

Curriculum Information

Year 7

2021-22

Year: 7
Learning across the Year 2019-20

Subject: Art
Email: s.javaidd@holyfamily.waltham.sch.uk

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

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

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
Create a Michael Craig Martin style of artwork at home using the everyday objects you have at home. Use the skills	Research a mythological creature from own culture and present to class. Lead a group in sculpture task.	Research the work of Paul Cezanne.

<p>you have learnt in lesson to create an interesting composition.</p>	<p>Create clay model of your creature. Find out more about the links between mythology and art.</p>	<p>Create a still life arrangement of everyday objects and create a watercolour study of the objects in the style of Cezanne</p>
<p>Recommended Resources</p>	<p>Independent Learning Expectations</p>	
<p>Students MUST have: drawing pencils (2B/4B), rubber, sharpener, ruler, colouring pencils and a glue stick. It is recommended that they have a art supply at home to finish work.</p>	<p>Students should spend at least 1 hour on homework which could include planning and research. Students could further their skills and understanding by researching artwork online or visiting local galleries. They could also attend art club which further enriches students whilst complimenting the art curriculum.</p>	<p>Students could visit the following websites/galleries to develop ideas: http://www.saatchigallery.com/ http://www.tate.org.uk/ http://www.nationalgallery.org.uk/ http://www.vam.ac.uk/ http://www.timeout.com/london</p>

Year: 7

Subject: Computing

Curriculum Leader: Mr Hussain

Learning across the Year 2021-22

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

Autumn Term	Spring Term	Summer Term
<p>Digital Literacy To learn about the basic ICT skills using Google suite of applications.</p> <p>E-safety To be aware of the potential risks to safety and well being from texting, social networking and using the Internet and how to reduce these risks.</p>	<p>Computer Systems To learn about the physical parts of what makes up a computer system including input, output and storage devices. To learn what software is, the difference between application software and system software and being able to give examples of each.</p> <p>Data Representation To learn that all computer data is represented using binary, a number system that uses 0s and 1s. Binary digits can be grouped together into bytes. Students create a binary converter in Scratch.</p>	<p>Kodu A complete Kodu unit where pupils learn the basic features of block programming. Pupils independently make their game..</p> <p>Scratch A complete Scratch unit where pupils learn the advanced features of block programming. Pupils independently make their own scratch storyboard.</p>
Homework	Homework	Homework
Autumn 1 1. Quizizz tests on Digital Literacy Autumn 2 1. Quizizz tests on E-safety	Spring 1 1. Quizizz tests on Computer Systems Spring 2 1. Quizizz tests on Data Representation	Summer 1 1. To develop game 2. Quizizz tests on Kodu Summer 2 1. Quizizz tests on Scratch 2. To develop Scratch product
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills

06/09/21 – 17/12/21 on Digital Literacy and E-Safety	05/01/22 - 31/03/22 on Computer Systems and Data Representation	18/04/22 - 15/07/22 on Kodu and Scratch.
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Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
Create a podcast informing Primary School children about cybersafety using Audacity (freely available on the Internet - http://audacity.sourceforge.net/)	Create a website about yourself using wix.com (freely available on the Internet - http://www.wix.com)	Create an animated story using Scratch (freely available on the Internet - http://scratch.mit.edu/)
Recommended Resources	Independent Learning Expectations	
The following programs are available for free to download at home to help your child build their confidence, knowledge and skills in Computer Science and IT: Adventure Game Studio Alice Enchanting FreeBASIC GameMaker Lite Kodu Lazarus Touch Typing Scratch	Homework club is open 1 hour before school, lunchtime and after school. There are computers available for pupils to use and all the programs needed to complete the homework tasks, extended project tasks and challenge tasks are installed on these machines. Pupils are expected to embrace these opportunities and develop the skills and knowledge gained in the classroom during homework club hours.	

Year: 7

Subject: Drama

Curriculum Leader: Miss Hampshire

Learning across the Year 2021-22

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

Autumn Term	Spring Term	Summer Term
Autumn 1: Introduction to Drama Autumn 2: Storytelling	Spring 1: Starbeast Spring 2: Darkwood Manor	Summer: Melodrama
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• Using BBC Bitesize research for the following drama techniques:<ul style="list-style-type: none">- Thoughts Aloud- Narration- Role-Play- Frozen Image- Mime	<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• Using BBC Bitesize research for the following drama techniques:<ul style="list-style-type: none">- Soundscape- Physical 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• Learn all lines for the script work• Rehearsal and Refinement of script work
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
On-going teacher assessment in lessons. Self assessment 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 at the end of each half term.

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Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<p>Learning and applying the following explorative strategies/skills:</p> <ul style="list-style-type: none"> - Still Image - Mime - Thoughts Aloud - Narration <p>Task: Research a range of stories for drama e.g. fairy tales, realism, tragedy, comedy and fiction.</p>	<p>Learning and applying the following explorative strategies/skills:</p> <ul style="list-style-type: none"> - - Mime - Exaggeration - Stock Characterisation - Sound Effects - Stage Combat <p>Task: Research physical theatre as a genre</p>	<p>Learning and applying the following explorative strategies/skills:</p> <ul style="list-style-type: none"> - Still Image - Exaggeration - Stock Characters - Chorus - Narration - Thoughts Aloud <p>Task: Direct your scene, design costume, lighting and sound ideas for your scene.</p>
Recommended Resources	Independent Learning Expectations	
<p>http://youtube.com http://www.bbc.co.uk/schools/gcsebitesize/drama/ http://www.bbc.co.uk/learningzone/clips/topics/secondary.shtml#drama</p>	<p>Use google classroom to access all resources and blended learning tasks.</p>	

Year: 7

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>Introduction to Year 7 Students reflect upon their first days at school to produce a piece of writing (a letter) which is used as a baseline for Year 7.</p> <p>Myths and Legends Students study a range of texts that explore Greek and wider European myths. Students demonstrate comprehension skills, as well as using these texts as stimuli for a range of writing tasks, including writing to persuade, writing to explain, and creative writing. Students learn about writers' techniques, including both structure and language, and have opportunities to write analytically. In addition, students have opportunities for research tasks and presentation. In the final 'Beowulf' task, students learn about middle English and its influence upon modern English and storytelling. Throughout the year students will also have opportunities for independent and class reading in lesson time.</p>	<p>Shakespeare- The Tempest Students learn about Shakespeare's world and theatre, and about Shakespeare's language and its influence on our world today. Students study 'The Tempest' focussing on a number of key scenes. They study the context to the play, and its influence upon the treatment of its subject matter. Students gain an understanding of character, plot and theme, and have opportunities to write both analytically and creatively about The Tempest. Students are encouraged to embrace modern interpretations of the play, particularly relating to issues of race and colonisation. Students have opportunities to experience the play in performance, and to take part in drama activities. Students will also be reinforcing technical skills of Spelling, Punctuation and Grammar throughout this unit.</p>	<p>Marvellous Metaphors Poetry Unit In this unit, students read a range of poetry across time and cultures. Students learn about poets' techniques, with a particular emphasis on metaphors and other figurative poetry techniques. Students have opportunities to discuss issues and topics around poetry, to learn about the historical and cultural contexts of poems, and to write and perform their own poetry. Students will be writing creatively, using the poems as stimuli, as in Alfred Noyes' <i>The Highwayman</i>. Students will be reinforcing technical skills of Spelling, Punctuation and Grammar throughout this Unit.</p>
Homework	Homework	Homework
<p>Throughout the term students will undertake a range of activities related to the subject matter of the topic studied. These will include:</p> <ul style="list-style-type: none">● Research on Greek Myths● Writing to Explain and Persuade activities● Creative activities related to Myths and Legends● Spelling tests	<p>Throughout the term students will undertake a range of activities related to the subject matter of the topic studied. These will include:</p> <ul style="list-style-type: none">● Research of Shakespeare's world and theatre● Writing creatively and analytically about The Tempest● Spelling tests	<p>Throughout the term students will undertake a range of activities related to the subject matter of the topic studied. These will include-</p> <ul style="list-style-type: none">● Researching poetry● Analysing extracts from poetry● Writing their own poetry● Responding to a range of activities on Google Classroom

<ul style="list-style-type: none"> • A range of learning activities set through Google Classroom 	<ul style="list-style-type: none"> • A range of learning activities set through Google Classroom 	
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
Baseline – Week beginning: September 2021 This will assess students ability to write accurately and creatively following a prescribed writing for (a letter to a Year 6 pupil) Assessment of Reading also takes place through Accelerated Reader STAR tests (3 a year) and through Accelerated Reader quizzes.	Assessment period- week beginning 7th March 2022 Students complete an assessment task on the presentation of the character of Caliban in the Tempest. Students' reading skills continue to be assessed through Accelerated Reader STAR tests and quizzes.	Assessment period- week beginning 9th May 2022 Students will be assessed on their response to a piece of selected poetry. Students' reading skills continue to be assessed through Accelerated Reader STAR tests and quizzes.

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
Attend one of the KS3 English Extra-Curricular opportunities: English department magazine, trips and visits. 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.	Attend one of the KS3 English Extra-Curricular opportunities: English department magazine, trips and visits. 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	Attend one of the KS3 English Extra-Curricular opportunities: English department magazine, trips and visits. 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.
Recommended Resources	Independent Learning Expectations	
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	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.

Year: 7

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

Learning across the Year 2021-22

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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><u>Theory</u></p> <ul style="list-style-type: none"> - To understand the importance of health and safety in the kitchen environment. - To know how to use good safety procedures to avoid accidents during practical lessons. - To understand why good hygiene is important to keep us safe and healthy. - Hand washing - Preventing contamination - Food safety - Danger Zone - To be able to name and identify a range of equipment used in the kitchen and know their function. - To be able to recognise and apply methods of increasing vegetable intake in our diets. - To describe the principles of the Eatwell guide and how it can be used to inform healthy eating choices. -To be able to identify the 5 food groups and their nutritional value. - To understand the importance of breakfast and how to make healthy choices when choosing breakfast? - To identify parts of the cooker and explain their function. -To recognise and discuss good safety procedures when using the cooker. - All about Bean and Pulse - To understand the function of yeast in bread making. - All about Gluten - Why is gluten important in baking? - All about carbohydrates. 	<p><u>Theory</u></p> <ul style="list-style-type: none"> - What is dietary fibre? - Identify sources of soluble and insoluble fibre To prepare and make a savoury vegetable rice - Identify the role of fat in the body - Distinguishing between good and bad fat. - Why are high in fat diets potentially harmful? - What is food poisoning? - How can we avoid cross contamination and food poisoning? - To demonstrate and understand the importance of cooking meat properly? To prepare and make a tuna pasta bake - Different types of Fish <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. <p><u>Practical Dishes</u></p> <ul style="list-style-type: none"> • Savoury Carrot and Cheese Muffins • Savoury Vegetable Rice • Chicken Fajitas 	<p><u>Project Title</u> - Constructing a Fleece Hat!</p> <p><u>Theory</u></p> <ul style="list-style-type: none"> - To define and recognise Textiles - To explain how fabrics are made and their sources? The fibres to fabric journey. - Natural and Synthetic fibres - To understand the importance of Health and Safety in the Textiles room? - To know how to use good safety procedures to avoid accidents during practical lessons? - Can I correctly identify and explain the function of tools and equipment used in textiles? - What is a production/manufacturing line? - What is the importance of modelling? - Understanding and recognizing garment construction technical terms - Can I recognise and name the different parts of the sewing machine? - What is involved in Company Branding? - What makes a successful Logo Design? <p><u>Practical Skills</u></p> <ul style="list-style-type: none"> • Following and using a pattern and production method; understanding how a textiles product is constructed. • Marking, measuring and cutting fabrics • Modelling the hat pattern using paper • Tole of hat pattern using calico

<ul style="list-style-type: none"> - To understand the role of carbohydrates in the body. - To be able to distinguish the differences between complex and simple carbohydrates. - To be able to understand the link between sugary drinks and health risks. - To be able to identify the amount of sugar in common drinks to make healthier choices in your diet. <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. <p>To be able to use the cooker correctly and safely.</p> <ul style="list-style-type: none"> • To demonstrate good knowledge and use of safety procedures and quality control during the practical. <p><u>Practical Dishes</u></p> <ul style="list-style-type: none"> • Fruit Salad • Vegetable Couscous Salad • Scrambled egg on Toast • Carrot and Lentil Soup • Bread making 	<ul style="list-style-type: none"> • Tuna Pasta Bake <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.</p>	<ul style="list-style-type: none"> • Using fleece to make the final product. • Operating a sewing machine safely and confidently. • Creating a seam using a straight stitch on the sewing machine. • Creating a hem using a Zigzag stitch on the sewing machine. • How to thread a needle and tire a knot. • How to create a running stitch using hand sewing skills. • How to make a pompom? • Branding and developing a logo design for a hat company.
Homework	Homework	Homework
<ul style="list-style-type: none"> • Health and Safety Poster Design • Kitchen Equipment Worksheet - identify, name and decide the function of tools and equipment. • 7 Day Food Diary - Are our diets well balanced? • Fruit Research Worksheet • 10 Fascinating facts about eggs • Exploring and investigating different methods of preparing eggs • Design a recipe card of a soup of your own choice; this can be a family recipe. • Information poster of different types of breads from across the world. • Sugar Awareness Leaflet. 	<ul style="list-style-type: none"> • Where food comes from Worksheet • Research task on Obesity and CHD. Produce a fact sheet. • Information leaflet on How to handle raw chicken safely? • Create a step by step guide on how to fillet a fish. 	<ul style="list-style-type: none"> • Identifying textile products in and around your home. • Design a health and safety poster for the textiles room. • Research leaflet about the fabric fleece. • Learn the parts of the sewing machine, the basic equipment and their uses. • Write a step by step plan on how to make a fleece hat. • Branding; what makes a good logo? • Information leaflet on how to thread a needle and create a running stitch. • Write an evaluation of your final product.
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<ul style="list-style-type: none"> - Design and Technology Baseline Assessment (written paper) in September. - Theory Knowledge Assessment (written paper) 	<ul style="list-style-type: none"> - Theory Knowledge Assessment (Google Forms Assessment) - Cooking skills assessed each practical (peer/self/teacher assessed) 	<ul style="list-style-type: none"> - Theory Knowledge Assessment (written paper) - Practical skills assessed during the making of final product (peer/self/teacher assessed)

<ul style="list-style-type: none"> - Cooking skills assessed each practical (peer/self/teacher assessed) - Development of Practical Skills Tracker 	<ul style="list-style-type: none"> - 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) - Design assessment - Branding/Logo design. - Design assessment - Design a hat inspired by the theme of animals.
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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 points - 'Ask the expert' student led teaching 	<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 points - 'Ask the expert' student led teaching 	<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	
<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>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"> - Homework tasks are varied and cover a range of activities to develop independent learning skills. - 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. 	<p>We expect students to be able to wash up so please get them to do this at home.</p>

Year: 7

Subject: French

Curriculum Leader: Mrs N. Sheikh Omar

Learning across the Year 2021-22

Email: ms.sheikhomar@holyfamilycatholicschool.co.uk

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none">• Learning to pronounce key French sounds• Key greetings, numbers conversations• Brothers sisters, and age using the verb AVOIR• Describing a classroom, a picture and comparing classrooms between the UK and French speaking countries• Using the definite and indefinite article• Talking about likes and dislikes• Describing yourself and others• Saying what you do• Understanding infinitive verbs and regular er verbs• Telling the time	<ul style="list-style-type: none">• Talking about school• Describing what you wear• Révisions / Assessments• Target setting and self-evaluation• Sports in Francophone countries• What you like doing• Understanding and responding to a variety of questions• Révisions / Assessments• La Chandeleur/ Easter celebrations	<ul style="list-style-type: none">• Target setting and self-evaluation• Point de départ Module 4• Describing family, personality• Describing where you live• foods• celebrations• Révisions / Assessments• Target setting and self-evaluation• Cultural activities, le 14 juillet
Homework	Homework	Homework
<ul style="list-style-type: none">- Practise a conversation-Numbers worksheet- importance of languages poster-Seneca Learning tasks- Writing: Module 1- Redraft & Activelearn Module 1- Practise answers - Page 20: Ex3- Senecalearning.com for revision (Listening, Reading & Writing) (1.1/ 2.2/ 4.1/ 6.1.1/ 6.1.10/ 7.1/ 7.1/ 7.5)- Flashcards- Speaking assessment- Green pen work: writing test	<ul style="list-style-type: none">- Redraft- module 2- Senecalearning.com for revision (Listening, Reading & Writing) (3.1/ 6.1.2/ 7.2/ 7.3/ 7.5/ 7.6)- Redraft Writing assessment- Describe the picture- Reading: Bernard Stamm- ActiveLearn Module 3- Mon temps libre- Writing Module 3- Senecalearning.com for revision (Listening, Reading & Writing) (2.2/ 4.1/ 5.1.2/ 6.1.3/ 6.1.11/ 7.3/ 7.8)	<ul style="list-style-type: none">- Speaking assessment- Redraft Writing assessment- Reading: Mon grand-pere- Activelearn Module 4 tasks- Presentation Page 87: Ex 7- Writing: Module 4- Reading: La Festival d'Abéné- Senecalearning.com for revision (Listening, Reading & Writing) (1.1/ 1.2/ 2.1/ 2.3/ 4.1/ 5.1/ 6.1.12/ 7.4/ 7.5/ 7.7)- ActiveLearn Module 4

<ul style="list-style-type: none"> - Reading: Une histoire à suivre - Find a picture and describe it -ActiveLearn Module 2 	<ul style="list-style-type: none"> - Activelearn revision 	<ul style="list-style-type: none"> - Flashcards for Speaking - Speaking assessment - Redraft: Writing assessment - Activelearn Module 4 tasks
<p>Assessment Dates/Topics/Skills</p>	<p>Assessment Dates/Topics/Skills</p>	<p>Assessment Dates/Topics/Skills</p>
<p>All redrafted written homework will be assessed according to the new marking criteria for writing based on the linear GCSE.</p> <p><u>Baseline exam week beg 11th Nov</u> All skills (Listening, Speaking, Reading, Writing and translation) Module 1</p>	<p>All redrafted written homework will be assessed according to the new marking criteria for writing based on the linear GCSE.</p> <p><u>Week beg 20th January</u> All skills Module 2</p> <p><u>Week beg 1st April</u> All skills Module 3</p>	<p>All redrafted written homework will be assessed according to the new marking criteria for writing based on the linear GCSE.</p> <p><u>Week beg 22nd June</u> All skills Module 4</p>

Autumn Term	Spring Term	Summer Term
<p>Challenge Tasks</p>	<p>Challenge tasks</p>	<p>Challenge Tasks</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 take time to practice extra Seneca Learning tasks</p> <p>Research project</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>Visit websites such as Kahoot.it , Memrise and Oakacademy Extra reading tasks set on pupil portal</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>Presentation skills</p> <p>Group working skills</p>

Recommended Resources	Independent Learning Expectations	
<ol style="list-style-type: none"> 1. Dynamo 1: ISBN 978 1292 226316 2. Student Guide to Success in Year 7 (supplied by class teacher) 3. Collins Easy Learning French dictionary or Oxford Learner's dictionary: recommended for home use only as we have large stocks in school 4. www.pearsonactivelearn.com 5. www.senecalearning.com 6. www.languagesonline.org.uk 7. www.wordreference.com 8. www.bbc.co.uk/education 9. https://www.duolingo.com 10. Youtube: Cyprien 11. Youtube: Easy French 12. Youtube: Monsieur Pattinson 	<ul style="list-style-type: none"> ▪ To persevere with a task as per 1, 2, 3 Rule ▪ To up-date the <i>Progress Review</i> 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. 	

Year: 7

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><u>Geography 101: the foundations of geography</u></p> <ul style="list-style-type: none"> • The map of the world • Biomes of the world • Types of settlement • Factors affecting settlement location • Types of industry • Industrial change in the UK <p><u>Map Skills: Amazing Places</u></p> <ul style="list-style-type: none"> • Lake District: Map Symbols • Rio: 4 Figure Grid References • Victoria Falls: 6 Figure Grid References • Mt St Helens: Contour Lines and Cross Profiles • North Pole: Latitude and Longitude • River Ganges: Measuring Distance 	<p><u>Cold Environments</u></p> <ul style="list-style-type: none"> • Global Distribution of Cold Environments • Explaining the cold climate • Plant and animal adaptations to cold environments • Opportunities in the Arctic • Threats to cold environments • Protecting Alaska • Climate Change in Cold Environments <p><u>Weather Hazards</u></p> <ul style="list-style-type: none"> • What is a weather hazard? • Air masses in the UK • The Beast from the East 	<p><u>Weather Hazards</u></p> <ul style="list-style-type: none"> • Heatwave in Australia • Cyclone Idai - Mozambique • Typhoon Hagibis - Japan • Comparing the impacts of weather hazards in countries of different levels of development. <p><u>Climate Change and Environmental Degradation</u></p> <ul style="list-style-type: none"> • How climate change happens • Climate change in the Greek Islands • Deforestation • Plastic pollution
Homework	Homework	Homework
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
Baseline Test in September covering 3 AOs from GCSE (teacher marked)	Synoptic Exam Papers	Peer assessment TBC Map skills (teacher marked)

Graphical skills in December (peer marked)		Essay: Evaluating fieldwork (9 marks plus 3 SPGST)
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Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<ul style="list-style-type: none"> • Expectation of wider range and more detailed developed ideas • Students use more detailed resources to help substantiate their explanations. Student leadership opportunities • Expectation that students with a high baseline attainment use the challenge resources and complete the challenge tasks 	<ul style="list-style-type: none"> • Use of advice and guidance relevant for challenge tasks • Explicit, cause-effect links are explained in detail • Detailed, evidenced, research report into issues in one megacity, showing explicit links between them 	<ul style="list-style-type: none"> • Student leadership opportunities • Embedded in skills booklet
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 • Price: £25 	<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. 	

Year: 7

Subject: History

Curriculum Leader: Mr Shah

Autumn Term	Spring Term	Summer Term
<p>Autumn 1: With focus on the Norman conquest, students will answer the following key questions.</p> <ul style="list-style-type: none"> ● Who had the strongest claim to the throne? ● What was going on around the world in the 12th Century? ● Why did they start a battle? ● What was the Battle of Hastings? ● Why did William win? ● What changes did he make to Britain? ● How did he sustain power by introducing the Domesday book building castles? ● Role of women in Norman society <p>Autumn 2: Students will focus on concepts of identity in the Middle Ages</p> <ul style="list-style-type: none"> - Role of the Church - Race and identity in England: Jews, Muslims, LGBT, African 	<p>Spring 1: Students investigate the concept of witches around the world during the renaissance</p> <ul style="list-style-type: none"> - How the concept of witches has changed and continued over time - Comparison of the experience of women in different parts of the world <p>Spring 2: Students will study the Transatlantic trade system</p> <ul style="list-style-type: none"> - Part 1 Enquiry Question: How were the many cultures of Africa turned into one slave race? - How far do you agree with interpretation 1 that the slave trade was abolished due to economic reasons? - Part 3 Enquiry Question: Did abolition in 1807 change slave motherhood? - 	<p>Summer 1: Students continue the study of the transatlantic slave trade</p> <p>Summer 2: Students will study about Industrial Britain</p> <ul style="list-style-type: none"> - Compare life between 1750-1900 - Social problems in London during the Industrial Revolution - Role of social reformers - Effect of social reformers during Industrial period <p>Could you be a “freak” in Victorian England?</p>
Homework	Homework	Homework
Includes: source questions, poster, descriptive writing, diary entries.	Includes: analysis of interpretations and creative writing.	Includes: student teachers and independent research.
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
Autumn 1:	Spring 1: ‘What are the consequences of modern ‘witch hunts’?’	Summer 1: Skill: ‘How has the abolition of the slave trade been interpreted by historians?’

Baseline test - students will have the opportunity to express their skills as a Historian Autumn 2: Did medieval people think about Race?	e.	Summer 2: Could you be a “freak” in Victorian England?
Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
Student Leadership Research projects	Student Leadership Research projects	Student Leadership Research projects
Recommended Resources	Independent Learning Expectations	
Websites: BBC websites www.schoolhistroy.com www.activehistory.co.uk www.historyonthenet.com www.historytoday.com	All homework completed on time and to a high standard Well-presented books in line with the Holy Family expectations Pride in work Working with peers to achieve the set goals Read over work at home to consolidate learning	

Year: 7

Subject: Mathematics

Curriculum Leader: Mr McCollin

KS3 Coordinator: Ms Atakan

Learning across the Year 2020-21

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

Autumn Term	Spring Term	Summer Term
<p>Mathematics Mastery.</p> <ul style="list-style-type: none">● Understand place value to compare and order numbers including decimals● Use approximation and rounding in problem solving● Understand and solve problems involving addition and subtraction including perimeter● Multiply and divide multi-digit numbers including decimals	<p>Mathematics Mastery.</p> <ul style="list-style-type: none">● Accurately draw, measure, and identify types of angles● Use facts to solve problems involving unknown angles on a line and at a point● Understand and use properties of triangles and quadrilaterals● Understand and use fraction notation in a variety of contexts	<p>Mathematics Mastery.</p> <ul style="list-style-type: none">● Carry out combined calculations using all four operations with brackets● Represent unknowns with letters forming and manipulating algebraic expressions● Evaluate algebraic expressions through substitution

<ul style="list-style-type: none"> • Find and understand factors and multiples, including LCMs and HCFs • Understand and apply the formulae for area of a rectangle, triangle and parallelogram 	<ul style="list-style-type: none"> • Compare and order fractions, decimals and mixed numbers • Multiply and divide with fractions 	<ul style="list-style-type: none"> • Understand and use percentage including percentage increase and decrease • EOY Consolidation /Time for project work
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
Year 7 baseline test. End of term assessment.	End of term assessment.	End of year 7 test.

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge Tasks	Challenge Tasks

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

Year: 7

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
Building Bricks	Ukulele Skills	No place like

<p>Pupils will learn about the elements of music in a practical way and create a piece of music to represent a seascape of their choosing,</p> <p>Keyboard skills 1 Students will develop their keyboard playing ability through a series of pieces and activities both whole class and individual. Through this playing they will also develop their knowledge of conventional music theory</p>	<p>Students will further develop their performance skills by playing the ukulele both in whole class and individual activities. They will also further develop their theory knowledge including ukulele tablature.</p> <p>Doods and Toots Students will further develop their performance skills by learning to play a Dood (Junior Clarinet) or a toot (junior flute). They will once again further develop their knowledge of conventional music theory.</p>	<p>This scheme of work focuses on the composer Kerry Andrews with a specific focus on her piece “No place like” composed especially for the BBC ten pieces program. This scheme looks at the boundaries as to where noises meet music. Students will be composing their own soundscapes in large groups, focussing on their use of the musical elements.</p> <p>Saharan Sounds Students will learn about the music of Saharan Africa with a focus on their tribal music. Students will both perform and compose pieces of African drumming music.</p>
Homework	Homework	Homework
<p>Week 1 - Orchestra Booklet research activity Strings Week 3 - Orchestra Booklet research activity Woodwind Week 5 - Orchestra Booklet research activity Brass Week 7 - Revision of musical elements in preparation for test. Week 10 - Orchestra Booklet research activity Percussion</p>	<p>Homework for the ukulele skills and doods and toots will be a variety of theory based activities which will be aimed specifically at students' individual levels and abilities.</p>	<p>Homework will be a variety of theory based activities which will be aimed specifically at students' individual levels and abilities.</p> <p>There will also be online assessment quizzes set to gauge student progress.</p>
Assessment Dates/Skills/Topics	Assessment Dates/Skills/Topics	Assessment Dates/Skills/Topics
<p>Week 7 - Composition task assessment</p> <p>Week 8 - Written assessment - online quizzes</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 for the Ukulele Skills and Doods and Toots schemes 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>As well as the usual continuous assessment the students group compositions will be assessed along with the individual student input to the projects.</p>

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<ul style="list-style-type: none"> Explore the musical instruments on the BBC Music bitesize - http://www.bbc.co.uk/education/topics/zpr97ty/resources/4 	<ul style="list-style-type: none"> Attend the Ukulele Club or the Modulo orchestra to practice your learned skills. 	<ul style="list-style-type: none"> Listening to other pieces from the BBC ten pieces scheme and write your comments on how the musical elements are used within them.

<ul style="list-style-type: none"> ● Explore Melody, Harmony and Tonality on the BBC Music bitesize - http://www.bbc.co.uk/education/topics/znck2hv ● Explore Rhythm on the BBC Music bitesize http://www.bbc.co.uk/education/topics/zf9dxnb ● Explore texture on the BBC Music bitesize http://www.bbc.co.uk/education/topics/zykw6sg ● Use youtube to find out more about keyboard music and playing the keyboard. ● Use http://www.musictheoryvideos.com/ and http://www.musictheory.net/ to practice and learn more about music theory. ● Practice keyboard at lunchtimes or outside of school (if a recorder is available at home). ● Explore Notation on the BBC Music bitesize - http://www.bbc.co.uk/education/topics/zs48mp3 	<ul style="list-style-type: none"> ● To come and trial a woodwind or brass instrument at one of our trial sessions. ● Choose an instrument your would like to learn and create a fact file about that instrument. 	<ul style="list-style-type: none"> ● Listening to drumming music from other cultures (such as Samba) and noting what the similarities and differences are. ● Using BBC bitesize to further develop vocabulary and knowledge http://www.bbc.co.uk/schools/gcsebitesize/music/western_tradition/programme_music1.shtml
<h3>Recommended Resources</h3>	<h3>Independent Learning Expectations</h3>	
<p>BBC Music Bitesize - http://www.bbc.co.uk/education/subjects/zmsvr82 http://www.your-personal-singing-guide.com/choir-singing.htm http://www.dsokids.com/ http://www.mymusictheory.com/ http://www.youtube.com http://www.musictheoryvideos.com/ http://www.musictheory.net/ http://www.last.fm</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: Yr 7

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 - Fundamentals / General athletic movements</u> <u>Half Term 2 - Fundamentals / Games Development</u></p> <ul style="list-style-type: none">- Develop knowledge and application of fundamental transferable skills in a range of different activities (e.g.Football, Handball, Fitness, Netball, Gym- Develop positive attitudes towards peers- Become an effective team member- Develop confidence in communication and leadership skills- Be able to deal with conflict showing emotional maturity	<p><u>Half Term 3/4 - TGfU / transferable concepts</u></p> <ul style="list-style-type: none">- Develop knowledge and application of transferable game tactics and strategies in a range of different activities (e.g.Football, Handball, Fitness, Netball, Gym- Develop into a Role Model for peers- Become an integral positive team member- Develop high quality communication and leadership skills- Develop problem solving skills and think creatively about solutions	<p><u>Half term 5 - Sports Education - Part 1 - Athletic and Physical Fitness competencies</u> <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-Develop high quality communication and leadership skills- Develop problem solving skills and think creatively about solutions- Celebrate mine and others' success.
<p>Homework</p>	<p>Homework</p>	<p>Homework</p>
<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: 7

Subject: RE

Curriculum Leader: Mr Norman

Learning across the Year 2021-2022

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

Autumn Term	Spring Term	Summer Term
An Introduction to the Bible Revelation and Faith God's Promises fulfilled	The Saviour The Church	The Sacraments Christianity and other Faiths
Homework Based on the following topics	Homework Based on the following topics	Homework Based on the following topics
Creating a scripture scroll God's covenant with Abraham The story of David The story of Solomon The Jewish exile The role of Zechariah The role of Mary The role of Elizabeth The incarnation of God	Making an oil lamp John the Baptist The Beatitudes Jesus' mission Jesus the teacher Pentecost The Birth of the early Church Early Church history The spread of Christianity (early Church)	The nature of the Sacraments The Sacrament of Baptism The lost Son Reconciliation The Sacrament of the sick The spread of Christianity (the developing Church) Christian missionaries The work of the Holy Spirit Some major world religions
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
Baseline testing throughout whole term	Assessment in the fortnight beginning 12th March	Assessment in the fortnight beginning 18th June.

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<p>Imagine you are the head of a refugee family: news has just come through that you can return home to your own land if you wish.</p> <p>Think about:</p> <ul style="list-style-type: none"> ● reasons for returning; ● reasons for staying. ● Consider different opinions within the family, for example, elderly members, children, teenagers. <p>What would be the most important factors that would influence your final decision?</p>	<p>SEE EXTENDED PROJECT TITLE ON SHOW MY HOMEWORK.</p>	<p>Find out everything you can about your own baptism. Interview your parents. Who were your god-parents? Who was present? Why did your parents decide to have you baptised?</p>
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>SHOW MY HOMEWORK</p>	<p>Each pupil is encouraged to deepen their knowledge and understanding of the topics as the course progresses. Use of the dynamic learning website, and the way, truth and life website will enable this. Pupils must always be mindful that each topic covered ought to be studied in the light, and teaching of the Roman Catholic Church. All pupils should therefore keep up to date with Church teaching and practice. Following the news and discussing the issues that relate to faith and practice with your family and friends is also recommended.</p>	

Year: 7

Subject: Product Design - RM

Curriculum Leader: Mr S.Nandlal

Learning across the Year 2021-2022

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

Autumn Term	Spring Term	Summer Term
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HEALTH & SAFETY

Pupils will learn workshop rules and routines. They will research H&S signs and detailed discussions on safety in the workshop. This aspect will conclude, for assessment, with the creation of an A3 size poster to promote correct H&S at Holy Family Catholic School

Bottle opener

- Discuss and show e.g. to show anthropometrics and ergonomics.
- Discuss use of levers in daily life.
- Demo use of 2 lengths of B.O to show leverage
- Discuss different classes of levers
- Worksheet on 4 initial designs for BO
- Transfer best design onto modelling card
- Use odd-leg callipers to get centre line.
- Transfer card design onto metal.
- Demo clamping and filing technique. Two methods-draw/cross filing.
- Demo filing of finger grips-half round file
- Draw the tangents
- Complete polishing process and use the polisher.
- Mask off area not to be dip coated using masking tape.
- Heat opener and dip coat.
- Remove masking tape
- Refine edge of plastic using craft knife.
- Remove adhesive and polish using brasso metal polish.
- Evaluate use and mark practical

Pop up cards (paper Engineering) using Techsoft 2D 6 weeks

- Pupils will design and make a range of pop up cards to a chosen celebration theme
- Pupils will learn to draw simple pop up mechanisms using a 2D drawing software –Techsoft 2D Design.
- Use a range of drawing tools on Techsoft 2D
- How to convert cutting lines in to red
- How to make cuts in the middle of card by deleting unwanted lines
- Pupils will draw 4 designs using 4 different card mechanisms by hand
- Draw the best 2 on computer using Techsoft 2D
- Using CNC machine cut out their best design.
- Add colours using a variety of manual techniques
- Add decorations and fonts/writing a message
- Draw an envelope using Techsoft 2D to match with card size
- Print this out on paper and cut using scissors

Sketchup : Night Light 5 weeks

- Learn Basic concepts and the function of drawing tools in the software-’ How to sheets’
- Mini assessment on a basic design of a house
- Adding texture/materials/importing of designs
- Final Assessment: Pupils draw the Night light by using most of the functions of Google sketchup

NB: Google sketchup may be downloaded free from the internet

Night Light

Research – analysis of existing products/ basic circuit written out
Card designs stuck on moulds
Colour chosen and moulds placed on Selected Polystyrene sheet.
On bordered paper copy out working drawing of base.
Vac form moulds as they draw their sheets
Use Gerbil to remove mould from sheets.
Discuss position of the support bracket and therefore the position of the hole.
Mark out acrylic blanks according to the worksheet.
Add centre for the shade. Use of marking out tools
Drill holes
File edges of the acrylic
Glass paper edges
Use polisher to achieve a shiny finish
Line bend the acrylic when finish is achieved.
The distribution of components. Discuss the use of each component. Demo wire stripping, Do a dry assembly. Demo soldering
Solder components together
Complete soldering and assemble project.
Glue bracket to shade
Write an evaluation of their project on bordered paper.

Homework	Homework	Homework
<ul style="list-style-type: none"> • Worksheet on levers • Do research and find 5 facts on mild steel • Initial and final design • Using diagrams, show the difference between cross and draw filing • Write out safety rules for using the pillar drill. • W/sheet on polishing your work • W/sheet on use of polisher • W/sheet on dip coating • Write out a detailed evaluation. Good points bad points and changes to be made. • What are tangents? 	<ul style="list-style-type: none"> • Research on existing pop up mechanisms with annotation. • Worksheet on different paper engineering • Complete 4 design ideas for pop up cards. • Complete the adding colours on final design • Draw 3 designs for matching envelopes • Flowchart symbols and their meanings 	<ul style="list-style-type: none"> • Research on existing products to get inspiration • Draw 4 Initial Designs • Draw 1 Final design – use colour and in 3D • Worksheet on vacuum forming, soldering, H&S for the polisher • Safety rules when using the pillar drill • Worksheet on ‘How to solder’- pupils to watch a video and answer questions
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<ul style="list-style-type: none"> • Card design- Does it work? - Peer assessment • Finger grips- peer assessment- Does it fit the user? • Successful tangent cut out • Successful polishing outcome- any unwanted scratches visible? 	<p>Basic card engineering (pop up) research</p> <ul style="list-style-type: none"> • Four design ideas • Planning of making flow chart • Final CNC cutout with manual colour techniques • Final envelope with matching decor • Evaluation of designing and making • Final outcome of pop-up cards 	<ul style="list-style-type: none"> • Initial design-peer assessment • Card/mould design- will it work? • Are the edges of the acrylic smooth • Successful vacuum forming • Drill hole in the correct position • Final design

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"> ● Development of a complex card design ● Creation of a unique and complex final design ● Creation of a unique CLAW that is different but works to open a bottle. 	<ul style="list-style-type: none"> ● Uniqueness of final design ● Creation of different card engineering types by hand and using computer.- complexity of design. ● Creation of final product with variety of rendering techniques by hand and using software. ● Produce a professional finish to match with the theme to the final product ● use of correct materials, size, colour, proportions, use of shadow. Show fine detail of the design to make it appear as real as possible 	<ul style="list-style-type: none"> ● Unique and make able design ● Multiple layer of card ● Finish off the edges of the acrylic ● Vacuum forming – demonstrate to peers ● Excellent finish on completion of the project
<p style="text-align: center;">Recommended Resources</p>	<p style="text-align: center;">Independent Learning Expectations</p>	
<p>Video on 'How to solder' www.technologystudent.com, www.howitworks.com www.bbcbitsize.co.uk</p>	<ul style="list-style-type: none"> ● Complete peer assessment with correct terminology ● Creation of interesting and challenging card models(Bottle opener/ key tag/night light) to ensure that making is a success ● Draw realistic designs using Techsoft 2D Design tools ● Some evidence of disassembly or use of components of a simple circuit. Application of learnt processes in future related projects. Pupils can confidently communicate their designs with members of the class and use of tools and machinery to create unique designs. Problem solving skills are continuously displayed ● Downloading of Sketchup ● Use of a variety of drawing tools to produce a 3D drawing as real as possible <p>NB: use of YOUTUBE for tutorials on Sketchup</p>	

Year: 7

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
<p>Working Scientifically: Students will learn about how Science works and the fundamental skills in experimental Science including naming and using a range of different equipment, health and safety when working in a Science laboratory and planning investigations.</p> <p>Energy: Students will be able to investigate and compare energy values of food and fuels. They will be able to identify different forms of energy and describe how they can be transformed using examples from real life contexts.</p> <p>Structure and function of body systems: Students will learn about the different organs that make up the organ systems of the human body-mainly the breathing and skeletal systems. They will learn about the role of joints in movement and how antagonistic muscles cause movement.</p> <p>Health and Lifestyle: In this unit, students will be introduced to different food groups that make up a healthy diet and evaluate the effects of an unbalanced diet. They will carry out food tests on different food groups. They will look at the digestive system and how food is broken down by different enzymes.</p> <p>Particles and their behaviour: Students will learn about the different states of matter and investigate how solids, liquids and gases can interchange leading to different properties.</p>	<p>Separating techniques:In this unit students will learn about the difference between a mixture and a compound. They will then develop practical skills by using a range of techniques (filtration, distillation, and chromatography) to separate mixtures.</p> <p>Sound: This unit introduces students to the properties of sound. They will learn how sound is made, detected, and transferred.</p> <p>Elements, atoms and compounds: Students will gain an understanding into the differences in elements, compounds and mixtures and be able to compare properties of different atoms. Students will also use the periodic table, writing word and chemical formulae and interpreting their meanings.</p> <p>British Science Week themed lessons: A week off normal science lessons providing opportunity to engage with science outside the classroom and engage with national competitions for the National British Science Week 2022</p>	<p>Cell and Organisation: Students will learn about the basic components, similarities and differences between a plant and an animal cell. They will compare different types of specialised cells; how they are adapted to do their job and how they work together to form bigger structures. Students will also learn how to use a microscope.</p> <p>Reproduction: Students will gain an understanding of the structure and function of the male and female reproductive systems and the changes that happen during puberty. Students will also learn about the reproductive systems in plants.</p> <p>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 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.</p>

Homework	Homework	Homework
<p>Standard Numeracy and Literacy home-work tasks are set centrally on the google classroom platform for each topic.</p> <p>Seneca, Lbq and Google form quizzes are set as additional revision tasks for end of topic assessments</p>	<p>Standard Numeracy and Literacy home-work tasks are set centrally on the google classroom platform for each topic.</p> <p>Seneca, Lbq and Google form quizzes are set as additional revision tasks for end of topic assessments</p>	<p>Standard Numeracy and Literacy home-work tasks are set centrally on the google classroom platform for each topic.</p> <p>Seneca, Lbq and Google form quizzes are set as additional revision tasks for end of topic assessments</p>
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 which is teacher assessed. Numeracy and Literacy skills form part of the summative tests. The dates will follow curriculum maps for 2020/2021</p>	<p>There is an end of topic test for each topic or combined topics which is teacher assessed. Numeracy and Literacy skills form part of the summative tests. The dates will follow curriculum maps for 2020/2021</p>	<p>There is an end of topic test for each topic or combined topics which is teacher assessed. Numeracy and Literacy skills form part of the summative tests. The dates will follow curriculum maps for 2020/2021</p>

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<p>science lunchtime club (all students welcomed) and CREST club (by invitation only) https://salterschemistryclub.co.uk/register</p>	<p>science lunchtime club (all students welcomed) and CREST club (by invitation only) https://salterschemistryclub.co.uk/register</p>	<p>science lunchtime club (all students welcomed) and CREST club (by invitation only) https://salterschemistryclub.co.uk/register</p>
Recommended Resources	Independent Learning Expectations	
<p>Library Books www.kerboodle.com https://senecalearning.com/en-GB/ https://www.bbc.co.uk/bitesize/subjects/zng4d2p https://www.physicsandmathstutor.com/</p>	<p>Research and display or present work to others. Ensure literacy and numeracy tasks are completed on time and to the standard reflecting own ability.</p>	

<https://www.bbc.co.uk/bitesize/subjects/zng4d2>
[p
 https://www.cognitoresources.org/resources/ks3/science](https://www.cognitoresources.org/resources/ks3/science)

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Year: 7 Subject: Spanish Curriculum Leader : Ms Prada

Learning across the Year 2021-2022

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

Autumn Term	Spring Term	Summer Term
<p>Module 1: Mi vida y mi tiempo libre Giving your name Describing the sort of person you are Talking about your family Describing family members Telling your birthday Learning the alphabet Talking about and describing pets</p>	<p>Module 2: Mi tiempo libre Talking about activities you like doing Present tense - regular and irregular verbs Describing the weather including activities Talking about sports you play Talking about sports you like Talking about free time activities</p>	<p>Module 3: Mi instituto Talking about school subjects Giving your opinion on school subjects Talking about your timetable Describing your school Talking about what activities you do at break</p> <p>Module 4- Mi familia, mis amigos y yo Describing eye colour Giving physical description</p>
Homework	Homework	Homework
Decorate and cover your exercise book Practise introducing yourself Los Pérez genealogical tree and civil state Thinking Skills: ¿Cuándo es tu cumpleaños?	Writing on Free time (Module 2) Boot verbs practice Reading: El festival de las cometas Writing: Spring Term Writing: Redraft of Spring Term	Spelling test Reading: Estudio español Reading: El material escolar Writing: Summer Term Writing: Redraft of Summer Term

<p>Writing - Introduce yourself (Module 1) Reading – El día de las Mascotas Make flashcards for Writing and Speaking Learn your answers for the Speaking Exam Redraft of Writing Assessment Cultural task- El día de los Santos Inocentes Cultural topic- Los Reyes Magos (See Student Guide for Homework Due Dates)</p>	<p>Grammar: Present tense verb practice Prepare answers for Speaking Assessment Revise Module 2 vocabulary Learn Writing Assessment Reading: ¿Cuál es tu estilo? Redraft of Writing Assessment</p> <p>(See Student Guide for Homework Due Dates)</p>	<p>Grammar: Making nouns plural in Spanish Speaking: prepare answers for Speaking Assessment Make revision mini flashcards of Module 3 Reading: El torneo ATP de Buenos Aires Complete Redraft of the Writing Assessment Finish School Brochure Make a powerpoint presentation of your favourite festival</p>
<p>Assessment Dates/Topics/Skills</p>	<p>Assessment Dates/Topics/Skills</p>	<p>Assessment Dates/Topics/Skills</p>
<p><u>Module 1:</u> Listening, Reading, Speaking, Writing & Translation</p> <p>All written homework will be assessed according to the marking criteria for writing and speaking based on the current GCSE.</p>	<p><u>Module 2:</u> Listening, Reading, Speaking, Writing & Translation</p> <p>All written homework will be assessed according to the marking criteria for writing and speaking based on the current KS3 criteria</p>	<p><u>Module 3:</u> Listening, Reading, Speaking, Writing & Translation</p> <p>All written homework will be assessed according to the marking criteria for writing and speaking based on the current KS3 criteria</p>
<p>Autumn Term</p>	<p>Spring Term</p>	<p>Summer Term</p>
<p>Challenge Tasks</p>	<p>Challenge tasks</p>	<p>Challenge Tasks</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>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>All lessons are planned according to what students must, should and could complete during the lesson. All lessons include a challenge task.</p> <p>All students have PLCs that need to be constantly updated and referred to.</p> <p>Students must continue to re-apply vocabulary in a new context.</p>

<p>Students should justify what they say using a variety of tenses to back up what they have said or written.</p> <p>Students must use flashy (unusual) vocabulary.</p> <p>All students have been provided with a Student Guide, which contains a progress review section, the marking criteria and strategies to improve.</p>	<p>Students should justify what they say using a variety of tenses to back up what they have said or written.</p> <p>Students must use flashy (unusual) vocabulary.</p> <p>All students have been provided with a Student Guide, which contains a progress review section, the marking criteria and strategies to improve.</p>	<p>Students should justify what they say using a variety of tenses to back up what they have said or written.</p> <p>Students must use flashy (unusual) vocabulary.</p> <p>All students have been provided with a Student Guide, which contains a progress review section, the marking criteria and strategies to improve.</p>
<p>Recommended Resources</p>	<p>Independent Learning Expectations</p>	
<ul style="list-style-type: none"> ● Viva 1 book: 97814479 35254 ● Student Guide to Success in Year 7 (supplied in September by class teacher) ● Collins Easy Learning Spanish dictionary or Oxford Learner's dictionary: recommended for home use only as we have large stocks in school ● www.bbc.co.uk/education ● www.languagesonline.org.uk ● Youtube ● Duolingo (available in all languages) ● www.wordreference.com ● Seneca 	<ul style="list-style-type: none"> ● To refer to the <i>Student Guide to Success</i> ● 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 ● To develop grammatical skills ● To practise appropriate use of the dictionary instead of resorting to Google translator ● To apply the <i>TONIC</i> strategy 	

