

Curriculum Information

Year 8

2018-19

Year: 8 Subject: Art
Learning across the Year 2018-19

Curriculum Leader: Mr P Singh
Email: p.singh@holyfamily.waltham.sch.uk

Autumn Term	Spring Term	Summer Term
<p>Me - Portraiture</p> <ol style="list-style-type: none"> 1. Introduction to portraiture 2. Proportions of the head 3. Features of the face 4. Pencil self-portrait 5. Francis Bacon artist study in chalk 6. Chris Ofili artist study using mix-media 7. Develop photocopy of pencil portrait using watercolours 8. Add things that represent them in background 9. Evaluating/presenting final outcome 	<p>Pop Art</p> <ol style="list-style-type: none"> 1. Introduction to Pop Art/ Warhol 2. Drawing of coke can 3. Monoprinting 4. 'How to monoprint' poster 5. Word into Art, add text to image 6. Linocut Printing 7. How to make a pop Art wallpaper 8. Linocut 2 making a wallpaper 	<p>Picasso's Guernica slab pots</p> <ol style="list-style-type: none"> 1. Introduction and discussion on the Guernica, copy a section 2. Anti-war art using recent war in pairs 3. Design clay candle tealight holder (slab pot) on paper pattern 4. Create clay slabs 5. Add layers and cut out sections 6. Paint further design clay slab pot 7. Glaze 8. Add tea-light candle, photograph and evaluate
Homework	Homework	Homework
<ol style="list-style-type: none"> 1. Research artists and create "portraiture" title page 2. Frida Kahlo Q&A 3. David Hockney Project 4. Self-portrait in style of Bacon 5. Self-portrait in style of Ofili 6. Refine final self-portrait 	<ol style="list-style-type: none"> 1. Pop Art Poster 2. Roy Lichtenstein Comic Strip 3. Pop Artist research and transcript 4. Everyday object drawing task 5. Keith Haring analysis 6. Create your own piece of street art 	<ol style="list-style-type: none"> 1. Guernica worksheet 2. Find out about a recent war and bring in an article 3. Create own collage version of Guernica 4. Create an information sheet that explains how to make a slab pot.

Assessment Dates/Topics/Skills	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	Mon 13th - 20th May Drawing Clay manipulation Experimenting Planning Resilience Resourcefulness Reciprocity Reflectiveness

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
Create a portrait of a family member or a celebrity using one of the techniques you have learnt.	Ask your family to describe where you live in their own words. Write a summary of their thoughts and then create a visual of what they have said.	Spanish Civil War/London Riots- Guernica was a response to the bombing of Guernica in Spain. Create a response to the London riots.
Recommended Resources	Independent Learning Expectations	
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: Gallery websites: http://www.saatchigallery.com/ http://www.tate.org.uk/ http://www.nationalgallery.org.uk/ http://www.vam.ac.uk/	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: 8

Subject: Drama

Curriculum Leader: Ms Hampshire

Learning across the Year 2018-19

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

Autumn Term	Spring Term	Summer Term
Autumn: Stand Up! (Creating)	Spring 1: Discovering Shakespeare (Performance) Spring 2: Mugged	Summer: Soaps (Evaluation)
Homework	Homework	Homework
<p>Drama is a practical subject, so homework set is in most part of a practical nature and will consist of line learning, research into topics, collecting stimulus for lessons and self and peer evaluations where applicable.</p> <ul style="list-style-type: none">• Research on Civil Rights Movement of 1950's America• Research on Apartheid• Research on 1968 Olympics• Evaluation for assessment, typed and redrafted	<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">• Line learning: Prospero and Miranda scene, from Shakespeare's 'The Tempest'• Line Learning: opening scene of Romeo and Juliet (Montagues and Capulets gang clash)• Line learning: Selected scenes from Mugged• Evaluation for assessment, typed and redrafted	<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">• Students must watch a range of soaps to study structure of episodes: plot, sub-plot, cliff-hanger, and climax.• Students must find a newspaper article of a serious incident that has happened in the past week. This article must be the stimulus for their work in lesson• Evaluation for assessment, typed and redrafted

Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
Stand Up! - Week beginning: Mon 29 th Oct 2018 Monday 5 th Nov 2018	Discovering Shakespeare: Mon 11 th Feb 2019 Mon 25 th of Feb 2019	Soaps: Week beginning: Mon 13 st May 2019 Mon 20 th May 2019

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<p>Attend KS3 Drama club on a Monday to help improve performance/levels.</p> <p>Learning and applying the following explorative strategies/skills:</p> <ul style="list-style-type: none"> ● Still Image ● Thoughts Aloud ● Narration ● Improvisation ● Marking the Moment ● Script reading ● Rehearsal and refinement ● Directing 	<p>Attend KS3 Drama club on a Monday to help improve performance/levels.</p> <p>Learning and applying the following explorative strategies/skills:</p> <ul style="list-style-type: none"> ● Communication ● Planning ● Leadership ● Teamwork ● Presenting ● Performance ● A range of explorative strategies ● Directing ● Costume Design ● Sound Design ● Lighting Design 	<p>Attend KS3 Drama club on a Monday to help improve performance/levels.</p> <p>Learning and applying the following explorative strategies/skills:</p> <ul style="list-style-type: none"> ● Still Image ● Exaggeration ● Split-Stage ● Whole Class Role-Play ● Narration ● Thoughts Aloud ● Rehearsal and refinement ● Directing

<p>Task: Create a detailed director's concept for how you might stage a key scene you have created in class around the subject matter you are studying. Include:</p> <ul style="list-style-type: none"> ● Performance style and explorative strategies you might use ● Lighting Design ● Costume Design ● Sound Design ● Audience Impact 	<p>Task: Taking the role of director in extra-curricular rehearsal time of a scene you are performing in class with your group</p> <p>Task: Create a detailed director's concept for how you might stage a key scene you have created in class around the subject matter you are studying. Include:</p> <ul style="list-style-type: none"> ● Performance style and explorative strategies you might use ● Lighting Design ● Costume Design ● Sound Design ● Audience Impact 	<p>Task: Taking the role of director in extra-curricular rehearsal time of a scene you are performing in class with your group</p> <p>Task: Create a detailed director's concept for how you might stage a key scene you have created in class around the subject matter you are studying. Include:</p> <ul style="list-style-type: none"> ● Performance style and explorative strategies you might use ● Lighting Design ● Costume Design ● Sound Design ● Audience Impact
<p>Recommended Resources</p>	<p>Independent Learning Expectations</p>	
<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>The Department runs KS3 Drama club for years 7-9 on a Monday after school. The club is there to help students develop their use of explorative strategies, evaluative skills and individual and group performance skills.</p>	

Year: 8

Subject: English

Curriculum Leader (KS3): Mr Myers

Learning across the Year 2018-19

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

Autumn Term	Spring Term	Summer Term
<p>Prejudice and Inequality in Literature: Malorie Blackman’s Noughts & Crosses (playscript) and Poetry from Other Cultures</p> <p>In <i>Reading</i> lessons students look at complex themes and ideas through the playscript of ‘Noughts and Crosses’, adapted from Malorie Blackman’s best selling dystopian novel. Students are encouraged to examine links and connections with the world they live in. Students will also explore a short collection of Poetry from Other Cultures, especially those poems which focus upon prejudice and inequality.</p> <p>In <i>Writing</i> lessons, students will focus on learning the skills of Writing to Persuade and Argue. Students will also be expected to improve and enhance their technical accuracy through a range of activities.</p>	<p>Novel Study: My Swordhand is Singing by Marcus Sedgwick</p> <p>In <i>Reading</i> lessons, students study Marcus Sedgwick’s Gothic/ Vampire novel in detail. They demonstrate comprehension of the themes, characters and events; explore the writer’s techniques, especially the building of tension and development of character; and explore the historical context of Eastern European myths. They will have opportunities to study extracts from range of similar texts, including <i>Dracula</i> by Bram Stoker.</p> <p>In <i>Writing</i> lessons, students will learn about narrative and descriptive techniques, and will have an opportunity to demonstrate mastery of these in their own writing. This unit will also focus on the acquisition of technical skills.</p>	<p>Shakespeare’s ‘Merchant of Venice’ OR ‘Romeo and Juliet’:</p> <p>In <i>Reading</i> lessons, students explore a full Shakespeare play, looking at language, themes and characters using active drama techniques. They will develop further the understanding they learned about Shakespeare’s world and writing in Year 7 through detailed, higher level study and theatrical performance.</p> <p>In <i>Writing</i> lessons, students develop their skills of Writing to Advise, inspired by their chosen Shakespeare play. Again, there will be a significant focus on technical accuracy in this unit.</p> <p>Throughout Year 8 students will have opportunities to extend their independent reading, through use of the LRC and independent reading activities in class.</p>
Homework	Homework	Homework
<p>A range of tasks related to the unit of study, to be selected and completed independently by students over the course of a unit of study in order to improve thinking skills. This is in addition to regular homework tasks related to</p>	<p>Homework will be focused on the scheme of work above, and may include:</p> <ul style="list-style-type: none">• Independent research tasks related to theme of the novel• Creative writing tasks• Tasks which focus upon technical accuracy	<p>Homework will chiefly be focused upon the study of the Shakespeare play, and might include:</p> <ul style="list-style-type: none">• Further detailed research into Shakespeare and his world;• Comparative and analytical writing;• Creative writing related to the text

the scheme of work and wider Reading from suggested texts on the KS3 reading list.	Wider Reading from suggested texts on the KS3 reading list	<ul style="list-style-type: none"> • Tasks which focus upon technical accuracy
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<p>Assessment 29th Oct - 5th Nov 2018 Students will be assessed on their ability to identify genre features in the novel and to comment upon the writer's techniques in an extract.</p> <p>Writing is assessed in-class during this unit.</p> <p>Speaking and Listening thresholds are gained through participation in class work across each term.</p>	<p>Assessment 11th Feb. - 25th Feb 2019 Students will be assessed on their ability to analyse an extract of the play, and relate the ideas within it to the text as a whole.</p> <p>Writing is assessed in- class during this unit.</p> <p>Speaking and Listening thresholds are gained through participation in class work across each term.</p>	<p>Assessment 13th May - 20th May 2019 Students will be asked to analyse and comment upon an extract from their chosen Shakespeare play.</p> <p>They will be asked to produce a piece of writing that demonstrates the skills they have learned in writing lessons throughout the year.</p> <p>Speaking and Listening thresholds are gained through participation in class work across each term.</p>

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<p>Attend one of the KS3 English Extra-Curricular opportunities: Spoken Word, BBC News Report/Journalism, Carnegie Reading Group, trips and visits.</p> <p>Complete independent contextual research to show deeper insight into the novel's themes. Use the themes and ideas in the novel to produce ambitious, carefully crafted pieces of creative writing.</p> <p>Develop wider reading skills by reading a range of suggested texts from the KS3 reading list.</p>	<p>Attend one of the KS3 English Extra-Curricular opportunities: Spoken Word, BBC News Report/Journalism, Carnegie Reading Group, trips and visits.</p> <p>Use the themes and ideas in the texts studied to produce ambitious, carefully crafted pieces of creative writing.</p> <p>Develop wider reading skills by reading a range of suggested texts from the KS3 reading list.</p>	<p>Attend one of the KS3 English Extra-Curricular opportunities: Spoken Word, BBC News Report/Journalism, Carnegie Reading Group, trips and visits.</p> <p>Watch a range of Shakespeare productions. Visit the Globe Theatre.</p> <p>Produce a 'no fear' guide to one of the key scenes.</p> <p>Research another playwright from the same era as Shakespeare.</p> <p>Develop wider reading skills by reading a range of suggested texts from the KS3 reading list.</p>

Recommended Resources	Independent Learning Expectations	
<p>English Department Reading list The School Library and Librarian BBC Skillswise (for literacy/punctuation skills) Literacy Skills booklet</p>	<p>At KS3 we expect all students to read a variety of texts, both inside and outside of school. Students should read challenging material and use it to improve their own writing. Students should take what they have learned in class and use it to move their own learning on to a different level, making links between different subjects. We expect all students to think creatively when they approach reading and writing tasks. We expect all homework projects to be managed and presented to a high level of excellence, showing time-management and a high level of effort.</p>	

Year: 8

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

Learning across the Year 2018-19 Email: h.litchfield@holyfamily.waltham.sch.uk

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

Autumn Term	Spring Term	Summer Term
<p>Theory work</p> <ul style="list-style-type: none"> ● Revise Hygiene and Safety including the 4C's ● Revise nutrients and dietary goals. ● Revise Eatwell guide ● What is HACCP? Risk assessment of electric whisk. ● Methods of making cakes ● How to work out the energy value of a dish. ● Fibre – its function and sources. How to sweeten/flavour /increase fibre of a recipe following dietary goals. ● Cereals and staple foods. ● Pastry - types, how it is made. ● Rules for making pastry <p>Practical work</p> <ul style="list-style-type: none"> ● Swiss roll/ fruit flan ● Gâteau ● Classic tomato ragu ● Macaroni cheese ● Koftas 	<p>Theory work</p> <ul style="list-style-type: none"> ● Sauces - vegetable and roux sauce. ● Meat and fish - importance in our diet ● Methods of cooking ● Food provenance - where does our meat come from? ● Food poisoning - causes and prevention ● Convenience foods ● Vegetarianism ● Seasonality of food ● Food miles ● Choices of food ● Revisit healthy eating and nutrients <p>Practical work</p> <ul style="list-style-type: none"> ● Mini Quiches ● Patties or mini chicken pies ● Vegetable Spring rolls/ Samosas ● Upside down cake ● Fajitas ● Eclairs/ choux buns ● Cultural dish of their own choice. 	<p>Theory work</p> <ul style="list-style-type: none"> ● Health and safety ● Use of equipment ● The sewing machine ● Embellishments <p>Practical work</p> <ul style="list-style-type: none"> ● Produce sampler - pin, tack, sew <ul style="list-style-type: none"> - Embroidery stitches - button/sequins/beads ● Produce portrait of themselves using applique, embroidery and embellishments.
Homework	Homework	Homework
<ul style="list-style-type: none"> ● HACCP chart for a swiss roll/ fruit flan ● Design and plan gâteau 	<ul style="list-style-type: none"> ● Research about a type of meat or fish 	<ul style="list-style-type: none"> ● Produce image board about vthemselves ● Research how to add embellishments

<ul style="list-style-type: none"> ● Evaluation of gâteau ● Research a staple food ● 3 suggestions to increase your fibre intake. Modify recipe to increase fibre content. ● Production plan to make macaroni cheese ● Research different types of pastry ● Which countries have curries in their cuisine? What type of chillies are there? 	<ul style="list-style-type: none"> ● Write a production plan for chicken pies to include HACCP ● Research religion and foods ● Produce a pamphlet/poster on seasonality. ● Methods of cooking ● Find out 4 interesting facts about eclairs / choux pastry ● Find an appropriate recipe for your multicultural assessment ● Evaluation of multicultural food 	<ul style="list-style-type: none"> ● Design their portrait – add annotations and colour ● Complete step by step plan to make your portrait. Bring recycled material and embellishments needed for your portrait ● Complete production diary ● Research how to attach the embellishments you will use. Write up your findings with any necessary diagrams ● Research and produce a display on a fashion designer of your choice.
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
Assessment 29th Oct - 5th Nov 2018 Designing assessed via gateau practical Planning assessed via macaroni cheese production plan Cooking skills assessed each practical (peer/self/teacher assessed)	Assessment 11th Feb. - 25th Feb 2019 Research skills assessed via meat and fish project and religion and foods project Evaluation assessed via chicken pies Cooking skills assessed each practical (peer/self/teacher assessed)	Assessment 13th May - 20th May 2019 Designing skills assessed via portrait design Research skills assessed via fashion designer project

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<ul style="list-style-type: none"> ● High level presentation skills. ● When modifying recipe can give detailed reasons for changes ● Writing a logical, sequenced time plan including HACCP 	<ul style="list-style-type: none"> ● Writing a logical, sequenced time plan including HACCP ● Research using more than one source ● Students will show high level cooking and presentation skills 	<ul style="list-style-type: none"> ● Detail in annotation and analysing information ● Research using more than one source ● Students will show high level sewing skills in their portrait
Recommended Resources	Independent Learning Expectations	
Resources as provided by department. Must bring in ingredients and a suitable, labelled container to take the food home.	Most homework tasks are independent learning tasks. Students are set the task but	

<http://explorefood.foodfactoflife.org.uk>

use this program to analyse their diet and nutritional content of the food they cook

For textiles collect recycled material and embellishments n for your portrait

they have to interpret and fulfil the task in their own way.

We expect all homework tasks to be managed and presented to a high level of excellence, showing time-management and a high level of effort.

Students should practise cooking the dishes at home.

Year: 8

Subject: French

Curriculum Leader: Mrs J Heath

Learning across the Year 2018-19

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

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none">● Induction & Au pays du lundi● Qu'est-ce que tu fais?● Voici ma salle de classe● En focus● Grammaire & Mon frere blanc● Qu'est-ce que tu portes?● Ta journe scolaire● e scolaire est comment?● Un college super cool● En Focus● Tu est sportif?● Qu'est-ce que tu fais?● Le sport dans les pays francophone● Tu aimes ca?● Questions, questions, questions!	<ul style="list-style-type: none">● Révisions● Assessments● Update Student Guide and evaluation● Point de départ● Décris-moi ta famille● Où habites-tu?● Qu'est-ce que tu manges au petit déjeuner?● On fait la fête!● Une drôle de famille● Révisions● Assessments	<ul style="list-style-type: none">● Update Student Guide and evaluation● Où vas-tu le weekend?● Tu veux aller au café?● Vous désirez?● Je vais visiter Paris!● Révisions● Perfect tense● Assessments● Update Student Guide and evaluation● Extended Homework Project
Homework	Homework	Homework
10/09/18 - Reading: Une journée en troisième 17/09/18 - Reading: La mode de la rentrée 24/09/18 - Picture: describe the classroom 01/10/18 - Reading: Crayons de couleur 08/10/18 - Picture: describe clothes 15/10/18 - Writing: Autumn 1 on school 29/10/18 - Prepare flashcards 05/11/18 - Teach someone to conjugate an	07/01/19 - Flashcards for Listening, Reading and Writing 14/01/19 - Flashcards for Speaking 21/01/19 - Speaking assessment 28/01/19 - Redraft Writing assessment 04/02/19 - Teach someone higher numbers 11/02/19 - Presentation on your house 25/02/19 - Reading: J'habite sur l'île de Gorée 04/03/19 - Writing: Module 4 11/03/19 - Writing: Redraft	23/04/19 - Redraft Writing assessment 29/04/19 - Reading: La fête votive 07/05/19 - Reading: Le Grand Prix 13/05/19 - Picture: describe the cafe scene 20/05/19 - Writing: Module 5 03/06/19 - Writing: Redraft 17/06/19 - Flashcards for Listening, Reading and Writing 24/06/19 - Flashcards for Speaking 01/07/19 - Speaking assessment

ER verb 12/11/18 - Redraft in-class assessment 19/11/18 - Picture: describe what the person is doing 26/11/18 - Reading: Bernard Stamm 03/12/18 - Mon temps libre (pages 56-57) 10/12/18 - Writing: Module 3 17/12/18 - En Plus (pages 74-75)	18/03/19 - Flashcards for Listening, Reading and Writing 25/03/19 - Flashcards for Speaking 01/04/19 - Speaking assessment	08/07/19 - Redraft: Writing assessment
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
All redrafted written homework will be assessed according to the new marking criteria for writing based on the linear GCSE. <u>In-class assessment</u> Week beg 05/11/18 on school	As autumn term <u>Module 3 assessments</u> Listening, Speaking, Reading & Writing <u>Module 4 assessments</u> Listening, Speaking, Reading & Writing	As autumn term <u>Module 5 assessments</u> Listening, Speaking, Reading & Writing

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
All lessons are planned according to what students must, should and could complete during the lesson. All lessons include a challenge task. All students have PLCs that need to be constantly updated and referred to.	See autumn term.	See autumn term.

<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>Recommended Resources</p>	<p>Independent Learning</p>	
<ol style="list-style-type: none"> 1. Dynamo 1: ISBN 978 1292 226316 2. Student Guide to Success in Year 8 (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.bbc.co.uk/education 5. www.languagesonline.org.uk 6. Youtube 7. https://www.duolingo.com/ 8. www.wordreference.com 9. Youtube: Cyprien 10. Youtube: Easy French 11. Youtube: Monsieur Pattinson 	<ul style="list-style-type: none"> ▪ To persevere with a task as per 1, 2, 3 Rule ▪ To update the <i>Progress Review</i> page after each redrafted written homework ▪ To correctly label the homework sheets with targets for improvement ▪ To act on targets set by the teacher to provide evidence of improvement ▪ To glue all worksheets in and ensure excellent presentation with dates and titles underlined ▪ To refer to the <i>Student Guide to Success</i> ▪ To develop grammatical skills ▪ To practise appropriate use of the dictionary and <i>wordreference.com</i> instead of resorting to Google translator ▪ To apply the <i>TONIC</i> strategy 	

Year: 8

Subject: Geography

Curriculum Leader: Miss A Lippa

Learning across the Year 2018-19

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Autumn Term	Spring Term	Summer Term
<p><u>Hazards</u></p> <ul style="list-style-type: none">● Theory of Continental Drift● Distribution of earthquakes and volcanoes● Structure of the Earth● Plate boundaries: Types and activity● Earthquakes: How they occur and impacts● Responses to the Nepal Earthquake 2015● Reducing the risk of earthquakes● Characteristics of volcanoes● Living near a volcano <p><u>Regional Study: Asia</u></p> <ul style="list-style-type: none">● General Location knowledge of Asia● The Asian Climate● Flooding in South Asia● Living in the Himalaya: A Multi-hazard Environment● Population Patterns in Asia● Urbanisation in Karnataka, India● Asian Tiger Economic Growth● China as a case study of rapid economic growth	<p><u>Coasts</u></p> <ul style="list-style-type: none">● Introduction to the coast: why is the coast important● Coastal Processes: Erosion● Erosional Landforms● Transportation at the coast: Longshore Drift● Landforms created by deposition at the coast.● The Holderness Coast● Coastal Defences: Hard and Soft Engineering <p><u>Regional Study: Africa</u></p> <ul style="list-style-type: none">● General Location knowledge of Africa● What are the challenges facing Africa?● The physical Landscape of Africa● Climate and biomes across Africa● Desertification in the Sahel: Causes and Responses● The Historical Geography of Africa: Colonialism and its legacy● Patterns of development across Africa● Population change in Africa● Urbanisation in Africa● Trade between China and Africa	<p><u>Issue Evaluation</u></p> <p>Practice Issue Evaluation</p> <p>Project based on booklet of material, culminates in speaking and listening assessment.</p> <p><u>Urban Fieldwork</u></p> <p>Fieldwork trip to Kings Cross Granary Square to look at Urban Change. Students will design their own individual enquiry based on a selection of possible activities.</p>

Homework	Homework	Homework
	<ul style="list-style-type: none"> Regional Study: Russia 	<ul style="list-style-type: none">
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
w/b 29th October 2018	w/b 11th February 2019	w/b 13th May 2019
GCSE Style paper - Hazards	GCSE Style paper - Coasts	GCSE Style Paper + Speaking and Listening Assessment - Issue Evaluation DME

Year: 8

Subject: Geography

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<ul style="list-style-type: none"> Wide range of research and challenge opportunities within the regional study of Asia 	<ul style="list-style-type: none"> To be comprehensive and detailed, following all the advice and guidance for challenge activities. Wide range of research and challenge opportunities within the regional study of Africa 	<ul style="list-style-type: none"> To be comprehensive and detailed, following all the advice and guidance for challenge activities. To devise whole fieldwork enquiry independently as opposed to selecting from a range of options
Recommended Resources	Independent Learning Expectations	
<p><u>Progress in geography: Key Stage Three:</u> Authors: David Gardiner, Catherine Owen Publisher: Hodder Education ISBN-13: 978-1510428003 Price £25 approx</p> <p><u>AQA GCSE Geography Student Book</u> (key text)</p> <ul style="list-style-type: none"> Authors: Simon Ross, Nick Rowles Publisher: Oxford University Press ISBN-13: 9780198366614 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: 8

Subject: History

Curriculum Leader: Mr Shah

Learning across the Year 2018-19

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

Autumn Term	Spring Term	Summer Term
<p>Autumn 1: Students will start to study the impact of WW1</p> <ul style="list-style-type: none">• What was World War One and what caused it?• How should it be remembered according to different historians?• What were the main events?• Why did it end? <p>Autumn 2: Students will learn about America in the 1920s.</p> <ul style="list-style-type: none">• The economy in the 1920s including Henry Ford and the Wall Street Crash• Entertainment in the 1920s• Life for an African American and a Native American including the Harlem Renaissance• Prohibition in the 1920s	<p>Spring 1 and 2: Students will learn about the horrors of the Holocaust and then move on to WW2</p> <ul style="list-style-type: none">• History of anti-semitism• What was the Holocaust?• Who was to blame for the Holocaust?• How did Hitler rise to power?• What role did the Nuremberg Laws play in creation of the Holocaust?• How far did Kristallnacht contribute to the Holocaust?• To what extent did the ghettos contribute to the Holocaust?• Case study on Anne Frank• How was the Holocaust resisted?• Why did WW2 happen?• What was fighting like in WW2?• How did people cope with another war?• How was WW2 ended?• What happened to the concentration camps after WW2?	<p>Spring 1: Students will study the British Empire using India as a case study.</p> <ul style="list-style-type: none">• Was the Empire good or bad?• Who ruled during the Mughal Empire and what was it like?• How did Britain enter India and how did the East India Company make changes?• What was the role of the Raj?• What was the role of Kasturba Gandhi and Mahatma Gandhi?• Why did Britain leave the Empire? <p>Summer 2: Students will study the history of 4 cultures all of which feature prominently in the makeup of Holy Family:</p> <ul style="list-style-type: none">- Irish potato famine- Black British history behind the Notting Hill Carnival- Poland after independence- Philippines: invasion and migration

Homework	Homework	Homework
Research and presentation, essay questions, source questions. Specific content will be identified through showmyhomework.	Research and presentation, essay questions, source questions. Specific content will be identified through showmyhomework.	Research and presentation, essay questions, source questions. Specific content will be identified through showmyhomework.
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<p>Autumn 1: Should historians remember WW1 as a 'disastrous' or 'heroic' war? Use the two interpretations and your own knowledge AO4</p> <p>Autumn 2: How would you follow up source A to find more out about Racism in 1920s USA? AO3</p>	<p>Spring 2: How far do you agree that Hitler was the most important reason for the Holocaust?</p>	<p>Summer 1: "The Amritsar Massacre was the most important reason why India gained independence in 1947." How far do you agree with this statement? AO2</p> <p>Summer 2: Give two things you can infer from Source X about... AO3</p>

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<ul style="list-style-type: none"> • Student leadership 	<ul style="list-style-type: none"> • Student leadership • Extended project 	<ul style="list-style-type: none"> • Student leadership
Recommended Resources	Independent Learning Expectations	

<p>Websites: BBC websites www.schoolhistory.com www.activehistory.co.uk www.historyonthenet.com www.historytoday.com</p>	<p>All homework completed on time and to a high standard Well-presented books Pride in work Working with peers to achieve the set goals</p>	
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Year: 8

Subject: Mathematics

Curriculum Leader: Mr McCollin

KS3 Coordinator: Ms Atakan

Learning across the Year 2018-19

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

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

Year: 8

Subject: Mathematics

Autumn Term Challenge Tasks	Spring Term Challenge tasks	Summer Term Challenge Tasks
Unused tasks from workbooks. Independent study using MathsWatch VLE.	Unused tasks from workbooks. Independent study using MathsWatch VLE. Students from top sets selected for Junior Maths Challenge.	Unused tasks from workbooks. Independent study using MathsWatch VLE.
Recommended Resources	Independent Learning Expectations	
<ul style="list-style-type: none">www.mathswatchvle.com School centre ID: holyfamilycath Username: fullname (ie. johnsmith) Password: family	Complete homework. Read over notes prior to the next lesson in order to facilitate continuous progression. Use of MathsWatch to identify and address area of weakness.	

Year: 8

Subject: Music

Curriculum Leader: Mrs Corlett

Learning across the Year 2018-19

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

Autumn Term	Spring Term	Summer Term
<p>Rap and RnB</p> <p>Students will be exploring the context of Rap and RnB. They will learn song writing techniques as well as key features of Rap and RnB. Students will compose their own song or rap using music software.</p>	<p>World Drumming</p> <p>Students will be exploring the context of drumming in the world cultures. They will learn different drumming techniques and compose their own drumming arrangements. Students will perform a piece of music called The Curry House Samba.</p>	<p>Computer game music</p> <p>Students will explore the key features of computer game music with a view to recreating the style in their own composition using music software.</p> <p>Film Music</p> <p>Students will explore the key features of Film music including performing keyboard pieces from the movies.</p>
Homework	Homework	Homework
<ul style="list-style-type: none"> • Week 1 - find out what a riff is and write down the names of some rap/rnb songs that contain a riff • Week 3 complete the chord construction worksheets. • Week 5 revise for the music analysis test! • Week 7 the hip hop subculture has cast a negative shadow over the music itself, impacting society's view of the music". What do you think? 	<ul style="list-style-type: none"> • Week 1 - Research African instruments. • Week 3 - Essay - Discuss the following statement Yiri is typical of African music • Week 5 - Essay - Describe how the following musical elements are used within Yiri: Rhythm, Harmony, Instrumentation and Texture (8 marks) • Week 7 - Revise for end of unit exam • Week 11 - Practise for your performance assessment 	<ul style="list-style-type: none"> • Week 1 - Choose a music video which reflects the words of the song and explain how in 200 words • Week 3 - Choose your own episode of Tom and Jerry and track the mickeymousing • Week 5 Watch the first 30 minutes of Star Wars- A New Hope how many times do you hear the leitmotif? Can you hear any other repetitive motifs? What do they represent?
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
<p>Week 6 - Listening analysis</p> <p>Week 12 Song composition assessment</p>	<p>Week 6 - Music analysis test based on the features of African Drumming and the musical elements</p> <p>Week 10 Assessment of group arrangement off The Curry House Samba</p> <p>Week 12 Listening analysis assessment</p>	<p>Week 6 Computer game composition assessment</p> <p>Week 12 - Film music performance assessment</p>
Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks

<ul style="list-style-type: none"> • Compose lyrics using techniques learned in English - such as simile and metaphor. • Research the RnB subculture • Think about and research extended chords to include in your composition such as suspended chords and additional note chords. 	<ul style="list-style-type: none"> • Practising your arrangement at lunchtimes • Researching African music and drums • Youtube search 'african drumming' and watch some videos 	<ul style="list-style-type: none"> • Research leitmotif within film music • 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. • Practise 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
<p style="text-align: center;">Recommended Resources</p>	<p style="text-align: center;">Independent Learning Expectations</p>	
<p> http://www.dsokids.com/ http://www.mymusictheory.com/ http://www.youtube.com http://www.musictheoryvideos.com/ http://www.musictheory.net/ http://www.african-drumming.com/african_drums.htm http://www.bbc.co.uk/learningzone/clips/samba-music/5306.html http://www.last.fm/tag/samba http://www.bbc.co.uk/1xtra/events/rnbsensations/history/pre90s/ http://www.bbc.co.uk/1xtra/events/rnbsensations/history/post90s/ </p>	<p>A large percentage of music work is group work apart from music theory work, keyboard skills and music analysis. It is therefore expected that students complete all individual tasks to the highest possible standard. The Music Department is often open for pupils to come in at lunchtime, so it is expected that pupils will put in the extra time if it is needed. It is also expected that if students are struggling to complete individual tasks, they ask for help rather than not completing them properly</p>	

Year: 8

Subject: PE

Curriculum Leader: Mrs Cole

Learning across the Year 2018-19

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

Autumn Term	Spring Term	Summer Term
Gym, Rugby, Football Dance , Fitness , Basketball, Netball, Football, Parkour	Handball, Gym, Rugby, Basketball,, Fitness, Dance, Parkour, Netball, Football	Athletics, Rounders, Cricket, Tennis
Homework	Homework	Homework
<ul style="list-style-type: none"> • Questions relevant to lesson content 	<ul style="list-style-type: none"> • Questions relevant to lesson content 	<ul style="list-style-type: none"> • Questions relevant to lesson content • Extended homework project (22/04/19)
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
Assessment 1 - November 2018 - invasion /fitness	Assessment 2 - February 2019 - Gym/Dance/Trampolining	Assessment 3 - May 2019 - Athletics

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		
<ul style="list-style-type: none"> • Wider reading about sport • Attend extra-curricular clubs at school • Join clubs outside of school 		

<ul style="list-style-type: none"> • Watch sport in your local community and on TV 		
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Year:8

Subject: RE

Curriculum Leader: Peter Norman

Learning across the Year 2018-19

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

Autumn Term	Spring Term	Summer Term
Creation The Covenant	Mystery of the Eucharist The Paschal Mystery	Mission in the Church The Church in Britain
Homework Based on the following topics	Homework Based on the following topics	Homework Based on the following topics
Interpreting the Bible Made in God's own image Human Ecology Theological Truths Stewardship Moses The Passover The Exodus The Prophets of Hope Preparing for Jesus' coming	The last supper Celebrating the Mass today The parts of the Mass Jesus- The perfect sacrifice Holy Week The Triduum The death of Jesus The Resurrection The meaning for Christians today	What is the Church? The Mission of the Church Study of a range of modern Christian saints Christianity in Britain Thomas Becket Thomas More The reformation The emancipation
Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills	Assessment Dates/Topics/Skills
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 2019

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

<p>Research the work of CAFOD. Explain how they work to bring about justice and human dignity for all.</p> <p>Research a CAFOD project</p>	<p>Sometimes young people say they are bored at Mass. This is because they don't understand what is happening and what they need to do. Your mission now is to help other pupils in your school understand the Mass.</p> <p>Design a section for the school website or booklet for Year 7 pupils who are new to the school.</p> <p>a) Explain what happens at:</p> <ul style="list-style-type: none"> ○ Penitential Rite; ○ Liturgy of the Word; ○ the Offertory; ○ the Consecration; ○ Sacrifice of Jesus; ○ Holy Communion; ○ Living out the Mass. 	<p>In Britain, we are now able to practise our faith, free from fear of persecution. Imagine that a regime opposed to Christianity took over and you were not allowed to practise.</p> <p>a) What would change for you and your family?</p> <p>b) What difference would it make to your life?</p>
<p>Recommended Resources</p>	<p>Independent Learning Expectations</p>	
<p>dynamiclearning.org (pupils will be instructed how to log on to this)</p> <p>There are also links to other websites that offer a wider view of the topics studied. The website offers a range of activities like quizzes and audio material that can enhance a pupils understanding of a topic.</p> <p>'The Way the truth and the life' website</p>	<p>Each pupil is encouraged to deepen their knowledge and understanding of the topics as the course progresses. Use of the dynamic learning website, and the way,truth and life website will enable this. Pupils must always be mindful that each topic covered ought to be studied in the light, and teaching of the Roman Catholic Church. All pupils should therefore keep up to date with Church teaching and practice. Following the news and discussing the issues that relate to faith and practice with your family and friends is also recommended.</p> <p>Also use the RE dept website.</p>	

Year: 8

Subject: Product Design-RM

Curriculum Leader: Mr Nandlal

Learning across the Year 2018-19

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

Autumn Term	Spring Term	Summer Term
<p><u>Mechanical toy</u></p> <ul style="list-style-type: none">● Research on existing products – annotate about cost size shape and who will use this product.● Discussion on Cams- change of movement● Design brief● Initial ideas on A3 sheet – Complete peer evaluation● Final design- give reasons why this is so.● Card modelling● Name the parts of the mechanical toy● Practical work: Creation of the half lap joint● Drilling of the holes● Gluing of the frame● Drilling and installing the cam, crank and spindle● Creation of final design on MDF- use of scroll saw. Glue down background/ foreground● Final assembly- check for fluency of movement● Complete personal and peer evaluation <p><u>WIND CHIME PROJECT</u></p> <ul style="list-style-type: none">● Design brief● Existing product research and analysis● Forces research● Collage on windchime research for inspiration● Design specification● 4 initial designs with annotations and evaluation against specifications	<p><u>Graphics – Board Game</u></p> <ul style="list-style-type: none">● Introduction to board games – discussion on existing commercial board games and the elements that make them successful● Discussion on what will be made and learned through the course of the project, showing exemplar work to support discussion● Pupils brainstorm their ideas for a board game in groups of two or three. They also create a team name and team rules● Colour theory● Understanding legislation● Understanding and creating logos● Understanding the purpose of packaging and designing and creating packaging● Writing a design brief and specification● Creating nets● Knowing the basics of TechSoft2D and using TechSoft2D to design a board for the board game● Creating rules, counters and other accessories for the board game● Mini assessment: presenting work to other teams● Setting regular targets as a team● Playing the board game and then writing an evaluation of the project	<p><u>Steady Hand Game</u></p> <ul style="list-style-type: none">● Introduce the task using ‘The Design Brief’ sheet.● Develop a specification for the project using the ‘specification’ sheet.● Introduction to the world of electronics.● Introduction to PCB and components. Demonstration on soldering-surface and through mount –use heat shrink● Continue soldering components● Use heat shrink. Make the hand loop and solder to circuit● Build enclosure (frame) for electronic circuit. Demo marking and making of a lap joint● Build enclosure (frame) for electronic circuit with plywood backing. Design the background. Demo cutting with scroll saw/hegner● Build enclosure (frame) for electronic circuit and install plywood-backing piece Drill hole for the LED light. Manipulate the wire loop and make the wire course to march the background (theme).● Final assembly and evaluation

<ul style="list-style-type: none"> ● Research on Knots to join string ● Final wind chime design ● Making of final design ● Evaluation-peer and self ● End of project assessment 	<ul style="list-style-type: none"> ● Presenting and peer assessing final outcomes 	
<h3>Homework</h3>	<h3>Homework</h3>	<h3>Homework</h3>
<ul style="list-style-type: none"> ● Health and safety worksheet ● Research on existing mechanical toys ● Cams worksheet- explanation of how specific cams produce specific movements ● Initial designs on an A3 sheet ● Card modelling ● Worksheet on adhesives ● Wood joints ● Evaluation and peer assessment <p>WIND CHIME</p> <ul style="list-style-type: none"> ● Research on existing products ● Forces-bending torsion, shear, compression, tension- definition ● Collage for inspiration ● Initial ideas ● Final ideas ● Collection of materials for the construction of the windchime. 	<ul style="list-style-type: none"> ● To produce an image board with images relating to chosen theme ● To bring an item of packaging (preferably in the form of a net) ● To play an existing board game and write a product analysis of the board game ● To create and decorate a net for a perfume or confectionary product. The product should be made up ● To revise for the mini assessment ● Completing practical work 	<ul style="list-style-type: none"> ● Research on existing steady hand with annotations ● Complete specification worksheet ● Types of components and its use ● Calculation of resistance values of resistors ● Initial designs on an A3 sheet ● Final design ● Production plan ● Evaluation
<h3>Assessment Dates/Topics/Skills</h3>	<h3>Assessment Dates/Topics/Skills</h3>	<h3>Assessment Dates/Topics/Skills</h3>
<ul style="list-style-type: none"> ● Initial designs with annotations ● Card modelling ● Making of the frame ● Making of the final design on MDF ● Peer assessment of the completed project <p>WINDCHIME</p> <ul style="list-style-type: none"> ● Initial designs ● Modelling ● Making of final design ● Peer and self assessment 	<ul style="list-style-type: none"> ● Presenting ideas to other teams ● Mini test on skills and knowledge gained ● Final presentation which is peer assessed ● Quality of final outcome ● Teamwork 	<ul style="list-style-type: none"> ● Initial designs with annotations – peer assessment ● Card modelling ● Making of the frame ● Making of the final design on MDF ● Peer assessment of the completed project. Does it work? Is the path challenging?

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

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

Subject: Science

Curriculum Leader(KS3): Mrs Anjorin

Learning across the Year 2018-19

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

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> ● The Earth: Students will learn about the structure of the earth, the different types of rock and how they are formed in the rock cycle. ● Reactions: Students will see and write formulae and equations to represent a range of chemical reactions. ● Electricity and magnetism: Students will take a practical approach to learn about series and parallel circuits. They will explore current, resistance, static electricity and electromagnets. <p>Structure and function of body systems: Students will learn about the structure of the human skeleton and its importance. Students will also be able to investigate and analyse muscle strength and explain how muscles work to bring about movement.</p>	<ul style="list-style-type: none"> ● Motion and pressure: Students will investigate and learn how to calculate pressure. Students will gain an understanding of how to differentiate between and calculate speed and acceleration. ● The periodic table: Students will gain an understanding of how elements are arranged in the Mendeleev periodic table and the patterns in chemical and physical properties of the different groups. ● Metals and acids: Students will investigate how different metals react with different dilute acids, oxygen and water, representing their observations using word and chemical equations. ● Ecosystem processes: Students will learn about the process of photosynthesis, how leaves are adapted for their function and how plants use minerals for growth. Students will also gain understanding of both aerobic and anaerobic respiration. Students will further gain an understanding of food chains/food webs and the implications when they are disrupted. ● 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. 	<ul style="list-style-type: none"> ● Adaptations and inheritance: Students will learn about competition in living organisms and different adaptations that help them to survive, and can lead to natural selection, evolution or extinction. Students will also learn about how DNA was discovered and its role in inheritance and variation. ● Adaptations and inheritance: Students will learn about competition in living organisms and different adaptations that help them to survive, and can lead to natural selection, evolution or extinction. Students will also learn about how DNA was discovered and its role in inheritance and variation. ● Forces: Students will be able to identify different forces in action and apply them to a real life context.
<h3>Homework</h3>	<h3>Homework</h3>	<h3>Homework</h3>
<ol style="list-style-type: none"> 1.What determines the size of igneous rock? 2. Model of the earth. 3.Investigating the effect of exercise on breathing rates. 	<ol style="list-style-type: none"> 1.Investigating arm span (investigation). 2. B2 1.2 Food tests 3. B2 1.3 Unhealthy diet .Investigating the energy content of food (investigation). 4.. Activity B2 1.4 Unhealthy diet 	<ol style="list-style-type: none"> 1.Investigating pressure. 2.Pressure in everyday life.

<p>4. P2 1.8 WebQuest Using electromagnets 5. P2 1.6 magnets and magnetic fields 6. P2 1.2 Circuits and current homework 7. P2 1.2 Circuits and current: Investigating current (Investigation).</p>		
<p>Assessment Dates/Topics/Skills</p>	<p>Assessment Dates/Topics/Skills</p>	<p>Assessment Dates/Topics/Skills</p>
<p>Topics: Earth and Reactions Assessment: w/b 1/10/18</p> <p>Topics: Electricity and magnetism, Structure and function of body systems Assessment: w/b 5/11/18</p> <p>Topics: Health & lifestyle and Waves (sound) Assessment: w/b 1/4/19</p> <p>Skills: Researching/Analysing/Calculating.</p>	<p>Topics: Ecosystem, Metals and acids, Motion and pressure.</p> <p>Assessment: w/b 11/2/19</p> <p>Skills: Research/Literacy/Recording</p> <p>Topics: Periodic Table, Elements, atoms and compounds. Assessment: w/b 1/4/19</p> <p>Skills: Planning/Observing/Evaluating/Calculating.</p>	<p>Topic: Adaptation Assessment: w/b 24/6/19</p> <p>Topic: Forces Assessment: w/b 15/7/19</p> <p>End of Year Exam: 13/5/19</p> <p>Skills: Analysing/Calculating/Investigating.</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>

<ol style="list-style-type: none"> 1. The value of the periodic table. 2. Extracting and using metals. 3. Drugs. 4. Metal recycling and electromagnets. 	<ol style="list-style-type: none"> 1. Extinction. 2. Chromatography and crime. 3. Saving on heating bills. 4. Pressure and altitude. 	<ol style="list-style-type: none"> 1. Recycling plastic. 2. Microorganisms in the food industry.
Recommended Resources	Independent Learning Expectations	
www.cancerresearchuk.org Library books www.bbc.co.uk/health , www.kidshealth.org www.kerboodle.com	Research and display or present work to others.	

Year: 8

Subject: Spanish

Curriculum Leader: Mrs J Heath

Learning across the Year 2018-19

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

Autumn Term	Spring Term	Summer Term
<p>Module 4- Mi familia, mis amigos y yo Describing how many people there are in your family Describing eye colour Giving physical description Describing your house or flat Talking about Carnival</p> <p>Module 5- Mi ciudad Describing what there is in your city Talk about what activities you do At the coffee bar Future plans Giving opinions on your city Talking about life in Habana</p>	<p>Module 5- Mi ciudad ¡Prepárate! Grammar revision Zona proyecto- Pasaporte fiesta</p> <p>GCSE TOPIC- Healthy living Body and aches Advice and remedies Food and quantities Prices and at the shop Being fit and healthy Preterite tense Activities you do to keep fit and healthy- 3 tenses Healthy life- problems and advice Young people and vices Giving opinions and justifications</p>	<p>GCSE TOPIC- The environment Environmental changes What to do to protect the environment Global issues Voluntary work Homelessness</p>
Homework	Homework	Homework
<p>06/09/18 - Cultural topic- El clásico 10/09/18 - Reading- What a picture! 17/09/18 - Reading- ¿Cómo es? 24/09/18 - Thinking skills and Writing M4 01/10/18 - Cultural topic- Las Fallas 08/10/18 - Writing- Redraft of M4 15/10/18 - Make flashcards for M4 revision 29/10/18 - Make flashcards for speaking 05/11/18 - Learn speaking assessment</p>	<p>07/01/19 - Writing- redraft of M5 14/01/19 - Make flashcards for M5 revision 21/01/19 - Make flashcards for speaking 28/01/19 - Learn speaking assessment 04/02/19 - Redraft of M5 Writing assessment 11/02/19 - Revise big numbers for test 25/02/19 - Preterite tense practice 04/03/19 - Translation into English- Hábitos 11/03/19 - Writing on Importancia vida sana</p>	<p>23/04/19 - Speaking assessment 29/04/19 - Redraft of Writing assessment 07/05/19 - The preterite tense 13/05/19 - Picture description of environmental issue 20/05/19 - The future tense 03/06/19 - Writing on Problemas medioambientales 10/06/19 - Redraft on Writing</p>

<p>12/11/18 - Redraft of M4 Writing assessment 19/11/18 - Thinking skills- Marta's day 26/11/18 - Cultural topic- Fiesta del caracol 03/12/18 - Describe a picture of a place in town 10/12/18 - Writing M5 17/12/18 - Cultural topic- Día del maestro</p>	<p>18/03/19 - Redraft of writing 25/03/19 - Make flashcards for revision 01/04/19 - Make flashcards for speaking revision</p>	<p>17/06/19 - Make flashcards for revision 24/06/19 - Make flashcards for speaking 01/07/19 - Extended Homework Project 08/07/19 - Extended Homework Project 15/07/19 - Presentation of GCSE Topic</p>
<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>In-class assessment</u> Week beg 05/11/18 on family and friends</p> <p><u>Module 4 assessments</u> All 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>Module 5 assessments</u> Week beg 21/01/19 on all skills</p> <p><u>Healthy living assessments</u> Week beg 01/04/19 on L/R/W Week beg 23/04/19 on Speaking</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>Environment assessments</u> Week beg 24/06/19 on L/R/W Week beg 01/07/19 on Speaking</p>

Autumn Term	Spring Term	Summer Term
Challenge Tasks	Challenge tasks	Challenge Tasks
<p>All lessons are planned according to what students must, should and could complete during the lesson. All lessons include a challenge task.</p> <p>All students have PLCs that need to be constantly updated and referred to.</p>	<p>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>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>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>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>Recommended Resources</p>	<p>Independent Learning</p>	
<ol style="list-style-type: none"> 1. Viva 1 Student book: 97814479 35254 2. Student Guide to Success in Year 8 (supplied by class teacher) 3. EDEXCEL GCSE Spanish Foundation. Pearson. ISBN: 9781846903915 4. EDEXCEL GCSE Spanish Higher. Pearson. ISBN: 9781846903922 5. Collins Easy Learning Spanish dictionary or Oxford Learner's dictionary: recommended for home use only as we have large stocks in school 	<ul style="list-style-type: none"> ▪ To persevere with a task as per 1, 2, 3 Rule ▪ To update the <i>Progress Review</i> page after each redrafted written homework ▪ To correctly label the homework sheets with targets for improvement ▪ To act on targets set by the teacher to provide evidence of improvement ▪ To glue all worksheets in and ensure excellent presentation with dates and titles underlined ▪ To refer to the <i>Student Guide to Success</i> ▪ To develop grammatical skills 	

<ol style="list-style-type: none">6. www.bbc.co.uk/education7. www.languagesonline.org.uk8. Youtube9. https://www.duolingo.com/10. www.wordreference.com	<ul style="list-style-type: none">▪ To practise appropriate use of the dictionary and <i>wordreference.com</i> instead of resorting to Google translator▪ To apply the <i>TONIC</i> strategy	
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