half Term 1/2- Fitness for sport and wellbeing - building on fundamentals</u></p> <ul style="list-style-type: none">- Develop knowledge and application of intermediate skills in a range of different activities.- Develop knowledge of impact of physical activity on my wellbeing- Reinforce positive attitudes towards peers- Reinforce an effective team member	<p><u>Half Term 3/4 - Half Term 1 - TGfU / transferable concepts</u></p> <ul style="list-style-type: none">- Develop knowledge and application of specific game tactics and strategies in a range of different activities.- Develop coaching skills to be able to improve one and other performance.- Develop high quality communication and leadership skills taking responsibility for others learning and behaviour- Develop problem solving skills and think creatively about solutions	<p><u>Half Term 5 - Sports Education - Part 1 - Athletic and Physical Fitness competencies</u></p> <p><u>Half Term 6 - Sports Education - Part 2 - Competitive Game Competencies</u></p> <ul style="list-style-type: none">- Begin to enjoy competition positively- Develop values of fair play, respect, humility in defeat, graciousness in success and sportspersonship- Develop knowledge of rules and regulations of a range of sports and apply them in competitive situations with increased confidence and authority- Develop high quality communication and leadership skills

- Develop confidence in communication and leadership skills - Be able to deal with conflict showing emotional maturity		- Develop problem solving skills and think creatively about solutions - Celebrate mine and others' success.
Homework	Homework	Homework
<ul style="list-style-type: none"> • Questions relevant to lesson content • Continue to improve your personal fitness levels 	<ul style="list-style-type: none"> • Questions relevant to lesson content • Continue to improve your personal fitness levels 	<ul style="list-style-type: none"> • Questions relevant to lesson content • Continue to improve your personal fitness levels
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<ul style="list-style-type: none"> • Assessment at the end of each activity block. • AfL and Formative Assessment (Questioning, Observation, Feedback) • Regular descriptive feedback (teacher, self, peer) • Clear vision of learning target. What does it look like? The qualities/ criteria involved. • Use of models and examples to highlight strong and weak work. 	<ul style="list-style-type: none"> • Assessment at the end of each activity block. • AfL and Formative Assessment (Questioning, Observation, Feedback) • Regular descriptive feedback (teacher, self, peer) • Clear vision of learning target. What does it look like? The qualities/ criteria involved. • Use of models and examples to highlight strong and weak work. 	<ul style="list-style-type: none"> • Assessment at the end of each activity block. • AfL and Formative Assessment (Questioning, Observation, Feedback) • Regular descriptive feedback (teacher, self, peer) • Clear vision of learning target. What does it look like? The qualities/ criteria involved. • Use of models and examples to highlight strong and weak work.

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<ul style="list-style-type: none"> • Join extra-curricular clubs • More able students to lead parts of lesson 	<ul style="list-style-type: none"> • Join extra-curricular clubs • More able students to lead parts of lesson 	<ul style="list-style-type: none"> • Join extra-curricular clubs • More able students to lead parts of lesson

Independent Learning Expectations	Independent Learning Expectations	Independent Learning Expectations
<ul style="list-style-type: none"> • Wider reading about sport • Attend extra-curricular clubs at school • Join clubs outside of school • Watch sport in your local community and on TV 	<ul style="list-style-type: none"> • Wider reading about sport • Attend extra-curricular clubs at school • Join clubs outside of school • Watch sport in your local community and on TV 	<ul style="list-style-type: none"> • Wider reading about sport • Attend extra-curricular clubs at school • Join clubs outside of school • Watch sport in your local community and on TV

Year:8

Subject: RE

Curriculum Leader: Peter Norman

Learning across the Year 2021-2022

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

Autumn Term	Spring Term	Summer Term
Creation The Covenant	Mystery of the Eucharist The Paschal Mystery	Mission in the Church The Church in Britain
Homework Based on the following topics	Homework Based on the following topics	Homework Based on the following topics
Interpreting the Bible	The last supper	What is the Church?

Made in God's own image Human Ecology Theological Truths Stewardship Moses The Passover The Exodus The Prophets of Hope Preparing for Jesus' coming	Celebrating the Mass today The parts of the Mass Jesus- The perfect sacrifice Holy Week The Triduum The death of Jesus The Resurrection The meaning for Christians today	The Mission of the Church Study of a range of modern Christian saints Christianity in Britain Thomas Becket Thomas More The reformation The emancipation
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
Assessment - Fortnight beginning 29th October	Assessment - Fortnight beginning 11th February	Assessment - Fortnight beginning 13th May 2022

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<p>Research the work of CAFOD. Explain how they work to bring about justice and human dignity for all.</p> <p>Research a CAFOD project</p>	<p>Sometimes young people say they are bored at Mass. This is because they don't understand what is happening and what they need to do. Your mission now is to help other pupils in your school understand the Mass.</p> <p>Design a section for the school website or booklet for Year 7 pupils who are new to the school.</p> <p>a) Explain what happens at:</p> <ul style="list-style-type: none"> ○ Penitential Rite; ○ Liturgy of the Word; ○ the Offertory; ○ the Consecration; ○ Sacrifice of Jesus; 	<p>In Britain, we are now able to practise our faith, free from fear of persecution. Imagine that a regime opposed to Christianity took over and you were not allowed to practise.</p> <p>a) What would change for you and your family?</p> <p>b) What difference would it make to your life?</p>

	<ul style="list-style-type: none"> ○ Holy Communion; ○ Living out the Mass. 	
Recommended Resources	Independent Learning Expectations	
<p>dynamiclearning.org (pupils will be instructed how to log on to this)</p> <p>There are also links to other websites that offer a wider view of the topics studied. The website offers a range of activities like quizzes and audio material that can enhance a pupils understanding of a topic.</p> <p>‘The Way the truth and the life’ website</p>	<p>Each pupil is encouraged to deepen their knowledge and understanding of the topics as the course progresses. Use of the dynamic learning website, and the way,truth and life website will enable this. Pupils must always be mindful that each topic covered ought to be studied in the light, and teaching of the Roman Catholic Church. All pupils should therefore keep up to date with Church teaching and practice. Following the news and discussing the issues that relate to faith and practice with your family and friends is also recommended.</p> <p>Also use the RE dept website.</p>	

Year: 8

Subject: Product Design-RM

Curriculum Leader: Mr Nandlal

Learning across the Year 2021-22

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

Autumn Term	Spring Term	Summer Term
<p><u>WIND CHIME PROJECT</u></p> <ul style="list-style-type: none">• Design brief• Existing product research and analysis• Forces research• Collage on windchime research for inspiration• Design specification• 4 initial designs with annotations and evaluation against specifications• Research on Knots to join string• Final wind chime design• Making of final design• Evaluation-peer and self• End of project assessment	<p><u>Graphics – Board Game</u></p> <ul style="list-style-type: none">• Introduction to board games – discussion on existing commercial board games and the elements that make them successful• Discussion on what will be made and learned through the course of the project, showing exemplar work to support discussion• Pupils brainstorm their ideas for a board game in groups of two or three. They also create a team name and team rules• Colour theory• Understanding legislation• Understanding and creating logos• Understanding the purpose of packaging and designing and creating packaging• Writing a design brief and specification	<p><u>Steady Hand Game</u></p> <ul style="list-style-type: none">• Introduce the task using ‘The Design Brief’ sheet.• Develop a specification for the project using the ‘specification’ sheet.• Introduction to the world of electronics.• Introduction to PCB and components. Demonstration on soldering-surface and through mount –use heat shrink• Continue soldering components• Use heat shrink. Make the hand loop and solder to circuit• Build enclosure (frame) for electronic circuit. Demo marking and making of a lap joint• Build enclosure (frame) for electronic circuit with plywood backing. Design the background. Demo cutting with scroll saw/hegner

	<ul style="list-style-type: none"> • Creating nets • Knowing the basics of TechSoft2D and using TechSoft2D to design a board for the board game • Creating rules, counters and other accessories for the board game • Mini assessment: presenting work to other teams • Setting regular targets as a team • Playing the board game and then writing an evaluation of the project • Presenting and peer assessing final outcomes 	<ul style="list-style-type: none"> • Build enclosure (frame) for electronic circuit and install plywood-backing piece Drill hole for the LED light. Manipulate the wire loop and make the wire course to march the background (theme). • Final assembly and evaluation
Homework	Homework	Homework
<p><u>WIND CHIME</u></p> <ul style="list-style-type: none"> • Research on existing products • Forces-bending torsion, shear, compression, tension- definition • Collage for inspiration • Initial ideas • Final ideas • Collection of materials for the construction of the windchime. 	<ul style="list-style-type: none"> • To produce an image board with images relating to chosen theme • To bring an item of packaging (preferably in the form of a net) • To play an existing board game and write a product analysis of the board game • To create and decorate a net for a perfume or confectionary product. The product should be made up • To revise for the mini assessment • Completing practical work 	<ul style="list-style-type: none"> • Research on existing steady hand with annotations • Complete specification worksheet • Types of components and its use • Calculation of resistance values of resistors • Initial designs on an A3 sheet • Final design • Production plan • Evaluation
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<p><u>WINDCHIME</u></p> <ul style="list-style-type: none"> • Initial designs • Modelling • Making of final design • Peer and self assessment • End of project test 	<ul style="list-style-type: none"> • Presenting ideas to other teams • Mini test on skills and knowledge gained • Final presentation which is peer assessed • Quality of final outcome • Teamwork 	<ul style="list-style-type: none"> • Initial designs with annotations – peer assessment • Card modelling • Making of the frame • Making of the final design on MDF • Peer assessment of the completed project. Does it work? Is the path challenging?

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Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<ul style="list-style-type: none"> • Use of multiple cams • Variety of movement –not only up down movement • Intricate, challenging and colourful card design and final design • Confident use of tools and machinery. • Offering peer assistance 	<ul style="list-style-type: none"> • Recognition of various nets- 'how it is folded to make a container' • Construction of any other design besides a cube or cuboids. • Creation of an intricate design of a container/box • Design of a house with finer details eg gutters, plants, benches, air vents, etc 	<ul style="list-style-type: none"> • Variety of research with detailed annotations • Complexity of the wire course –not only up down movement • Intricate, challenging and colourful card design and final design • Confident use of electronic components and to use them outside the project. • Confident use of tools and machinery. • Offering peer assistance
Recommended Resources	Independent Learning Expectations	
<ul style="list-style-type: none"> • Websites for research: <ul style="list-style-type: none"> www.technologystudent.com www.bbc.bitesize www.google.co.uk Google sketchup Techsoft 2 <p>Worksheets on:</p> <ul style="list-style-type: none"> ○ Specification ○ How do cams work? ○ Wood joints ○ Initial designs ○ Modelling ○ Adhesives ○ Cubes and cuboids ○ Evaluation 	<ul style="list-style-type: none"> • Complete peer assessment • Creation of interesting and challenging card models (in mechanical toy/steady hand game /Nets) to ensure that making is a success • Create a board game with a uniform style across all components (counters, board, packaging, rules, etc.) • Some evidence of disassembly of mechanical toy/nets/steady hand game). • Problem solving skills are continuously displayed • Leadership skills • Using initiative and taking work home to finish/improve 	

- Video: how to get started with Sketch-Up
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Year: 8

Subject: Science

Curriculum Leader(KS3): Mrs Anjorin

Learning across the Year 2020-21

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

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none">● Acids and alkalis: Students will be able to compare the properties of acids and alkalis. They will also become more familiar with the hazard symbols and offer suitable safety precautions. There are opportunities to use the pH scale through practical investigations where students will be able to make their own observations and draw conclusions from them.● Metals and acids: Students will investigate how different metals react with different dilute acids, oxygen and water, representing their observations using word and chemical equations.● Forces: Students will be able to identify different forces in action and apply them to a real life context.● Motion and pressure: Students will investigate and learn how to calculate pressure. Students will gain an understanding of how to differentiate between and calculate speed and acceleration.● Space: Students will gain an understanding of the structure of the universe and the solar system. They will have the opportunity to learn about seasons arise and the different phases of the moon.	<ul style="list-style-type: none">● The Earth: Students will learn about the structure of the earth, the different types of rock and how they are formed in the rock cycle.● Reactions: Students will see and write formulae and equations to represent a range of chemical reactions.● Ecosystem processes: Students will learn about the process of photosynthesis, how leaves are adapted for their function and how plants use minerals for growth. Students will also gain understanding of both aerobic and anaerobic respiration. Students will further gain an understanding of food chains/food webs and the implications when they are disrupted.● Adaptations and inheritance: Students will learn about competition in living organisms and different adaptations that help them to survive, and can lead to natural selection, evolution or extinction. Students will also learn about how DNA was discovered and its role in inheritance and variation.● British Science Week themed lessons: A week off normal science lessons providing opportunity to engage with science outside the classroom	<ul style="list-style-type: none">● Light: This unit introduces students to the properties of light. They will learn how to draw ray diagrams to illustrate how light behaves in different circumstances.● Electricity and magnetism: Students will take a practical approach to learn about series and parallel circuits. They will explore current, resistance, static electricity and electromagnets.● Revision for end of year exam and Enrichment programmes: Students will spend up to 3 weeks revising the units covered to date in Year 7 and Year 8 as part of their preparing for the end of year exam. Following the exam period, the remaining weeks of the summer term will be used for project-based enrichment activities and trips.

	and engage with national competitions for the National British Science Week 2022	
Homework	Homework	Homework
Each topic has a suggested home-work template for each lesson which staff can use to set home-work from. This in addition to the mandatory Numeracy and Literacy tasks set centrally on the google classroom platform as home-work for each topic.	Each topic has a suggested home-work template for each lesson which staff can use to set home-work from. . This in addition to the mandatory Numeracy and Literacy tasks set centrally on the google classroom platform as home-work for each topic.	Each topic has a suggested home-work template for each lesson which staff can use to set home-work from. . This in addition to the mandatory Numeracy and Literacy tasks set centrally on the google classroom platform as home-work for each topic.
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
There is an end of topic test for each topic or combined topics. These tests are teacher assessed' The dates will follow the curriculum maps for the academic year 2019/2020	There is an end of topic test for each topic or combined topics. These tests are teacher assessed' The dates will follow the curriculum maps for the academic year 2019/2020	There is an end of topic test for each topic or combined topics. These tests are teacher assessed' The dates will follow the curriculum maps for the academic year 2019/2020
Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
science lunchtime club (all students welcomed) and CREST club (by invitation only) https://salterschemistryclub.co.uk/register	science lunchtime club (all students welcomed) and CREST club (by invitation only) https://salterschemistryclub.co.uk/register	science lunchtime club (all students welcomed) and CREST club (by invitation only) https://salterschemistryclub.co.uk/register
Recommended Resources	Independent Learning Expectations	
Library books www.kerboodle.com www.kerboodle.com https://senecalearning.com/en-GB/ https://www.bbc.co.uk/bitesize/subjects/zng4d2p	Research and display or present work to others. Ensure literacy and numeracy tasks are completed on time and to the standard reflecting own ability.	

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Year: 8

Subject: Spanish

Curriculum Leader: Ms Prada

Learning across the Year 2021-22

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

Autumn Term	Spring Term	Summer Term
<p>Module 1- Mis vacaciones Talking about a past holiday Saying what you did on holiday Describing the last day on holiday Saying what your holiday was like Giving a presentation about your holiday Using the present and the preterite together Module 1 assessments</p> <p>Module 2- Todo sobre mi vida Saying what you use your phone for Saying what type of music you like justifying your opinions Talking about TV and using the comparative Saying what you did yesterday Understanding a TV guide</p>	<p>Module 2- Todo sobre mi vida ¡Prepárate! Grammar revision Module 2 assessments</p> <p>Module 3- ¡A comer! Saying what food you like Describing mealtimes Ordering a meal Using the polite form of address Usted/Ustedes Discussing what to buy for a party using the future tense Giving an account of a party using three tenses Using coping strategies when speaking</p>	<p>Module 4- ¿Qué hacemos? Arranging to go out using the conditional tense Making excuses using an infinitive phrase Discussing getting ready to go out using time adverbs and reflexive verbs Talking about the clothes you wear Talking about sporting events Describing a fancy dress outfit Module 4 assessments Work on a Group Extended Project TBA</p>

Learning about young people's lives in some Spanish speaking cities in the world	Learning about food in other countries Module 3 assessments	
Homework	Homework	Homework
<p>Extension Reading activities Thinking skills worksheet Cultural topics Writing homework Translations into English and Spanish Re-drafting writing assessment Speaking preparation for Photo card Grammar homework: preterite, comparatives and forming opinions</p>	<p>Extension Reading activities Thinking skills worksheet Cultural topics Writing homework Translations into English and Spanish Re-drafting writing assessment Speaking preparation for Conversation and Roleplay Grammar Homework: future tense formation and practice, using Usted and Ustedes and revision of the three tenses studied</p>	<p>Extension Reading activities Thinking skills worksheet Cultural topics Writing homework Translations into English and Spanish Re-drafting writing assessment Speaking preparation for Presentation Grammar homework: conditional tense formation and practice, using poder and querer + an infinitive verb, the formation and practice of reflexive verbs</p>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<p>All redrafted written homework will be assessed according to the marking criteria for writing based on the linear GCSE.</p> <p><u>Module 1 assessments</u> Week beg 21/10/19 on all skills: Listening Reading Writing Speaking- Photocard</p>	<p>All redrafted written homework will be assessed according to the marking criteria for writing based on the linear GCSE.</p> <p><u>Module 2 assessments</u> Week beg 13/01/20 on all skills Listening / Reading / Writing Speaking- Conversation</p> <p><u>Module 3 assessments</u> Week beg 30/03/20 on all skills Listening / Reading / Writing Speaking- Roleplay</p>	<p>All redrafted written homework will be assessed according to the marking criteria for writing based on the linear GCSE.</p> <p><u>Module 4 assessments</u> Week beg 22/06/20 on all skills Listening / Reading / Writing Speaking- Presentation</p>

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Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<p>All lessons are planned according to what students must, should and could complete during the lesson. All lessons include a challenge task.</p> <p>All students have PLCs that need to be constantly updated and referred to.</p> <p>Students must continue to re-apply vocabulary in a new context.</p> <p>Students should justify what they say using a variety of ideas and opinions to back up what they have said or written.</p> <p>Students must use flashy (unusual) vocabulary.</p> <p>All students have been provided with a Student Guide, which contains a progress review section, the marking criteria and strategies to improve.</p>	<p>All lessons are planned according to what students must, should and could complete during the lesson. All lessons include a challenge task.</p> <p>All students have PLCs that need to be constantly updated and referred to.</p> <p>Students must continue to re-apply vocabulary in a new context.</p> <p>Students should justify what they say using a variety of ideas and opinions to back up what they have said or written.</p> <p>Students must use flashy (unusual) vocabulary.</p> <p>All students have been provided with a Student Guide, which contains a progress review section, the marking criteria and strategies to improve.</p>	<p>All lessons are planned according to what students must, should and could complete during the lesson. All lessons include a challenge task.</p> <p>All students have PLCs that need to be constantly updated and referred to.</p> <p>Students must continue to re-apply vocabulary in a new context.</p> <p>Students should justify what they say using a variety of ideas and opinions to back up what they have said or written.</p> <p>Students must use flashy (unusual) vocabulary.</p> <p>All students have been provided with a Student Guide, which contains a progress review section, the marking criteria and strategies to improve.</p>
Recommended Resources	Independent Learning	

<ol style="list-style-type: none"> 1. Viva 1 Student book: 97814479 35254 2. Student Guide to Success in Year 8 (supplied by class teacher) 3. EDEXCEL GCSE Spanish Foundation. Pearson. ISBN: 9781846903915 4. EDEXCEL GCSE Spanish Higher. Pearson. ISBN: 9781846903922 5. Collins Easy Learning Spanish dictionary or Oxford Learner's dictionary: recommended for home use only as we have large stocks in school 6. www.bbc.co.uk/education 7. www.languagesonline.org.uk 8. Youtube 9. https://www.duolingo.com/ 10. www.wordreference.com 	<ul style="list-style-type: none"> ▪ To persevere with a task as per 1, 2, 3 Rule ▪ To update the <i>Progress Review</i> page after each redrafted written homework ▪ To correctly label the homework sheets with targets for improvement ▪ To act on targets set by the teacher to provide evidence of improvement ▪ To glue all worksheets in and ensure excellent presentation with dates and titles underlined ▪ To refer to the <i>Student Guide to Success</i> ▪ To develop grammatical skills ▪ To practise appropriate use of the dictionary and <i>wordreference.com</i> instead of resorting to Google translator ▪ To apply the <i>TONIC</i> strategy 	
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