

# Curriculum Information

Year 9

2021-22

Year: 9 Subject: Art  
 Learning across the Year 2021-22

Curriculum Leader: Mr Javaid & Mr Madden

Email: [s.javaid@holyfamily.waltham.sch.uk](mailto:s.javaid@holyfamily.waltham.sch.uk) [d.madden@holyfamily.waltham.sch.uk](mailto:d.madden@holyfamily.waltham.sch.uk)

Project 1	Project 2	
<p><b>Day of the Dead</b></p> <ol style="list-style-type: none"> <li>1. Skills test - observational drawing of skull/flowers</li> <li>2. Day of the Dead</li> <li>3. Abstract flowers using acrylic</li> <li>4. Skull Lino relief cutting</li> <li>5. Lino printing</li> <li>6. Stencil Flower cutting</li> <li>7. Stencil spray painting/sponge and paint</li> <li>8-10. Final piece development using chosen method</li> </ol>	<p><b>Surreal Room</b></p> <ol style="list-style-type: none"> <li>1. Introduction to Surrealism</li> <li>2. Oil pastel artist study</li> <li>3. Kendario La Pierre Pen study</li> <li>4. Rorschach ink folding and blowing</li> <li>4. Surreal collage</li> <li>5. Drawing from collage</li> <li>6. 1 &amp; 2 point perspective drawing</li> <li>7-8. Create a surreal room using watercolour</li> </ol>	
Homework	Homework	
<ol style="list-style-type: none"> <li>1. Frida Kahlo Analysis</li> <li>2. Day of the Dead rsearch page</li> <li>3. Day of the Dead skull design in colouring pencils</li> <li>4. Day of the dead skull and flowers collage</li> <li>5. Final piece development plan</li> </ol>	<ol style="list-style-type: none"> <li>1. Surrealism research and presentation</li> <li>2. Kendario La Pierre Analysis</li> <li>3. Find a surreal advert</li> <li>4. My brain is coming out of my ear poem illustration</li> <li>5. Surreal Room final piece development</li> </ol>	

Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	
Mon 29th October - Mon 5th November  Drawing Mixed media control Experimenting Planning Resilience Resourcefulness Reciprocity Reflectiveness	Mon 11th - 25th February  Drawing Mixed media control Experimenting Planning Resilience Resourcefulness Reciprocity Reflectiveness	

Autumn Term	Spring Term	
<b>Challenge Tasks</b>  Create a digital art and/or face painted version of the skull and flower design inspired by day of the dead	<b>Challenge tasks</b>  Create a surreal photomontage in Photoshop using the tutorial	
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
Students MUST have: drawing pencils (2B/4B), rubber, sharpener, colouring pencils and a glue stick.  Students could visit the following websites/galleries to develop ideas: <b>Gallery websites:</b> <a href="http://www.saatchigallery.com/">http://www.saatchigallery.com/</a> <a href="http://www.tate.org.uk/">http://www.tate.org.uk/</a> <a href="http://www.nationalgallery.org.uk/">http://www.nationalgallery.org.uk/</a> <a href="http://www.vam.ac.uk/">http://www.vam.ac.uk/</a>	Students should spend at least 1 hour on homework which could include planning and research. Students could further their skills and understanding by researching artwork online or visiting local galleries. They could also attend art club which further enriches students whilst complimenting the art curriculum.	

Year: 9

Subject: Drama

Curriculum Leader: Miss Hampshire

Learning across the Year 2021-22

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

Course Details
Sept-Dec 2021/Jan-April 2022
<b>Exploring Play Texts</b> Students will practically explore a play text and tasks will include line learning, directing, devising and performing, as well as developing technical theatre skills: designing lights, sound, set and costume.
<b>Homework</b> Homework set will consist of line learning, research around the social, cultural and historical context of the unit of work and play. Students will complete documentary evidence of the process of their exploration, which will include research into topics/themes, Collecting stimulus for lessons and self and peer evaluation.
<b>Assessment Details</b> Year 9 is a scripted performance focus (line learning, directing, devising and performing), as well as developing technical theatre skills (designing lights, sound, set and costume).

Sept-Dec 2021/Jan-April 2022

### Challenge Tasks

- Research a practitioner's background and journey of developing their own theatre style, which is then applied in performance work and shared with the rest of the class.
- Attend local theatres to watch a range of performances, in order to be able to draw comparisons between performances.
- Watch live theatre via the National Theatre website in order to draw comparisons between different approaches to staging performance. [www.nationaltheatre.co.uk](http://www.nationaltheatre.co.uk)
- Application of aspects learnt through the course of the year to the staging of the final performance assessment.
- Articulating the intended impact on the audience via how the role/performance has been staged.

### Independent Learning Expectations/Recommended Resources

- To learn lines
- To research and contribute ideas to the developmental process.
- Students to take responsibility for their own learning by making sure they attend all lessons and catch up on any work missed by liaising with their subject teacher and using Google Classroom
- To manage deadlines and organise time appropriately.
- Attend as much live theatre as possible
- Watch clips on YouTube of a range of theatre companies to get ideas: Complicite, Push, Frantic Assembly
- Read range of theatre reviews in national newspapers
- The Stanislavsky Toolkit - ISBN - 978-1854597939
- The Brecht Toolkit - ISBN - 978-1854595508

### Course Details

April - July

#### Scripted Performance

Students will perform either a monologue or a duologue to an audience.

## Homework

Homework set will consist of line learning, character development, research around the social, cultural and historical context of the play.

## Assessment Details

Year 9 is a scripted performance focus (line learning, directing, devising and performing), as well as developing technical theatre skills (designing lights, sound, set and costume).

Students will be graded on their performance using the Drama GCSE Component 2 Criteria/mark scheme.

## Sept-Dec 2021/Jan-April 2022

### Challenge Tasks

- Research a practitioner's background and journey of developing their own theatre style, which is then applied in performance work and shared with the rest of the class.
- Attend local theatres to watch a range of performances, in order to be able to draw comparisons between performances.
- Watch live theatre via the National Theatre website in order to draw comparisons between different approaches to staging performance. [www.nationaltheatre.co.uk](http://www.nationaltheatre.co.uk)
- Application of aspects learnt through the course of the year to the staging of the final performance assessment.
- Articulating the intended impact on the audience via how the role/performance has been staged.

### Independent Learning Expectations/Recommended Resources

- To learn lines
- To develop their character
- To design basic lighting/sound/set and costumes for their performance
- To research and contribute ideas to the developmental process.
- Students to take responsibility for their own learning by making sure they attend all lessons and catch up on any work missed by liaising with their subject teacher and using Google Classroom
- To manage deadlines and organise time appropriately.

- Attend as much live theatre as possible
- Watch clips on YouTube of a range of theatre companies to get ideas: Complicite, Push, Frantic Assembly
- Read range of theatre reviews in national newspapers
- The Stanislavsky Toolkit - ISBN - 978-1854597939
- The Brecht Toolkit - ISBN - 978-185459550

Year: 9

Subject: English/English Literature

Acting Curriculum Leader: Mr G Parry

Learning across the Year 2021-22

Email: [g.nathanson-parr@holyfamily.waltham.sch.uk](mailto:g.nathanson-parr@holyfamily.waltham.sch.uk)

Course Details		
Autumn Term	Spring Term	Summer Term
<p><b>Sherlock Holmes</b> Students will read and critically explore a Sherlock Holmes story. This unit will develop their reading skills by challenging them with 19th century vocabulary and syntax as well as giving students a grounding in the important contexts of the time.</p> <p><b>Kindertransport</b> Students will also study the play Kindertransport by Diane Samuels. Students will explore genre, dramatic devices and begin to make closer links</p>	<p><b>World Voices: Literature of Other Cultures</b> Students study a range of different thematically linked fiction extracts and non-fiction articles/blogs, developing their skills in analysis of language, structure and evaluation. Students then work to develop their own style of writing, aiming to mimic the forms and purposes of writing that they study. We will be exploring a number of writers of different cultures, religion, and ethnicity in order to broaden our understanding of society and literature available.</p> <p><b>Introducing Shakespeare at GCSE Level</b> Students will study a variety of extracts from Shakespeare plays in order to prepare them for the GCSE course by learning about Shakespeare's language and the key contexts of the time he lived.</p>	<p><b>Poetry</b> Students will study a cluster of poems about love and relationships, exploring their language and structure as well as learning to make comparisons between poems.</p> <p>Students will also prepare for their summer exams and finally will read <b>An Inspector Calls</b>, a key GCSE text in preparation for more detailed study in year 10.</p>

between the text and its social and historical context. They will also be taught to write giving their opinion on key topics explored in the play.		
Homework	Homework	Homework
A range of tasks to build students literacy skills with explicit links to requirements for the GCSE exams.	A range of tasks to build students literacy skills with explicit links to requirements for the GCSE exams.	A range of tasks to build students literacy skills with explicit links to requirements for the GCSE exams.
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
11th October: mini-essay on a reading task based on Sherlock Holmes.	Week beginning 10th January 2022: viewpoint writing task linked to Kindertransport	Week beginning 20th June-End of year exam: Language based assessment with a range of short and longer answer questions and a descriptive/narrative piece

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
Create a timeline of 19th Century Literature Create a presentation, detailing how one of the aspects of context you have explored is evident in one of the text that you have studied.	Read the book that some of your extracts were taken from. Complete a portfolio of excellent writing for different forms and purposes.	Produce a 'no fear' guide to one of the poems Research one of the poets to be studied at GCSE. Create a 'Writing Revision Guide' for GCSE English Language.
Recommended Resources	Independent Learning Expectations	
English Department Reading list The School Library and Librarian BBC Skillswise (for literacy/punctuation skills) Literacy Skills booklet	At KS3 and KS4 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.	



www.senecalearning.com	<p>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.</p> <p>We expect all students to think creatively when they approach reading and writing tasks.</p> <p>We expect all homework projects to be managed and presented to a high level of excellence, showing time-management and a high level of effort.</p>	
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Year: 9                      Subject: Product Design - Food/ Textiles Curriculum Leader: Ms Salahi

Learning across the Year 2021-22    Email: [g.salahi@holyfamily.waltham.sch.uk](mailto: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><b>Theory</b></p> <p><b>Health and Safety –</b></p> <p>To: Understand the importance of health and safety in a food preparation area.</p> <p>Understand why it is important to maintain good personal hygiene and kitchen hygiene.</p> <p>Know and be able to apply the logical sequence in the washing up routine.</p>	<p><b>Theory</b></p> <p><b>The Customer –</b></p> <p>To:</p> <p>Investigate different types of diet related health issues.</p> <p>Identify the dietary needs for the population who have special dietary requirements/needs (including food allergens, food intolerances, coeliacs disease, the elderly and religious/cultural needs).</p>	<p><b>Project Title</b> - Fashion Illustration Project</p> <p><b>Theory</b></p> <ul style="list-style-type: none"> <li>- What are the 6R's of Sustainability?</li> <li>- Can we use the 6R's to inform our actions and decisions regarding how we use textiles?</li> <li>- To understand the requirements of the design brief</li> <li>- What is fashion, its purpose and impact?</li> <li>- What is the role of a Fashion Designer?</li> <li>- The difference between couture and high street fashion.</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>- Manipulating paper and fabric to obtain a required shape/form when designing garments in dress making.</li> <li>- To design and create your own fashion illustrations; from initial ideas, to refinement of ideas, to selecting a successful final design.</li> </ul>

**Knife Skills and Cutting Techniques -**

To: Identify parts of a knife and understand the safety rules related to using it safely.

Investigate a range of cutting techniques used in the preparation of vegetables.

**The Customer –**

To: Describe and apply the principles of The Eatwell Guide and relate this to diet through life.

To outline why dietary needs change throughout life stages.

To describe the main dietary requirements in each key life stage.

To investigate different types of diet related health issues.

Identify the dietary needs for the population who have special dietary requirements/needs (including pescatarians, *veganism*, *diabetics*, *healthy eating for children, adolescence / teenagers*)

**Practical Skills**

To demonstrate and apply the principles of food safety and hygiene during food preparation and cooking.

**Practical Skills**

To demonstrate and apply the principles of food safety and hygiene during food preparation and cooking.

To demonstrate and apply the principles of personal and kitchen hygiene when preparing for, during and after the practical lesson.

To apply the basic knife skills whilst demonstrating the cutting techniques that can be used in the preparation of a range of vegetables.

To prepare and cook a range of dishes using various cooking methods e.g. *baking, boiling, frying, Stir-frying*.

To prepare and cook a range of dishes suitable to meet the needs of groups of people with specific dietary requirements/needs e.g. *Coeliac Disease, The Elderly, Culture and Religious Beliefs, Food Allergies and Intolerances*.

To demonstrate a range of skills during the preparation and cooking of food e.g. temperature control, use of the hob, chopping, peeling, binding, weighing, measuring, rubbing in, mixing, whisking, shaping, kneading, all-in-one cake making method, glazing, etc.

- How to use mixed media to add colour to your illustrations? Using water colours, oil pastels and colouring pencils to realise design intentions.  
- How to take a design/illustration from 2D to 3D?  
- How to use a mannequin to take a design from 2D to 3D, to realise a design idea?

To demonstrate and apply the principles of personal and kitchen hygiene when preparing for, during and after the practical lesson.

To apply the basic knife skills whilst demonstrating the cutting techniques that can be used in the preparation of a range of vegetables.

To prepare and cook a range of dishes using various cooking methods e.g. baking, boiling, simmering, frying, grilling.

To prepare and cook a range of dishes suitable to meet the needs of groups of people with specific dietary requirements e.g. Pescatarians Veganism, Diabetics, Healthy Eating for Children, Adolescence / Teenagers.

To demonstrate a range of skills during the preparation and cooking of food e.g. temperature control, use of the hob, chopping, peeling, binding, weighing, measuring, rubbing in, mixing, whisking, shaping, filleting, skinning, all-in-one cake making method, glazing, etc.

### **Dishes**

- Carrot and coriander soup & French onion soup
- Curried Fish Tray Bake
- Chickpeas Spinach and Coconut Curry

### **Dishes**

- Gluten-Free Fruit Scones
- Cottage Pie
- Noodle Stir-Fry
- Dairy and Egg-Free Lemon Cupcakes

<ul style="list-style-type: none"> <li>- Falafel with Salad and Yogurt Dressing</li> <li>- Beef Burger and Sweet Potato Chips</li> <li>- Chocolate Brownies</li> </ul>		
Homework	Homework	Homework
<p>Cutting Techniques – Use the internet to research and watch videos on how to prepare different vegetables using a range of cutting techniques e.g. <i>Brunoise, jardiniere, julienne</i></p> <p>Research on the specific dietary requirements for individual groups: <i>Reasons for the diet/need, health benefits, foods they can and cannot eat, suitable recipes/dishes.</i></p> <ul style="list-style-type: none"> <li>- Pescatarians</li> <li>- Veganism</li> <li>- Diabetics</li> </ul> <p>Healthy Eating for Children – Case study of a child</p> <p>Teenagers – Create a 2 slide PPT presentation on the dietary requirements of teenagers</p>	<p>Research on the specific dietary needs of various of individuals:</p> <ul style="list-style-type: none"> <li>- Coeliac Disease – Create an informative 3 fold leaflet to raise awareness on Coeliac Disease.</li> <li>- The Elderly – Question sheet</li> <li>- Culture and Religious Beliefs – Create an ‘InstaFood Vlog’ on one of your favourite cultural dishes you and your family eat at home.</li> <li>- Food Allergies and Intolerances – Create an A3 poster to raise awareness about <i>Food Allergies and Intolerances</i></li> </ul>	<ul style="list-style-type: none"> <li>- Bring two textile items from home which you no longer use. We will reuse and/or recycle these items in class.</li> <li>- Research on Alexander McQueen; complete worksheet</li> <li>- Create a moodboard of fashion garments created by folded paper/paper manipulation. Exploring different methods of creating shape/form</li> <li>- Collect a range of different papers to use in class for your paper manipulation fashion designs. This can be recycled or new paper.</li> <li>- Use the helpsheet and video tutorial to draw 2 examples of the 9 Head Fashion Figure technique.</li> <li>- Create 4 sketches of fashion figure poses; which demonstrate movement/action</li> <li>- Exploring fashion photography worksheet</li> </ul>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills

Practical assessment (self & teacher) Assessment of h/wk task – Teenager PPT	Practical assessment (self & teacher) Assessment of h/wk task – Instafood vlog / Food allergy poster  Google form assessment	- Practical skills assessed during the making of final product (peer/self/teacher assessed) - Theory Knowledge Assessment (Google Forms Assessment) - Design assessment - Queen of Hearts Costume Design - Design assessment - Final Avant-Garde Fashion Design illustration
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Autumn Term	Spring Term	Summer Term
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<ul style="list-style-type: none"> <li>- Practical and Presentation skills.</li> <li>- Independent researching skills during homework tasks.</li> <li>- Reach for the Stars activities</li> <li>- Quality evaluations</li> <li>- Writing a logical, sequential methods with times and health and safety/HACCP points</li> <li>- 'Ask the expert' student led teaching</li> <li>- Ability to modify recipes</li> </ul>	<ul style="list-style-type: none"> <li>- Practical and Presentation skills.</li> <li>- Independent researching skills during homework tasks.</li> <li>- Reach for the Stars activities</li> <li>- Quality evaluations</li> <li>- Writing a logical, sequential methods with times and health and safety/HACCP points</li> <li>- 'Ask the expert' student led teaching</li> <li>- Ability to modify recipes</li> </ul>	<ul style="list-style-type: none"> <li>- Use of high skills in practical work - will use a variety of construction and presentation skills with accuracy.</li> <li>- Independent researching skills during homework tasks.</li> <li>- Reach for the Stars activities</li> <li>- Quality design work, annotations and evaluations</li> <li>- 'Ask the expert' student led teaching</li> <li>- Collaborative learning for final designs; collaborative production. Production leader and job roles selected to challenge and stretch</li> </ul>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<p>Resources and practical lesson preparation information are provided by the department. Students need to bring ingredients and a container to take cooked food home.</p> <p><b>Useful websites</b>  <a href="https://www.foodafactoflife.org.uk/">https://www.foodafactoflife.org.uk/</a>  <a href="https://www.bhf.org.uk/">https://www.bhf.org.uk/</a>  <a href="https://www.nutrition.org.uk/">https://www.nutrition.org.uk/</a>  <a href="https://www.nhs.uk/">https://www.nhs.uk/</a></p>	<ul style="list-style-type: none"> <li>- Homework tasks are varied and cover a range of activities to develop independent learning skills.</li> <li>- Students interpret and fulfil tasks in their own way following a success criteria for each homework task.</li> <li>- Success Criteria points cover the following skills...             <ul style="list-style-type: none"> <li>- Presentation and Design skills</li> <li>- Use of images and colour</li> <li>- Content/use of information; how informative is the piece of work.</li> <li>- Independent researching skills</li> </ul> </li> </ul>	

	- Students are given practical cooking challenges to compete at home.	
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**Year: 9**

**Subject: French**

**Curriculum Leader: Mrs N. Sheikh Oomar**

**Learning across the Year 2021-22**

**Email: [ms.sheikhoomar@holyfamilycatholicschool.co.uk](mailto:ms.sheikhoomar@holyfamilycatholicschool.co.uk)**

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<ul style="list-style-type: none"><li>• Recap Y8 key structures/ vocab</li><li>• Talking about preferences</li></ul>	<ul style="list-style-type: none"><li>• Work places, professions</li><li>• Talking about future plans / aspirations/ careers</li></ul>	<ul style="list-style-type: none"><li>• Talking about musical tastes</li><li>• Francophone music</li><li>• Using direct object pronouns</li></ul>

<ul style="list-style-type: none"> <li>• Talking about after school clubs and activities</li> <li>• Using the present tense</li> <li>• Describing your friends</li> <li>• GCSE photocard description with more detail</li> <li>• Relationships using reflexive verbs</li> <li>• Birthday celebrations</li> <li>• Using the perfect tense</li> <li>• Using the future tense</li> <li>• TONIC</li> <li>• Extended reading tasks</li> <li>• Cultural elements Noel</li> </ul>	<ul style="list-style-type: none"> <li>• Using modal verbs - use of the verb vouloir</li> <li>• Writing about an inventor</li> <li>• Using questions and giving answers in 3 different tenses</li> <li>• La Chandeleur / Easter cultural elements</li> </ul>	<ul style="list-style-type: none"> <li>• Using the imperfect tense to talk about what you used to be like</li> <li>• Comparing primary school life and secondary school</li> <li>• Talking about how things have changed</li> <li>• Interviewing a young refugee</li> <li>• Film study about immigrant family to France - talking about social prejudice / racism</li> <li>• La fête de la musique - 21st June</li> </ul>
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<p>Sept '21 - Activelearn Module 1</p> <ul style="list-style-type: none"> <li>- learn verbs 'avoir' and 'être' (full paradigm)</li> <li>- Reading Module 1, 4p.11 &amp; 5p.15</li> <li>- Describe how to form the perfect tense in a diagram</li> </ul> <p>Oct'21 - Teachit video resource, Qu'est-ce que tu as fait le week-end dernier?</p> <ul style="list-style-type: none"> <li>- Senecalearning.com (4.1/ 5.1/ 5.2/ 6.1/ 6.2/ 7.3/ 7.6)</li> <li>- Authentic resources Reading/ minireader</li> <li>- Writing using 3 tenses</li> <li>- Flashcards</li> </ul>	<ul style="list-style-type: none"> <li>- Seneca <ul style="list-style-type: none"> <li>- Flashcards</li> <li>- Redraft Module 2</li> <li>- Speaking assessment</li> </ul> </li> <li>- Redraft Writing assessment <ul style="list-style-type: none"> <li>- Reading: Module 2 text</li> <li>- Describe a picture</li> <li>- learn modal verbs 'pouvoir/ devoir'</li> <li>- learn and recognise the future tense in French authentic texts</li> <li>- write an interview you will conduct with a Francophone inventor, what will they say, using 3 tenses</li> </ul> </li> <li>- lyrics training and translation</li> </ul>	<ul style="list-style-type: none"> <li>- Speaking assessment (picture description) <ul style="list-style-type: none"> <li>- Redraft Writing assessment</li> </ul> </li> <li>- Writing: Module 3 <ul style="list-style-type: none"> <li>- Speaking answers practise</li> <li>- Reading: Module 3</li> <li>- describe a picture</li> </ul> </li> <li>- research on francophone artists</li> <li>- prepare a fact file about a French-speaking country, presented as a newspaper article, including 3 tenses.</li> <li>- tasks related to the French film study, pre-reading / context research / review</li> </ul>
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
	As autumn term	As autumn term

<p>All redrafted written homework will be assessed according to the new marking criteria for writing based on the linear GCSE.</p> <p><b><u>In-class assessment</u></b> Week beg 8th Nov, Module 1 Reading and translation</p>	<p><b><u>Module 2 assessments</u></b> Listening, Speaking, Reading &amp; Writing</p>	<p><b><u>Module 3 assessments</u></b> Listening, Speaking, Reading &amp; Writing</p>
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<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<p>Take part in languages day</p> <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>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</p>	<p>Research skills</p> <p>Students are expected to go over the classwork and homework and create their own revision mind maps / flashcards</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>Use of 3 tenses</p> <p>Students must use flashy (unusual) vocabulary.</p>	<p>Research and presentation skills</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>Use of 3 tenses with accuracy</p>



<p>review section, the marking criteria and strategies to improve.</p>		
<p><b>Recommended Resources</b></p>	<p><b>Independent Learning</b></p>	
<ol style="list-style-type: none"> <li>1. Collins Easy Learning French dictionary or Oxford Learner's dictionary: recommended for home use only as we have large stocks in school</li> <li>2. <a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a></li> <li>3. <a href="http://www.senecalearning.com">www.senecalearning.com</a></li> <li>4. <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></li> <li>5. <a href="http://www.wordreference.com">www.wordreference.com</a></li> <li>6. <a href="http://www.bbc.co.uk/education">www.bbc.co.uk/education</a></li> <li>7. <a href="https://www.duolingo.com">https://www.duolingo.com</a></li> <li>8. Youtube: Cyprien</li> <li>9. Youtube: Easy French</li> <li>10. Youtube: Monsieur Pattinson</li> </ol>	<ul style="list-style-type: none"> <li>▪ To persevere with a task as per 1, 2, 3 Rule</li> <li>▪ To update the <i>Progress Review</i> page after each redrafted written homework</li> <li>▪ To correctly label the homework sheets with targets for improvement</li> <li>▪ To act on targets set by the teacher to provide evidence of improvement</li> <li>▪ To glue all worksheets in and ensure excellent presentation with dates and titles underlined</li> <li>▪ To refer to the <i>Student Guide to Success</i></li> <li>▪ To develop grammatical skills</li> <li>▪ To practise appropriate use of the dictionary and <i>wordreference.com</i> instead of resorting to Google translator</li> <li>▪ To apply the <i>TONIC</i> strategy</li> </ul>	

Year: 9

Subject: Geography

Curriculum Leader: Miss A Lippa

Learning across the Year 2021-22

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

Autumn Term	Spring Term	Summer Term
<p><b><u>Population</u></b></p> <ul style="list-style-type: none"> <li>• Global population growth</li> <li>• Population Structure</li> <li>• Ageing and Youthful Population</li> <li>• Population Control</li> </ul> <p><b><u>Rivers</u></b></p> <ul style="list-style-type: none"> <li>• Drainage Basins</li> <li>• Long and Cross Profile</li> <li>• River Processes</li> <li>• Landforms in the upper course</li> <li>• Landforms in the middle and lower course of the river</li> <li>• River management</li> </ul>	<p><b><u>Global Water Issues</u></b></p> <ul style="list-style-type: none"> <li>• Global Distribution of water</li> <li>• Water supply around the world</li> <li>• Water and conflict</li> <li>• Impacts of water insecurity</li> <li>• Lesotho and South Africa Dam project</li> </ul>	<p><b><u>Resources in the UK</u></b></p> <ul style="list-style-type: none"> <li>• The UK energy mix</li> <li>• Food in the UK</li> <li>• Water in the UK</li> </ul>
Homework	Homework	Homework
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
GCSE Style paper - Hazards	GCSE Style paper - Asia	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"> <li>Wide range of research and challenge opportunities within the regional study of Asia</li> </ul>	<ul style="list-style-type: none"> <li>To be comprehensive and detailed, following all the advice and guidance for challenge activities.</li> <li>Wide range of research and challenge opportunities within the regional study of Africa</li> </ul>	<ul style="list-style-type: none"> <li>To be comprehensive and detailed, following all the advice and guidance for challenge activities.</li> <li>To devise whole fieldwork enquiry independently as opposed to selecting from a range of options</li> </ul>
Recommended Resources	Independent Learning Expectations	
<p><b><u>Progress in geography: Key Stage Three:</u></b>  Authors: David Gardiner, Catherine Owen  Publisher: Hodder Education  ISBN-13: 978-1510428003  Price £25 approx</p> <p><b><u>AQA GCSE Geography Student Book</u></b> (key text)</p> <ul style="list-style-type: none"> <li>Authors: Simon Ross, Nick Rowles</li> <li>Publisher: <a href="http://www.oxfordup.com">Oxford University Press</a></li> <li>ISBN-13: 9780198366614</li> <li>Price: £25</li> </ul>	<ul style="list-style-type: none"> <li>To consolidate learning, by revisiting, at home, all work done in class</li> <li>To transform class work into students' own work by active revision, such as mind maps of topics, case study summaries, etc.</li> <li>Students to take responsibility for their learning; for example, liaising with staff on the content and homework from any missed lessons, well in advance of the next lesson.</li> </ul>	

Year: 9

Subject: History

Curriculum Leader: Mr Shah

Learning across the Year 2021-22

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

Autumn Term	Spring Term	Summer Term
Autumn 1: Students will study the Cold War with a particular focus on:	Spring 1 Students will study the history of terrorism <ul style="list-style-type: none"> <li>Meanings and definitions</li> </ul>	Summer 1-2 Continue and Complete the Western Front unit

<ul style="list-style-type: none"> <li>• The conflicting ideas of communism and capitalism</li> <li>• The birth of superpowers as sworn enemies</li> <li>• The Cold War's "hot" events: East Germany, Vietnam, Cuba and Angola</li> <li>• The end of the Cold War</li> </ul> <p>Autumn 2: How far has racism changed in the UK?</p> <ul style="list-style-type: none"> <li>• Exploring the language of race and racism</li> <li>• The role of states in racism: Stephen Lawrence, Mangrove 9</li> </ul>	<ul style="list-style-type: none"> <li>• Islamophobia since 9/11</li> <li>• Consequences of terrorism</li> </ul> <p>Spring 2 Students will begin their Edexcel GCSE History course.</p> <ul style="list-style-type: none"> <li>- The British sector of the Western Front (1914-18)</li> <li>- The life of Walter Tull</li> </ul>	
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
Research and presentation, essay questions, source questions.	Research and presentation, essay questions, source questions.	Research and presentation, essay questions, source questions.
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
<p>Autumn 1: Write a narrative account analysing how tension increased between the USSR and USA during the Cold War</p> <p>Autumn 2: Will the UK ever be free from racist power? Debate</p>	<p>Spring 1: Explain one consequence of terrorist activities in the UK.</p> <p>Explain the importance of the media in spreading the fear of terrorist activities.</p>	Various GCSE style questions

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

Year: 9

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>Higher</p> <ul style="list-style-type: none"><li>• Number properties and reasoning</li><li>• Place value and estimating</li><li>• HCF and LCM</li><li>• Calculating with powers</li><li>• Zero, negative and fractional indices</li><li>• Standard form</li><li>• Surds</li><li>• Expanding and factorising</li><li>• Equations and formulae</li><li>• Linear and non linear sequences</li></ul> <p>Foundation</p> <ul style="list-style-type: none"><li>• Calculations</li><li>• Decimal numbers</li><li>• Place value</li><li>• Factors and multiples</li><li>• Squares, cubes, roots</li><li>• Index notation</li><li>• Prime factors</li><li>• Algebraic expressions</li><li>• Simplifying expressions</li><li>• Substitution</li><li>• Formulae</li><li>• Expanding and factorising</li></ul>	<p>Higher</p> <ul style="list-style-type: none"><li>• Statistical diagrams</li><li>• Scatter graphs</li><li>• Averages and range</li><li>• Fractions and ratio</li><li>• Ratio and proportion</li><li>• Percentages</li><li>• Fractions, decimals and percentages</li><li>• Angle properties of triangles and quadrilaterals</li><li>• Interior and exterior angles of a polygon</li><li>• Pythagoras' theorem</li><li>• Trigonometry</li></ul> <p>Foundation</p> <ul style="list-style-type: none"><li>• Frequency tables</li><li>• Two way tables</li><li>• Representing data</li><li>• Timeseries</li><li>• Stem and leaf diagrams</li><li>• Pie charts</li><li>• Scatter graphs</li><li>• Fractions</li><li>• Fractions, decimals and percentages</li><li>• Calculating with percentages</li><li>• Solving equations</li><li>• Solving inequalities</li><li>• Sequences and nth term</li></ul>	<p>Higher</p> <ul style="list-style-type: none"><li>• Linear graphs</li><li>• Graphing rates of change</li><li>• Real life graphs</li><li>• Line segments</li><li>• Quadratic, cubic and reciprocal graphs</li><li>• Perimeter and area of compound shapes</li><li>• Units and accuracy</li><li>• Prisms</li><li>• Circles and sectors</li><li>• Cylinders and spheres</li><li>• Pyramids and cones</li><li>• 3D solids</li><li>• Transformations</li><li>• Bearings and scale drawings</li><li>• Constructions and loci</li></ul> <p>Foundation</p> <ul style="list-style-type: none"><li>• Properties of shapes</li><li>• Angles in parallel lines</li><li>• Angles in triangles</li><li>• Exterior and interior angles</li><li>• Geometrical patterns</li><li>• Mean, median, mode and range</li><li>• Estimating the mean</li><li>• Sampling</li><li>• Changing units</li><li>• Area of compound shapes</li><li>• Surface area of 3D solids</li></ul>

		<ul style="list-style-type: none"> <li>• Volume of prisms</li> </ul>
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<ul style="list-style-type: none"> <li>• Tasks on Hegarty Maths</li> <li>• Tasks from the Digital PLC</li> <li>• Parallel Maths Project</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks on Hegarty Maths</li> <li>• Tasks from the Digital PLC</li> <li>• Parallel Maths Project</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks on Hegarty Maths</li> <li>• Tasks from the Digital PLC</li> <li>• Parallel Maths Project</li> </ul>
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
End of unit assessments. End of term assessment.	End of unit assessments. End of term assessment.	End of year assessment.

Year: 9

Subject: Mathematics

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
Parallel Maths Project. Independent study using Hegarty Maths. Junior Maths Challenge.	Parallel Maths Project. Independent study using Hegarty Maths. Junior Maths Challenge.	Parallel Maths Project. Independent study using Hegarty Maths. Junior Maths Challenge.
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
HegartyMaths.com Parallel.org.uk	Complete all homework. Regularly use and update the Digital PLC (accessible via Google Classroom).	

Digital PLC's (accessible via Google Classroom).	Read over notes prior to the next lesson in order to facilitate continuous progression. Use and update PLC regularly.	
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Year: 9

Subject: Music

Curriculum Leader: Mrs Corlett

Learning across the Year 2021-22

Email: [h.corlett@holyfamily.waltham.sch.uk](mailto:h.corlett@holyfamily.waltham.sch.uk)

Half term 1	Half term 2	Half term 3
<p><b>Grime Music</b></p> <p>Students will learn about the history of grime. They will listen and learn about songs that have influenced grime. They will learn how to write a Grime song and will spend this half-term writing and composing a grime song from scratch. They will learn how to write and record bass lines, chords and to write some lyrics. Students will submit their work via Bandlab.</p>	<p><b>Musical Futures - Performing popular songs</b></p> <p>Students will learn and perform a range of popular songs on different instruments (Keyboard, Guitar, Ukulele and voice). Every week we will look at a different popular song and we will begin learning those songs, the difficulty of the songs get harder as the weeks go on. Alongside this students will learn about the bass clef and extend their theory knowledge.</p>	<p><b><u>Ode To Joy - Remixing</u></b></p> <p>Students will learn a classical song (Ode To Joy) on the keyboard. They will record the song into Bandlab. They will use the metronome to meticulously record the song. Once recorded we will explore remixing techniques. We will look at existing songs that have been remixed and the different ways that this is possible. Students will remix Ode To Joy using the techniques we have learnt about this term.</p>
Homework	Homework	Homework
<ul style="list-style-type: none"> <li>Week 1 - To answer the questions on google drive based on the documentary.</li> </ul>	<ul style="list-style-type: none"> <li>Week 1 - Research a performer or a producer of your choice and create a fact file</li> </ul>	<ul style="list-style-type: none"> <li>Week 1 - Practice Ode To Joy at home and record the melody part into Bandlab</li> </ul>



<ul style="list-style-type: none"> <li>• Week 3 - Composing lyrics for your verse &amp; chorus</li> <li>• Week 6 - Online theory test</li> </ul>	<ul style="list-style-type: none"> <li>• Week 3 - Complete an online assessment on Music Theory</li> </ul>	<ul style="list-style-type: none"> <li>• Week 4 - Research the following effects that can be used in music: Reverb, Delay, Chorus, Distortion</li> </ul>
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
Theory test Final week - Assessment on final Grime composition	Performances of the different pieces every lesson. Theory test	Assessment within this project will be in line with BTEC criteria and will be tracked consistently.  Theory test
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<ul style="list-style-type: none"> <li>• Compose lyrics using techniques learned in English - such as simile and metaphor.</li> <li>• Research Grime and the attributes of it</li> <li>• Think about and research extended chords to include in your composition such as suspended chords and additional note chords.</li> </ul>	<ul style="list-style-type: none"> <li>• Practising your chords on instruments at lunchtimes</li> <li>• Singing at the same time as playing the instruments</li> <li>• Practise keyboard at lunchtimes or outside of school (if a recorder is available at home).</li> </ul>	<ul style="list-style-type: none"> <li>• Use youtube to find out more about remixing</li> <li>• Use <a href="http://www.musictheoryvideos.com/">http://www.musictheoryvideos.com/</a> and <a href="http://www.musictheory.net/">http://www.musictheory.net/</a> to practice and learn more about music theory.</li> <li>• Explore Notation on the BBC Music bitesize - <a href="http://www.bbc.co.uk/education/topics/zs48mp3">http://www.bbc.co.uk/education/topics/zs48mp3</a></li> </ul>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<a href="http://www.dsokids.com/">http://www.dsokids.com/</a> <a href="http://www.mymusictheory.com/">http://www.mymusictheory.com/</a> <a href="http://www.youtube.com">http://www.youtube.com</a> <a href="http://www.musictheoryvideos.com/">http://www.musictheoryvideos.com/</a> <a href="http://www.musictheory.net/">http://www.musictheory.net/</a> <a href="http://www.african-drumming.com/african_drums.htm">http://www.african-drumming.com/african_drums.htm</a> <a href="http://www.bbc.co.uk/learningzone/clips/samba-music/5306.html">http://www.bbc.co.uk/learningzone/clips/samba-music/5306.html</a> <a href="http://www.last.fm/tag/samba">http://www.last.fm/tag/samba</a> <a href="http://www.bbc.co.uk/1xtra/events/rnbsensations/history/pre90s/">http://www.bbc.co.uk/1xtra/events/rnbsensations/history/pre90s/</a> <a href="http://www.bbc.co.uk/1xtra/events/rnbsensations/history/post90s/">http://www.bbc.co.uk/1xtra/events/rnbsensations/history/post90s/</a>	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	

Year: 9

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

<ul style="list-style-type: none"> <li>• Questions relevant to lesson content</li> <li>• Continue to improve your personal fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>• Questions relevant to lesson content</li> <li>• Continue to improve your personal fitness levels</li> </ul>	<ul style="list-style-type: none"> <li>• Questions relevant to lesson content</li> <li>• Continue to improve your personal fitness levels</li> </ul>
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
<ul style="list-style-type: none"> <li>• Assessment at the end of each activity block.</li> <li>• AfL and Formative Assessment (Questioning, Observation, Feedback)</li> <li>• Regular descriptive feedback (teacher, self, peer)</li> <li>• Clear vision of learning target. What does it look like? The qualities/ criteria involved.</li> <li>• Use of models and examples to highlight strong and weak work.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment at the end of each activity block.</li> <li>• AfL and Formative Assessment (Questioning, Observation, Feedback)</li> <li>• Regular descriptive feedback (teacher, self, peer)</li> <li>• Clear vision of learning target. What does it look like? The qualities/ criteria involved.</li> <li>• Use of models and examples to highlight strong and weak work.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment at the end of each activity block.</li> <li>• AfL and Formative Assessment (Questioning, Observation, Feedback)</li> <li>• Regular descriptive feedback (teacher, self, peer)</li> <li>• Clear vision of learning target. What does it look like? The qualities/ criteria involved.</li> <li>• Use of models and examples to highlight strong and weak work.</li> </ul>

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<ul style="list-style-type: none"> <li>• Join extra-curricular clubs</li> <li>• More able students to lead parts of lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Join extra-curricular clubs</li> <li>• More able students to lead parts of lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Join extra-curricular clubs</li> <li>• More able students to lead parts of lesson</li> </ul>
<b>Independent Learning Expectations</b>	<b>Independent Learning Expectations</b>	<b>Independent Learning Expectations</b>
<ul style="list-style-type: none"> <li>• Wider reading about sport</li> <li>• Attend extra-curricular clubs at school</li> <li>• Join clubs outside of school</li> <li>• Watch sport in your local community and on TV</li> </ul>	<ul style="list-style-type: none"> <li>• Wider reading about sport</li> <li>• Attend extra-curricular clubs at school</li> <li>• Join clubs outside of school</li> <li>• Watch sport in your local community and on TV</li> </ul>	<ul style="list-style-type: none"> <li>• Wider reading about sport</li> <li>• Attend extra-curricular clubs at school</li> <li>• Join clubs outside of school</li> <li>• Watch sport in your local community and on TV</li> </ul>

Year: 9

Subject: RE

Curriculum Leader: Peter Norman

Learning across the Year 2021-22

Email: [p.norman@holyfamily.waltham.sch.uk](mailto:p.norman@holyfamily.waltham.sch.uk)

Autumn Term	Spring Term	Summer Term
A study of Mark's Gospel (identity of Jesus & conflict)	Introduction to GCSE beginning with 'Forms of expression'	GCSE: sources of Wisdom and Authority
<b>Homework</b> Based on the following topics	<b>Homework</b> Based on the following topics	<b>Homework</b> Based on the following topics
The Baptism of Jesus The Nature of Miracles Peter's confession The transfiguration The Passion of Jesus Conflict over the Sabbath, healing and authority.	<ul style="list-style-type: none"> <li>• Church architecture</li> <li>• Sacred objects</li> <li>• Artwork in Catholicism</li> <li>• Sculpture and statues</li> <li>• Symbolism</li> <li>• Drama</li> <li>• music</li> </ul>	<ul style="list-style-type: none"> <li>• The sacraments</li> <li>• Liturgical worship</li> <li>• Prayer</li> <li>• Popular piety</li> <li>• Pilgrimage</li> <li>• The Bible</li> <li>• The second Vatican council</li> <li>• The church</li> </ul>
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
GCSE style questions will be used to assess progress and learning on the topics outlined above.  Fortnight beginning 29th October	GCSE style questions will be used to assess progress and learning on the topics outlined above  Fortnight beginning 11th February	GCSE style questions will be used to assess progress and learning on the topics outlined above  Fortnight beginning 13th May 2022

Autumn Term	Spring Term	Summer Term
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
People of faith today, throughout the world, still experience persecution prejudice and discrimination for their beliefs. Research a community overseas that might not be free to practice their faith.	'A picture paints a thousand words' Create a powerpoint of several works of religious art and explain how these images reflects an aspect of faith and belief	Research this question: Explain how the changes brought about by the second vatican council effect the lives of Catholics today.

<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<p>All pupils will have access to the GCSE textbook via Kerboodle.</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>Each pupil is encouraged to deepen their knowledge and understanding of the topics as the course progresses. 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: 9

Subject: D &T: Product Design

Curriculum Leader: Mr S Nandlal

Learning across the Year 2021-22

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

Course Details		
Autumn Term	Spring Term	Summer Term
<p><b><u>Jewellery box project: FINGER JOINT</u></b></p> <ul style="list-style-type: none"> <li>• Writing the Situation, Design brief and users.</li> <li>• Research on existing box products.</li> <li>• Questionnaire and survey.</li> <li>• Table of results.</li> <li>• Graphs, pie charts, bar charts, histograms to analyse results.</li> <li>• Design specification.</li> <li>• Initial ideas, development of ideas.</li> </ul>	<p><b><u>Graphics - 3D Presentation</u></b></p> <ul style="list-style-type: none"> <li>• Draw basic geometrical shapes in isometric projection with isometric grid sheet.</li> <li>• Draw complex shapes in isometric projection with isometric grid sheet.</li> <li>• Draw complex shapes in isometric projection on computer using techsoft 2D (CAD).</li> <li>• 1 and 2-point perspective drawing to draw basic and complex geometrical shapes.</li> </ul>	<p><b><u>Metal Casting project</u></b></p> <ul style="list-style-type: none"> <li>• Writing the design brief.</li> <li>• Research on existing box products.</li> <li>• Analysing the existing products.</li> <li>• Design specification.</li> <li>• Initial ideas, development of ideas.</li> <li>• Final idea – 3D using any software.</li> <li>• Use of Techsoft 2D to design medal (CAD).</li> </ul>

<ul style="list-style-type: none"> <li>Final idea – 3D using any software.</li> <li>Types of wood joints( finger Joint)</li> <li>Making of box with wood.</li> <li>Use of laser cutter (CAM) to engrave product.</li> <li>Diary of manufacture.</li> <li>Photographic evidence of making.</li> <li>Evaluation and peer assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Freehand sketches.</li> <li>Use rendering/shading techniques to plain objects to make them look like 3D.</li> <li>Further google sketchup work to design products such as lights/lamps, bird houses, dog houses, buildings, jewellery boxes, bedside cabinets, trophies, tables, toys, etc</li> </ul>	<ul style="list-style-type: none"> <li>Cutting the design on laser cutter (CAM) to make the mould.</li> <li>Pewter casting.</li> <li>Filing, wet and dry paper, polishing medal.</li> <li>Evaluation and peer assessment.</li> </ul>
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<ul style="list-style-type: none"> <li>Research on existing box/Photo holder products.</li> <li>Questionnaire</li> <li>Graph plotting.</li> <li>Design creative and original ideas with clear annotation.</li> <li>Complete diary of manufacture.</li> <li>Evaluation and peer assessment of the product made.</li> <li>Ph: Creation of a client questionnaire/ research client profile</li> <li>Ph: Detailed design brief and specification</li> <li>Ph: Initial designs with annotations</li> <li>Ph: Detailed development of designs</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Draw freehand basic shapes.</li> <li>Render/Shade plain objects.</li> <li>Draw a simple kitchen table in single point perspective.</li> <li>Home appliances worksheet for rendering.</li> <li>Draw and render freehand products like lights/lamps, bird houses, dog houses, buildings, jewellery boxes, bedside cabinets, trophies, tables, toys, etc.</li> <li>Cc: sketchup design</li> <li>Cc: photographic record of making</li> <li>Cc: Detailed evaluation of the product</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Research on existing products.</li> <li>Design creative and original ideas with clear annotation.</li> <li>Technology word search.</li> <li>Complete 'what is pewter' worksheet.</li> <li>Pewter casting worksheet 1.</li> <li>Pewter casting worksheet 2.</li> <li>Safety brazing worksheet</li> <li>LL: Analysis of disassembly.</li> <li>LL: Card modelling</li> <li>LL design development</li> <li>Evaluations</li> </ul>
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
<ul style="list-style-type: none"> <li>Evaluation of questionnaire to find what people want.</li> <li>Peer assessment of design ideas with annotations.</li> <li><b>Making.</b></li> <li>Evaluation of project.</li> <li>Quality control checks when making product – self assessment.</li> <li>Self-assessment at the end of project.</li> <li><b>Ph: Client profile /design brief and specification</b></li> </ul>	<ul style="list-style-type: none"> <li>Peer assessment of freehand shapes.</li> <li>Assessment of rendering.</li> <li><b>Assessment of single point perspective.</b></li> <li>Assessment of isometric projection.</li> <li>Assessment of 2-point perspective.</li> <li>Peer assessment of google-sketchup products.</li> <li><b>Cc: Photographic record of making</b></li> <li><b>Cc: Evaluations</b></li> </ul>	<ul style="list-style-type: none"> <li>Peer assessment of design ideas with annotations.</li> <li>Peer assessment of final design.</li> <li>Evaluation of project.</li> <li>Quality control checks when making product – self assessment.</li> <li>2D design assessment on techsoft.</li> <li>Self-assessment at the end of project.</li> <li><b>Production Plan</b></li> <li><b>LL: Analysis of disassembly.</b></li> <li><b>LL: Card modelling</b></li> </ul>
<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<ul style="list-style-type: none"> <li>Creative and original design ideas with comprehensive annotations.</li> <li>Complex products other than basic box products.</li> </ul>	<ul style="list-style-type: none"> <li>Designing a bedroom or a kitchen using single point perspective.</li> <li>Designing a house (building) using google sketchup.</li> </ul>	<ul style="list-style-type: none"> <li>Variety of research with detailed annotation with own opinion on existing products.</li> <li>Originality of final design.</li> <li>Quality finish of the finished product.</li> </ul>

<ul style="list-style-type: none"> <li>• Confident use of workshop tools and equipment.</li> <li>• Ph: detailed design development</li> </ul>	<ul style="list-style-type: none"> <li>• Draw and render any home appliance.</li> <li>• CC: making multiple parts on the 3D printer and attach them together using adhesive and other fixings</li> </ul>	<ul style="list-style-type: none"> <li>• Use of nail varnish to add colour</li> </ul>
<h2 style="text-align: center;">Recommended Resources</h2>	<h2 style="text-align: center;">Independent Learning Expectations</h2>	
<p><b>Websites for research:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.technologystudent.com">www.technologystudent.com</a></li> <li>• <a href="http://www.bbcbitsize.com">www.bbcbitsize.com</a></li> <li>• <b>Software:</b></li> <li>• Google sketchup free download (version 8)</li> <li>• Techsoft 2D</li> <li>• Focus Education software</li> <li>• Access to internet</li> <li>• <b>Video:</b> How to get started with sketchup.</li> <li>• <b>Worksheets:</b></li> <li>• Isometric grid sheet.</li> <li>• Plain papers.</li> <li>• Single and double point perspective worksheets.</li> <li>• Complete 'what is pewter' worksheet.</li> <li>• Pewter casting worksheet 1.</li> <li>• Pewter casting worksheet 2.</li> <li>• Safety brazing worksheet.</li> <li>• <b>Tools and Equipment:</b></li> <li>• Pen, pencil, long ruler, coloured pencils.</li> <li>• Hand tools such as steel rule, marking gauge, try square, tenon saw, chisel, mallet, file, etc.</li> <li>• Electrical power tools such as sanding disc, polisher, morticer, Hegner/Scroll saw, laser cutter, brazing hearth, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Able to assess own work (complete peer assessment sheet).</li> <li>• To come out with original and creative design ideas based on own knowledge of existing products.</li> <li>• Very skilful, confident and comfortable with the use of hand tools and electrical power tools.</li> <li>• Able to analyse and give own opinion on existing products.</li> <li>• Cc: show design development</li> </ul>	



Year: 9

Subject: Science

Curriculum Leader (KS4): Ms Johnson

Learning across the Year 2021-22

Email: l.johnson@holyfamily.waltham.sch.uk

Autumn Term	Spring Term	Summer Term
B1 - Cell biology C1 - Atomic structure & The periodic table P1 - Energy	B2 - Organisation C2 - Structure & Bonding P2 - Electricity	P2 Electricity Revision for End of year exams *End of year exams (full synoptic tests for Biology, Chemistry and Physics)
Homework	Homework	Homework
<ul style="list-style-type: none"> <li>● Past paper AQA exam questions on topic area studied</li> <li>● Complete online SENECA tasks and revision booklets</li> <li>● Completing E-learning simulation tasks for required practicals</li> <li>● Online Lbq tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Past paper AQA exam questions on topic area studied</li> <li>● Complete online SENECA tasks and revision booklets</li> <li>● Completing E-learning simulation tasks for required practicals</li> <li>● Online Lbq tasks</li> </ul>	<ul style="list-style-type: none"> <li>● Past paper AQA exam questions on topic area studied</li> <li>● Complete online SENECA tasks and revision booklets</li> <li>● Completing E-learning simulation tasks for required practicals</li> <li>● Online Lbq tasks</li> </ul>
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<p>*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 2021/2022.</p> <p>W/B: 4/10/21 - B1 Cell biology                      W/B: 8/11/21 - C1 Atomic structure &amp; The periodic table                      W/B: 7/12/21 - P1 Energy</p> <p>*Skills: A01 - recall; A02 - application of knowledge and A03 evaluation</p>	<p>*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 2021/2022.</p> <p>W/B: 31/1/22 - B2 Organisation                      W/B: 14/3/22 - C2 Structure &amp; Bonding</p> <p>*Skills: A01 - recall; A02 - application of knowledge and A03 evaluation</p>	<p>*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 2021/2022</p> <p>W/B: 9/5/22 - P2 Electricity                      W/B: 21/6/22 - P2 End of Year exams (full synoptic tests for Biology, Chemistry and Physics)</p> <p>*Skills: A01 - recall; A02 - application of knowledge and A03 evaluation</p>

Challenge Tasks	Challenge tasks	Challenge Tasks
<ul style="list-style-type: none"> <li>• Complete stretch and challenge activities set on Google Classroom.</li> <li>• Refer to the bespoke Stretch and Challenge task set by class teacher from End of Topic Tests to make progress in relevant numeracy skills and/or content knowledge.</li> <li>• Participate in STEM club challenges and projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete stretch and challenge activities set on Google Classroom.</li> <li>• Refer to the bespoke Stretch and Challenge task set by class teacher from End of Topic Tests to make progress in relevant numeracy skills and/or content knowledge.</li> <li>• Participate in STEM club challenges and projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete stretch and challenge activities set on Google Classroom.</li> <li>• Refer to the bespoke Stretch and Challenge task set by class teacher from End of Topic Tests to make progress in relevant numeracy skills and/or content knowledge.</li> <li>• Participate in STEM club challenges and projects.</li> </ul>
Recommended Resources	Independent Learning Expectations	
<p><b>GCSE Combined Science Specification</b>  <a href="https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF">https://filestore.aqa.org.uk/resources/science/specifications/AQA-8464-SP-2016.PDF</a></p> <p>Useful websites:  <a href="http://www.physicsandmathstutor.com">www.physicsandmathstutor.com</a>  <a href="https://www.youtube.com/c/Freesciencelessons">https://www.youtube.com/c/Freesciencelessons</a>  <a href="https://www.youtube.com/c/Cognitoedu">https://www.youtube.com/c/Cognitoedu</a></p> <p>*Resources and lesson powerpoints are centralised and posted by teachers on all Google Classrooms.</p>	<ul style="list-style-type: none"> <li>• Revise for all exams using End of topic test feedback.</li> <li>• Complete homework tasks as well as revision booklets</li> <li>• Complete online SENECA and ‘Learning by Questions’ tasks set on Google Classroom.</li> <li>• Fulfil revision cards, using video shared links to support this..</li> </ul>	

**Year: 9**

**Subject: Spanish**

**Curriculum Leader: Ms Prada**

Learning across the Year 2021-22

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

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p><b>Module 1- Somos así</b> Yr7&amp;8 revision La case de papel Cosas que me molan Mi semana Cartelera de cine Un cumpleaños muy especial Los famosos ¿Adónde fuiste? Así soy yo</p> <p><b>Module 2- ¡Oriéntate!</b> Hotel catástrofe ¿En qué te gustaría trabajar? ¿Cómo va a ser tu futuro? ¿Cómo es un día típico? Mi diccionario y yo El día del trabajo Un monólogo divertido</p> <p><b>Module 3- En forma</b> ¿Llevas una dieta sana? Preparados, listos, ya ¿Cuál es tu rutina diaria?</p>	<p><b>Module 2- ¡Oriéntate!</b> Hotel catástrofe ¿En qué te gustaría trabajar? ¿Cómo va a ser tu futuro? ¿Cómo es un día típico? Mi diccionario y yo El día del trabajo Un monólogo divertido</p> <p><b>Module 3- En forma</b> ¿Llevas una dieta sana? Preparados, listos, ya ¿Cuál es tu rutina diaria?</p>	<p><b>Module 4- Jóvenes en acción</b> Mis derechos El comercio justo Reciclamos</p> <p>Proyecto película</p>

<p>¿Qué tal ayer en el trabajo? ¿Cómo es un día típico?</p> <p>Navidades</p>	<p>¡Muévete! Me duele todo Mi rutina diaria</p>	
<b>Homework</b>	<b>Homework</b>	<b>Homework</b>
<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 Seneca learning Viva Pearson learning</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 Grammar Homework: reflexive verbs Seneca learning Viva Pearson learning</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 Seneca learning Viva Pearson learning</p>
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
<p>All redrafted written homework will be assessed according to the marking criteria for writing based on the linear GCSE.</p> <p><b><u>Module 1 assessments</u></b> 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><b><u>Module 2 assessments</u></b> Listening / Reading / Writing Speaking- Conversation</p>	<p>All redrafted written homework will be assessed according to the marking criteria for writing based on the linear GCSE.</p> <p><b><u>Module 4 assessments</u></b> Listening / Reading / Writing Speaking- Presentation</p>

	<b>Module 3 assessments</b> Listening / Reading / Writing Speaking- Roleplay	
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<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<p>All lessons are planned according to what students must, should and could complete during the lesson. All lessons include a challenge task.</p> <p>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"> <li>1. Viva 1 Student book: 97814479 35254</li> <li>2. Student Guide to Success in Year 8 (supplied by class teacher)</li> <li>3. EDEXCEL GCSE Spanish Foundation. Pearson. ISBN: 9781846903915</li> <li>4. EDEXCEL GCSE Spanish Higher. Pearson. ISBN: 9781846903922</li> <li>5. Collins Easy Learning Spanish dictionary or Oxford Learner's dictionary: recommended for home use only as we have large stocks in school</li> <li>6. <a href="http://www.bbc.co.uk/education">www.bbc.co.uk/education</a></li> <li>7. <a href="http://www.languagesonline.org.uk">www.languagesonline.org.uk</a></li> <li>8. Youtube</li> <li>9. <a href="https://www.duolingo.com/">https://www.duolingo.com/</a></li> <li>10. <a href="http://www.wordreference.com">www.wordreference.com</a></li> </ol>	<ul style="list-style-type: none"> <li>▪ To persevere with a task as per 1, 2, 3 Rule</li> <li>▪ To update the <i>Progress Review</i> page after each redrafted written homework</li> <li>▪ To correctly label the homework sheets with targets for improvement</li> <li>▪ To act on targets set by the teacher to provide evidence of improvement</li> <li>▪ To glue all worksheets in and ensure excellent presentation with dates and titles underlined</li> <li>▪ To refer to the <i>Student Guide to Success</i></li> <li>▪ To develop grammatical skills</li> <li>▪ To practise appropriate use of the dictionary and <i>wordreference.com</i> instead of resorting to Google translator</li> <li>▪ To apply the <i>TONIC</i> strategy</li> </ul>	

**Year: 9 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><b>Developing For The Web</b> <b>Overview:</b> Learners will explore the technologies that make up the internet and World Wide Web. Starting with an exploration of the building blocks of the World Wide Web, HTML, CSS and Javascript, learners will investigate how websites are catalogued and organised for effective retrieval using search engines. By the end of the unit, learners will have a functioning website.</p>	<p><b>Text-Based Programming: Python</b> <b>Overview:</b> This unit introduces learners to how data can be represented and processed in sequences, such as lists and strings. The lessons cover a spectrum of operations on sequences of data, that range from accessing an individual element to manipulating the entire sequence. Great care has been taken so that the selection of problems used in the programming tasks are realistic and engaging: learners will process solar system planets, book texts, capital cities, leaked passwords, word dictionaries, ECG data, and more.</p> <p><b>Developing For The Web</b> <b>Overview:</b> Learners will explore the technologies that make up the internet and World Wide Web. Starting with an exploration of the building blocks of the World Wide Web, HTML, CSS and Javascript, learners will investigate how websites are catalogued and organised for effective retrieval using search engines. By the end of the unit, learners will have a functioning website.</p>	<p><b>Text-Based Programming: Python</b> <b>Overview:</b> This unit introduces learners to how data can be represented and processed in sequences, such as lists and strings. The lessons cover a spectrum of operations on sequences of data, that range from accessing an individual element to manipulating the entire sequence. Great care has been taken so that the selection of problems used in the programming tasks are realistic and engaging: learners will process solar system planets, book texts, capital cities, leaked passwords, word dictionaries, ECG data, and more.</p>
Homework	Homework	Homework

Bi-weekly Seneca Assignments	Bi-weekly Seneca Assignments	Bi-weekly Seneca Assignments
<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>	<b>Assessment Dates/Topics/Skills</b>
<b>W/C 18th October - Controlled Practical Assessment</b>	W/C 7th February 2022 - Google forms Quiz  <b>W/C 28th March - Controlled Practical Assessment</b>	W/C May 23rd - Google Forms Quiz

Autumn Term	Spring Term	Summer Term
<b>Challenge Tasks</b>	<b>Challenge tasks</b>	<b>Challenge Tasks</b>
<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
<b>Recommended Resources</b>	<b>Independent Learning Expectations</b>	
<ul style="list-style-type: none"> <li>Replit</li> <li>Code Combat</li> </ul>		



